



TEXAS
Department of Family
and Protective Services

The State of Texas

**2025-2029 Child and Family Services Plan
Requirements**

PART 3

**Texas Department of Family and Protective Services ACYF-
CB-PI-24-02**



TEXAS
Department of Family
and Protective Services

The State of Texas

**2025-2029 Child and Family Services Plan
Requirements (CFSP 5-year plan)**

1. Vision and Collaboration

Mission and Vision

**Texas Department of Family and Protective Services ACYF-
CB-PI-24-02**

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan) 1. Vision and Collaboration

State agency administering the programs

- *Identify the name of the state agency that will administer the title IV-B programs under the plan. Describe the organization, its function, and the organizational unit(s) responsible for the plan and include organizational charts.*

Vision Statement

- *Provide a vision statement that articulates the state's philosophy in providing child and family services and developing or improving a coordinated service-delivery system. The vision should reflect the service principles cited below*

*The **service principles** found in federal regulations at 45 CFR 1355.25 support the development of this vision:*

The safety and well-being of children and of all family members is paramount. When safety can be assured, strengthening and preserving families is seen as the best way to promote the healthy development of children. One important way to keep children safe is to stop violence in the family including violence against their mothers.

Services are focused on the family as a whole; service providers work with families as partners in identifying and meeting individual and family needs; family strengths are identified, enhanced, respected, and mobilized to help families solve the problems which compromise their functioning and well-being.

Services promote the healthy development of children and youth, promote permanency for all children and help prepare youth emancipating from the foster care system for self-sufficiency and independent living.

Services may focus on prevention, protection, or other short or long-term interventions to meet the needs of the family and the best interests and need of the individual(s) who may be placed in out-of-home care.

Services are timely, flexible, coordinated, and accessible to families and individuals, principally delivered in the home or the community, and are delivered in a manner that is respectful of and builds on the strengths of the community and cultural groups.

Services are organized as a continuum, designed to achieve measurable outcomes, and are linked to a wide variety of supports and services which can be crucial to meeting families' and children's needs, for example, housing, substance abuse treatment, mental health, health, education, job training, childcare, and informal support networks.

Most child and family services are community-based, involve community organizations,

parents and residents in their design and delivery, and are accountable to the community and the client's needs.

Services are intensive enough and of sufficient duration to keep children safe and meet family needs. The actual level of intensity and length of time needed to ensure safety and assist the family may vary greatly between preventive (family support) and crisis intervention services (family preservation), based on the changing needs of children and families at various times in their lives. A family or an individual does not need to be in crisis in order to receive services.

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

1.Vision and Collaboration

A. State Agency Administering the Plan

The Texas child welfare system began with the Child Welfare Division, created by the Texas Legislature in 1931 as a program within the Texas Board of Control. During the following decades, federal, state, and county participation in services to abused and neglected children gradually increased. The Texas Family Code, created in 1974, gave the Texas Department of Public Welfare more responsibility for services to abused, neglected, truant, and runaway children. Under the code, the failure to report suspected abuse or neglect of children became a misdemeanor offense.

In 1987, the Texas Legislature enacted statutory definitions of child abuse and child neglect. The definitions were incorporated into the Texas Family Code, amended with subsequent state legislative enactment of law, and serve to identify the jurisdiction for the agency's involvement with families. In 1992, the Texas Legislature formed a new agency, the Texas Department of Protective and Regulatory Services. Child Protective Services (CPS), along with Adult Protective Services (APS) and Child Care Licensing (CCL), became major programs within this new agency. Texas Department of Protective and Regulatory Services was later renamed the Texas Department of Family and Protective Services (DFPS).

Effective in September 2017, the Texas Legislature transformed DFPS into an independent state agency and DFPS reports directly to the Governor. Simultaneously, the agency immediately reorganized one of its core functions by moving all investigative functions from the CPS program into the new Child Protective Investigations (CPI) program. The CPI program includes former CPS investigators and special investigators, as well as investigators from the CCL program who investigate allegations of abuse and neglect in day care and foster care. The regulatory functions of the CCL program as well as the APS Provider Investigations program were transferred from DFPS to the Health and Human Services Commission (HHSC). The CPI program at DFPS and the Licensing and Regulatory Division at HHSC continue to work together closely to protect the children they jointly serve.

In 2023, the 88th Texas Legislature determined that some of the functions of the Prevention and Early Intervention division are better aligned with the Health and Human Services Commission. The division was renamed to Prevention and Community Wellbeing, with a Prevention and Early Intervention program within it. The transition of services moving to the Health and Human Services Commission will finalize in December 2025.

While CPI continues to work closely with both CPS and CCL, the structure allows for

improved quality and effectiveness of child abuse and neglect investigations. It further allows CPS to focus on its core functions of child safety, permanency, well-being, and normalcy.

DFPS works with communities to promote safe and healthy families and protect children and vulnerable adults from abuse, neglect, and exploitation. This is done through investigations, services and referrals, and prevention programs.

DFPS does this important work through its five major programs:

- Prevention and Community Wellbeing;
- Statewide Intake;
- Adult Protective Services;
- Child Protective Investigations;
- Child Protective Services; and

The DFPS commissioner oversees more than 13,000 employees in 246 local offices located in 11 regions and a state headquarters in Austin. More about the agency is available at its public website: <https://www.dfps.texas.gov>. Under the direction of the Texas Legislature, a significant percentage of case management is contracted out through the Community-Based Care model.

DFPS is the designated agency to administer Title IV-B, subparts 1 and 2, CAPTA Title I, and Title IV-E programs in Texas. DFPS is the single agency designated by the Governor of Texas and by state statute that has the authority to administer child protective services consistent with the Texas Family Code, Section [264.007](#) and the Texas Human Resource Code, Section [40.002](#). Health and Human Service Commission (HHSC) is the single agency designated to administer Title XX Social Services Block Grant (SSBG) funds in Texas. HHSC acts as the lead grantee agency and serves as the coordinator of funds from the federal government to the various state agencies to which Title XX SSBG funds are appropriated. DFPS is one of three agencies receiving Title XX SSBG funds along with HHSC and Texas Workforce Commission. HHSC maintain a federal fund division that is responsible for federal reporting of Title XX SSBG.

Organizational charts for the Department of Family and Protective Services and Child Protective Services are provided at the end of this document. The most current approved Title IV-B Child and Family Services Plan can be found at: https://www.dfps.texas.gov/About_DFPS/Title_IV-B_State_Plan/

Note: Elizabeth “Liz” Kromrei LCSW, Director of Services-Child Protective Services, is the state point of contact for the 2024 APSR. Phone Number: (512) 289-7816
Email: Elizabeth.Kromrei@dfps.texas.gov

2025-2029 Title IV–B Child and Family Services Plan Requirements (CFSP 5-year plan)

1. Vision and Collaboration

B. Mission and Vision Statement

The Texas Department of Family and Protective Services developed the following DFPS Mission and Vision to guide the Texas child welfare system:

DFPS Mission

We promote safe and healthy families and protect children and vulnerable adults from abuse, neglect, and exploitation.

DFPS Vision

Improving the lives of those we serve.

Guiding Principles

- We are accountable to the children, youth, families, and communities we serve.
- We believe the voices of children, youth, and families are integral to informing and transforming the system.
- We believe all children, youth, and families should be treated with dignity and respect.
- We believe children, youth, and families deserve to be mentally, emotionally, and physically safe as well as cared for in settings that permit them to develop, thrive, and heal.
- We believe the inherent value of children, youth, and families' connections to family should be respected, and children should ideally be cared for by family.
- We believe in equitable treatment for children, youth, and families.
- We believe we must understand how our work impacts children, youth, and families to identify the existing opportunities, barriers, and challenges.
- We believe in using data and other evidence to inform our decisions and adjust for continued quality improvement.

Several divisions within the agency have developed the divisional mission and vision which are tailored to the division's area of responsibility but maintain consistency with the agency's overarching direction.

Consistent with the above Mission, Vision, and Guiding Principles, DFPS engages in substantial, ongoing, and meaningful collaboration with stakeholders, tribes, and courts in

the development and implementation of the 2025-2029 CFSP in a variety of ways. As Texas is a large and diverse state, the agency makes every effort to use available tools for communicating with stakeholders about the delivery of services, outcomes, and opportunities to improve the Texas child welfare system. Although not limited to the list below, the following are examples of mechanisms used to engage internal or external stakeholders, tribes, and courts:

Social Media: DFPS uses Facebook, Twitter, and email to update stakeholders and solicit input regarding new programs or changes. DFPS encourages subscription to email notifications for ongoing input, providing the opportunity to subscribe whenever an individual opens the agency web page. For example, as DFPS discusses the impact of the federal Family First Act, an email subscriber list shares information regularly. Dedicated email accounts are used to get input, provide an opportunity for questions, and share a chance to give individualized input.

Agency Website: The agency has a significant, well-maintained agency website that shares detailed information about DFPS programs and services. The Office of Data and Systems Improvement (ODSI) has done several advancements to make the information that DFPS collects and generates easy to access and provides greater insights regarding all programs. The ODSI division has developed a Child Protective Services (CPS) dashboard that provides real time analytics year over year on various indicators and metrics, additionally most of the data is visualized via Tableau, and the division develops an interactive data book that goes in depth on a various metrics and key performance indicators (KPIs). Additionally, the division posts online in the Data and Metrics public website, Child and Family Service Plans, as well as Annual Progress and Services Reports, including other detailed published reports, and presentations. The agency also provides public notification and solicits input regarding programs, policy, and protocol on the website, and provides most of the agency data for analysis via Texas Open Data Portal.

Webinars and Public Hearings: On a regular basis, topical webinars (with opportunity for live questions and commentary) are presented. Public forums provide an opportunity for questions and comments to be directly provided. Webinars and Public Hearings are recorded and posted.

Advisory Groups: These groups provide an opportunity for public comment. Meetings, such as the DFPS Council Meetings, are live streamed.

Legislative Hearings, Reports, and Meetings: DFPS staff provide information to elected officials in a variety of venues. These settings often involve stakeholders who provide input and recommendations, express concerns, or share experiences on services provided by the Texas child welfare system.

Workgroups, Committees, Commissions, and other Stakeholder Group Settings: DFPS leadership at a statewide level, as well as regional and county levels, participate in a variety of workgroups that are focused on improving the child welfare system. The

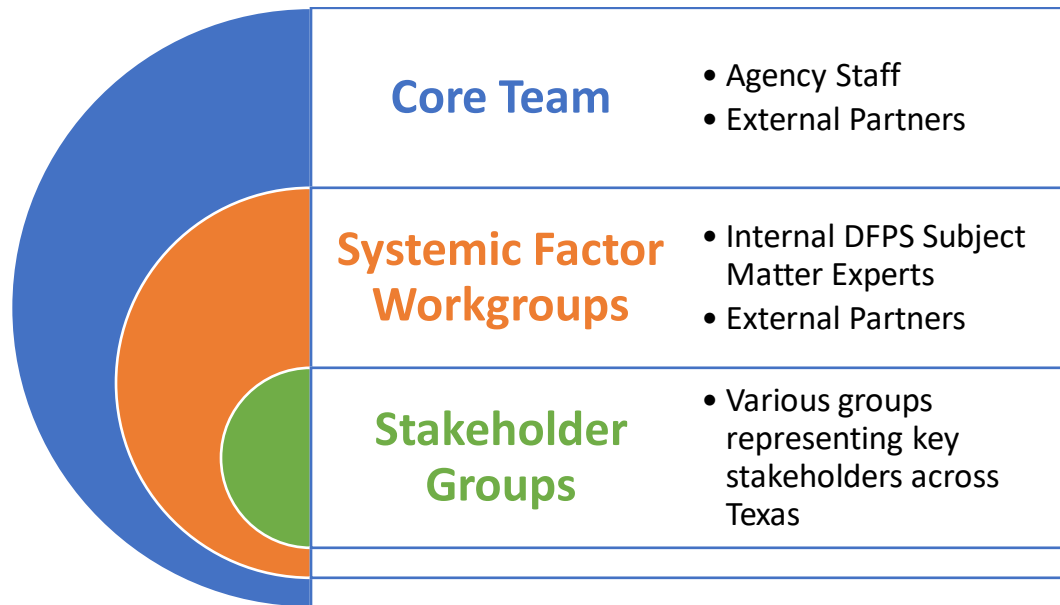
entities can include:

- Large, system-wide groups such as the Children’s Commission (with the Court Improvement Project, Office of Court Administration, and courts involved) or Statewide Behavioral Health Advisory Committee (with behavioral health stakeholders involved);
- Groups focused on specific topical areas, such as the STAR Health Joint Team Meeting or the Committee on Partners in Advancing Practices for Children and Families (formed by a combination of the Public Private Partnership and the Committee on Advancing Practices); or
- Groups focused on needs of a specific population, such as the DFPS/Tribal meetings.
- Groups involving Children, Youth, or Families: Groups that emphasize individuals with lived experiences and who have received services provide an opportunity for input and recommendations. Examples include the Statewide Youth Leadership Council (that has a “Fish Bowl” exercise, in which youth representing all regions provide direct input to the Texas child welfare director), Kinship Caregiver groups, Parent Collaboration Groups, Foster Parent Associations, and Fatherhood groups.
- Formal Advisory Committees: Particularly during implementation of new programs, Statewide or Regional Advisory Committees are utilized to guide the process by, monitoring roll outs, soliciting input on the process, assessing the program, and making recommendations for next steps.
- Formal solicitation of input through posting of Requests for Information when soliciting a major procurement, such as during the Community- Based Care implementation process or prior to presenting a new Request for Proposal when it is a new or significantly altered solicitation.

DFPS values stakeholder collaboration and engagement. In Round 4 of the federal Child and Family Services Review (CFSR), the agency assembled a core team of participants designated as subject matter experts. The core team has a designated group lead responsible for gathering information and assembling the Statewide Assessment. The core team participants serve a key role of identifying content and assembling the systemic factor workgroups. Both the core team and workgroup participants are comprised of internal DFPS staff and external partners.

The Statewide Assessment was divided into sections based on the systemic factors and disseminated to the identified core team participants, who worked with their systemic factor workgroup to gather information and supporting evidence. The amount of workgroup meetings was determined by the workgroup and could be one time or multiple times in order to gather the needed information. Once the information was gathered, the core team participant provided that information to the core team group lead. The core team group lead met with various stakeholder groups to present data and gather feedback to assist in assessing the Texas child welfare system. Feedback gathered from stakeholder groups and presentations was incorporated throughout the Statewide Assessment by the core team group lead.

Jamie Bernstein, Children’s Commission and Texas Court Improvement Program (CIP) Director, served as a Statewide Assessment co-leader and participated in planning and federal calls. These regular monthly and ad hoc planning meetings were held in preparation for Round 4 and throughout building the Statewide Assessment. The partnership has been crucial to the successful engagement of stakeholders and completion of the Statewide Assessment.



Stakeholder partnerships include, but are not limited to, the following: tribal, judicial, attorneys representing children, parents, advocates, service and residential providers, parents, youth in DFPS conservatorship, kinship caregivers, and DFPS internal leadership and field staff.

The agency uses and values ongoing collaborative relationships with internal and external stakeholders and routinely requires regional collaborations/representation. DFPS holds firmly the view that the agency cannot do the work in isolation, nor should it. The agency convenes and participates in regular or ad hoc meetings throughout the year with various stakeholder groups across the state. Texas is a large state with regional differences and diverse interests requiring this level of participation. In preparation for engaging stakeholders, DFPS ensured all outcome and systemic factor areas had a mechanism available to provide sufficient representation. The agency has conducted surveys that allow stakeholders outside of those identified in the groups listed below to provide feedback. Participants in development of the federal CFSR Round 4 Statewide Assessment for Texas, as submitted in February 2024, included:

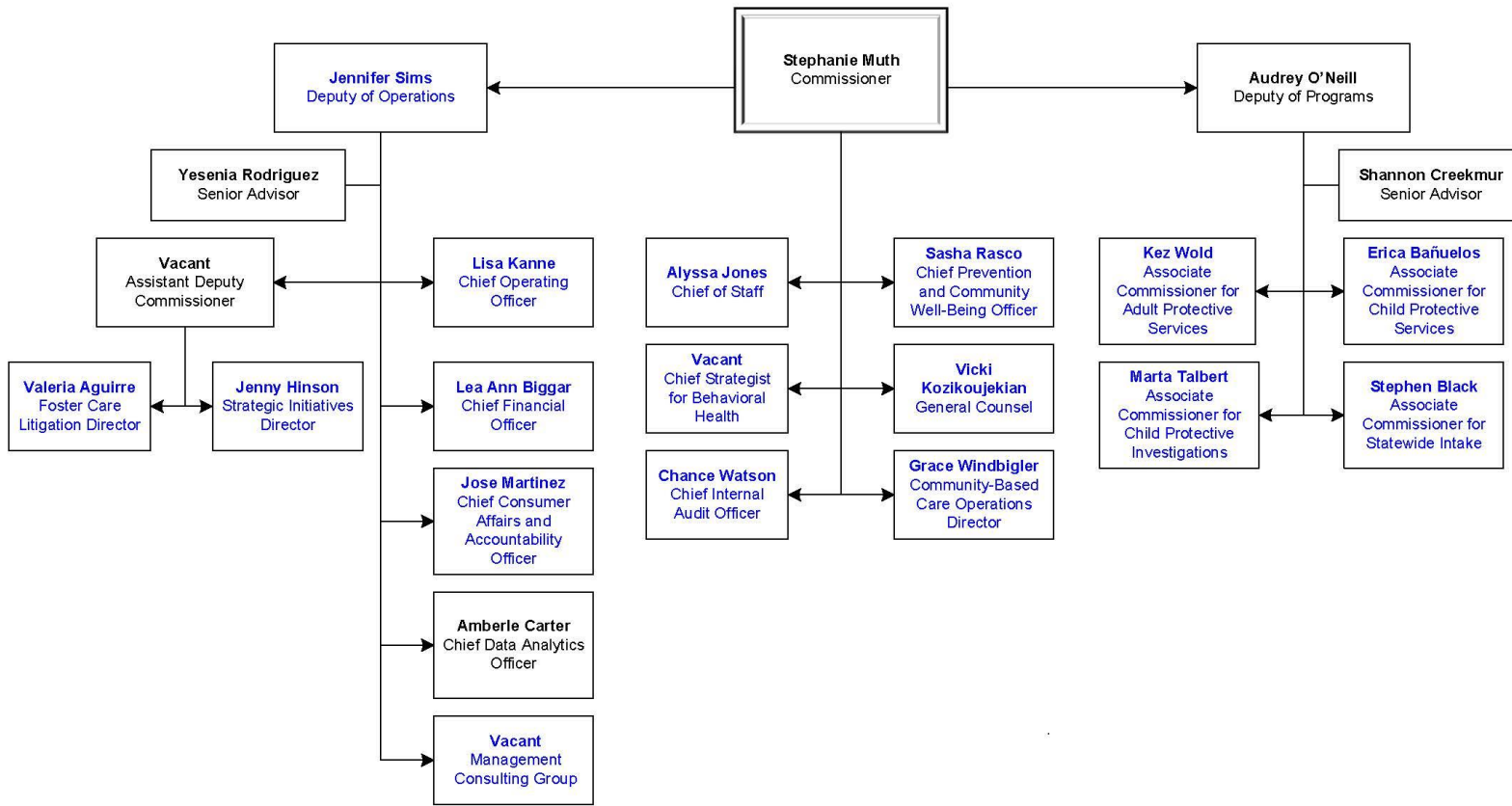
Name	Affiliation	Role in Statewide Assessment Process
Jessica Allen	DFPS/CPS	Core Team Lead/Writing/Analysis

Elizabeth Kromrei	DFPS/CPS	Information/Writing/Analysis/Review
Jamie Bernstein	Executive Director of Texas Children's Commission	Information/Writing/Analysis/Review
Dylan Moench	Director of Legal Representation for Texas Children's Commission	Information/Writing/Analysis/Review
Brock Boudreau	DFPS/CPS Deputy Associate Commissioner	Review
Alex Salinas	DFPS/CPI- Investigations	Information
Nicole Williams	DFPS/CPI -Alternative Response/Investigations	Information
Hollye Pickett	DFPS/CPS- Permanency	Information/Writing/Analysis
Natalie Taylor	DFPS/CPS- Permanency	Information
Teresa Young	DFPS/CPS- Family Based Safety Services	Information
Jennifer Vincent	DFPS/CPS- Foster and Adopt	Information/Writing/Review
Todd Serpico	DFPS/CPS- Transitional Living	Information
Sierra Fischer	DFPS- Evaluations/Analytics	Information/Data/Analysis
Drew Allen	DFPS- Evaluations/Analytics	Information/Data/Analysis
Lindsey Van Buskirk	DFPS/CPS- Director of Field	Review
Rick Ortega	DFPS/CPS-Field	Information
Kaysie Taccetta	DFPS- Federal Funds	Information
Trina Ita	DFPS- Behavioral Health	Information/Analysis
Casey Houghton	DFPS/CPS- Medical and Behavioral Health	Information
Dr. Michal Pankratz	DFPS Physician	Information
Hollie Mims	Office of Community Based Care Transition	Information/Data/Review
Cecilia Ojeda	DFPS- Training	Information/Data/Writing/Review
Sandra Balderas	DFPS-Training	Information/Data/Writing/Review
Mosely Hobson*	DFPS- Disproportionality	Information
Sharibeth Niehaus	DFPS- Disproportionality	Information
Christine Steinberg	DFPS- Abuse Hotline	Information/Data/Writing/Review
Kathleen Ballee	Superior Health	Information
Jorge Gonzalez	Superior Health	Information
Dr. Ryan Van Ramshorst	HHSC- Chief Medical Director	Information
Susana Penate, M.P.H	HHSC- Medicaid/CHIP	Information
Deshaun Ealoms*	DFPS/CPS- Parent Specialist	Information
Kristen Harris	DFPS/CPS- Foster Adopt	Information/Writing/Review
Children's Commission Data Committee	Internal/External Stakeholders	Information/Data/Analysis/Input
Children's Commission and Collaborative Council*	Internal/External Stakeholders representing all facets of the child welfare system	Information/Data/Analysis/Input
Kinship Caregiver Group*	Lived Experience	Information/Input
Tribal Communities	Tribal	Information/Input
Parent Collaboration Group*	Lived Experience	Information/Input
Youth Leadership Council*	Lived Experience	Information/Input
Agency Regional Leadership	DFPS-CPS and CPI Leadership (all Regional Directors) CBC-SSCC Leadership (Director equivalent)	Information/Data/Analysis/Input
Child Welfare Judges Conference	Judiciary with full time child welfare dockets	Information/Data/Analysis/Input

CIP Multi-disciplinary Task Force	Internal/external stakeholders	Information/Data/Analysis/Input
Partners for Children and Families Committee	Internal/External stakeholders – Residential Providers	Information/Data/Analysis/Input
Partners for Children and Families Committee	Internal/External Stakeholders-guiding Community Based Care implementation, variety of stakeholders	Information/Data/Analysis/Input
Behavioral Health and Medical Hospital Stakeholder Committee	Internal/External Stakeholders – subcommittee of stakeholder group representing public and private Hospitals and Hospital Advocacy Groups	Information/Data/Analysis/Input
Megan Fletcher	Center for States	Review/Guidance
Teresa Strom	Center for States	Review/Guidance
Joey Cordero*	Center for States	Review/Guidance
DFPS Legal Team	DFPS	Review
DFPS Executive Staff	DFPS	Review

Department of Family and Protective Services

[Accessible Narrative](#)

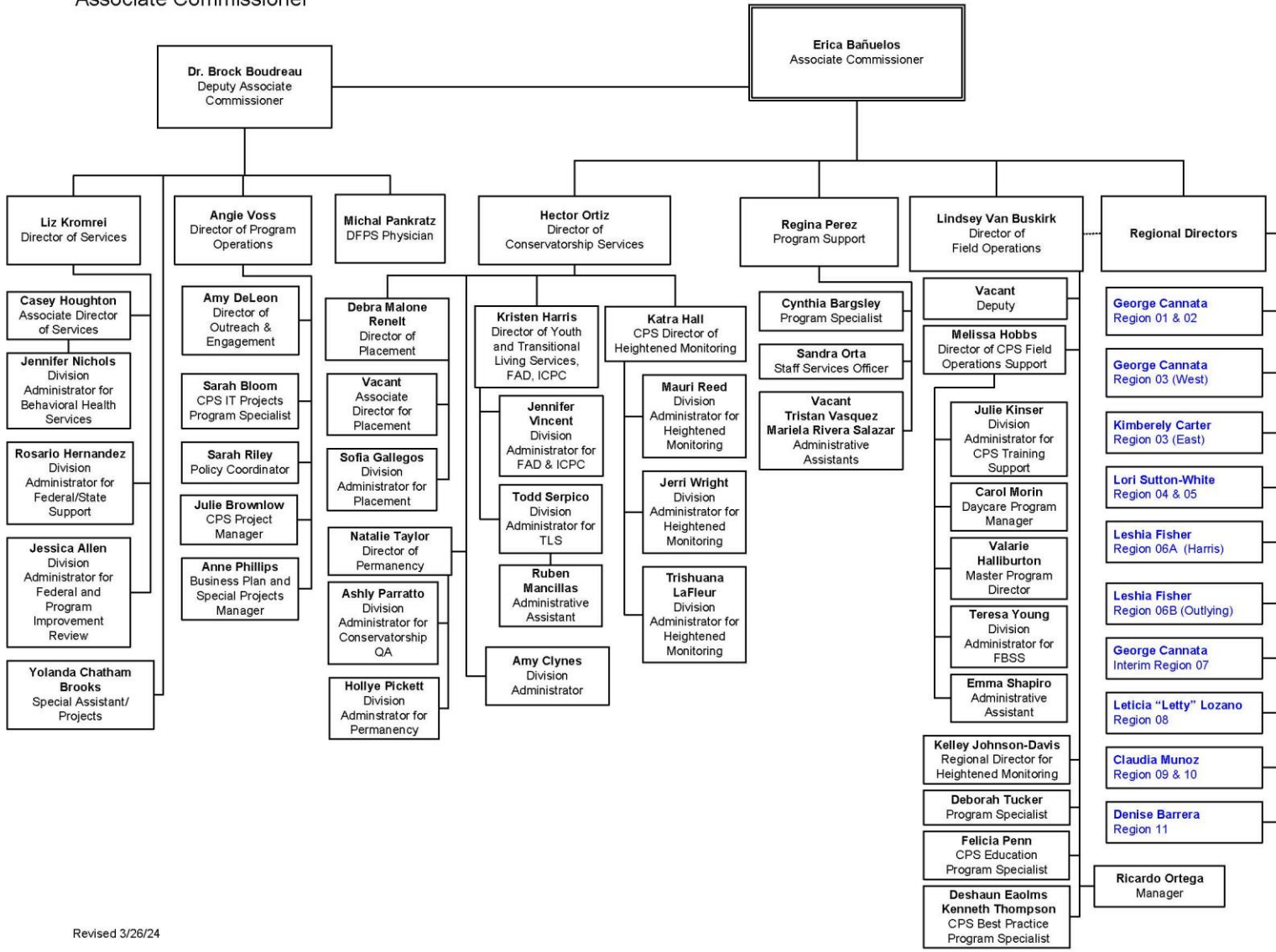


Revised 6/10/24

Child Protective Services

Associate Commissioner

[Accessible Narrative](#)

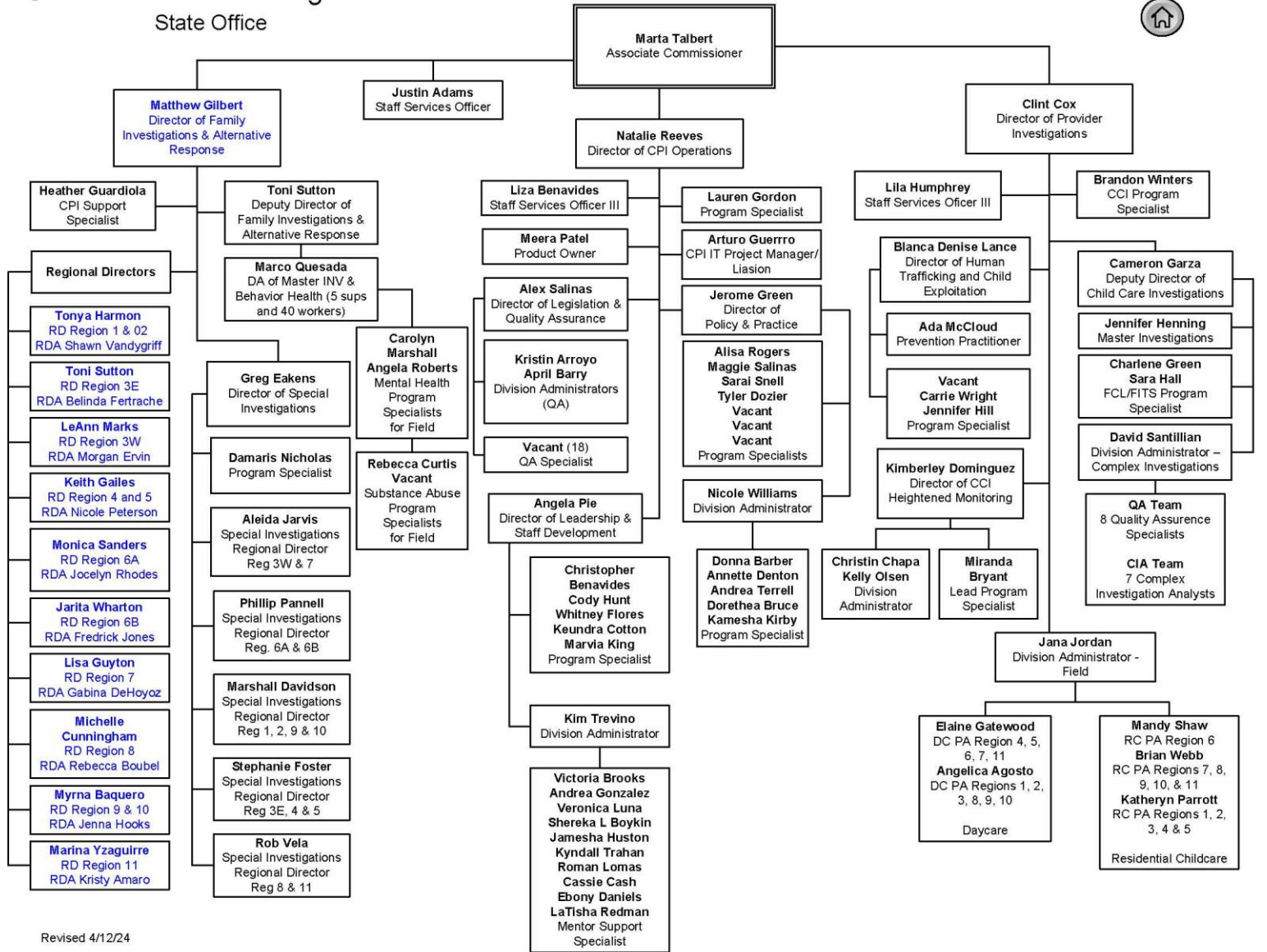


Revised 3/26/24

Child Protective Investigations

State Office

[Accessible Narrative](#)



Revised 4/12/24

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

1.Vision and Collaboration

C. Collaboration

The 2025-2029 CFSP must describe

- *how families, children, youth, Tribes, courts and other partners were involved in key aspects of its development*
- *must also specify how families, children, and youth, Tribes, courts and other partners will be involved throughout the five-year period in the implementation of the goals and objectives and in the monitoring and reporting of progress*
- *provide information on how it ensured that the engaged communities represented the racial diversity of the families and youth/young adults being served*
- *provide information how the state included those who have been historically underserved or marginalized, and those adversely affected by persistent poverty and inequality in the child welfare system.*
- *must provide information on how the state agency has demonstrated substantial, meaningful and ongoing collaboration with state courts and members of the legal and judicial communities, including the Court Improvement Program (CIP), in the development and implementation of the CFSP and, if applicable, any active state CFSR PIP or title IV-E PIP.*

Collaboration

Building community relationships and partnerships is an integral part of the Texas Department of Family and Protective Services (DFPS) work and is critical to providing clients with needed support. DFPS continues to utilize all available community support to provide for the safety, well-being, and permanency of Texas children and help ensure the successful implementation of the goals, objectives, and strategies listed in the 2020-24 Child and Family Services Plan (CFSP). The 2025-29 CFSP lists specific strategies employed to actively seek collaboration and support for the successful CFSP implementation within the 2025-25 timeframe. The agency's ongoing efforts to work toward implementing and completing the 2025-29 CFSP goals and activities, assessing outcomes, and developing strategic plans to increase the safety, permanency, and well-being of children in the child welfare system will continue in the collaborative efforts identified in the CFSP, as well as other such collaborative activities noted below.

Collaboration with Community Resources

DFPS Child Protective Services (CPS) and, where in operation, Single Source Continuum Contractors (SSCCs) have worked diligently to build and strengthen alliances and networks at the local level. CPS continues to build sustainable community partnerships by using the following strategies:

- Entering into agreements to the extent possible and feasible for the establishment of

joint offices or workplaces with local officials and organizations, including:

- ▶ Children's advocacy centers;
- ▶ Law enforcement officials;
- ▶ Prosecutors;
- ▶ Health care providers; and
- ▶ Domestic violence shelters.
- Employing specialized staff to the extent funds are appropriated for that purpose, to serve as:
 - ▶ Local community initiative specialists in each region who focus on building community alliances and networks including:
 - ▶ Education specialists;
 - ▶ Disability specialists;
 - ▶ Nurse consultants and well-being specialists;
 - ▶ Substance use specialists; and
 - ▶ Behavioral and mental health specialists.
- Strengthening the memorandum of understanding (MOU) and contracting development procedures to ensure both financial and non-financial agreements with community entities have the required elements to ensure:
 - ▶ Accountability;
 - ▶ Continuity of operations when board members and operational staff and volunteers change over time;
 - ▶ Flexibility to accommodate policy and funding changes; and
 - ▶ Regular review to ensure the MOU or contract elements are current and achievable.
- Improving communication with stakeholders by:
 - ▶ Proactively releasing information on the agency's public website;
 - ▶ Effectively using social media platforms to communicate quickly and directly regarding current events and activities;
 - ▶ Regularly visiting with stakeholder groups;
 - ▶ Developing public education campaigns;
 - ▶ Improving responsiveness to inquiries; and
 - ▶ Providing many ways for stakeholders to influence rulemaking and policy, including:
 - ◇ Participation in workgroups and stakeholder forums;
 - ◇ Joining regional advisory groups; and
 - ◇ Submitting public comments via the *Texas Register*.

DFPS uses different mechanisms to communicate about the delivery of services, outcomes, and opportunities to improve the Texas child welfare system. The following are a few examples of mechanisms that are and will continue to be regularly used to engage internal or external stakeholders, tribes, and courts:

- Social media;
- Agency website;
- Webinars and public hearings;
- Advisory groups;
- Legislative hearings, reports, and meetings;
- Workgroups, committees, commissions, and other stakeholder group settings:
 - ▶ Large, system-wide groups;

- ▶ Groups focused on specific topical areas; and
- ▶ Groups focused on needs of a specific population or geographic area;
- Groups involving children, youth, or families.
- Formal committees; and
- Formal solicitation of input.

Committees and partnerships with communities engaged to represent or provide services to the diverse population of children and families in Texas ensure representation and input from voices with lived experience, those of different races and ethnicities, and those with diverse economic circumstances (including those adversely affected by persistent poverty or who have been historically underserved). Committees and groups described in this section reflect the diversity of the served population. The agency and its contractors are encouraged to use bilingual staff where possible and provide access to language and interpreter services when needed in order to communicate effectively with clients and stakeholders. Services are located or provided within local communities to engage the family's home community where possible and provide responsive and supportive services that are accessible across programming.

Data regarding the status of ongoing challenges and trends regarding disproportionality is public. The agency publishes data and trend information through a DFPS Data Book available on the DFPS website. Data regarding outcomes and trends is submitted annually to the Texas Legislature through the publication of an annual Rider 33 Disproportionality and Disparity Analysis report.

Partners for Children and Families Committee (PCFC)

The Partners for Children and Families Committee (PCFC) was established in 2024 and partners with DFPS to improve and strengthen the Texas child protection system, including evolution of the Community-Based Care model. Two significant committees, the former Public Private Partnership (PPP) Committee and the Committee on Advancing Residential Practices (CARP) were consolidated into the PCFC. The PCFC is a DFPS public advisory committee and members represent a diverse spectrum of agency stakeholders appointed and serving for specified terms. There is a Core Committee with six standing subcommittees who discuss and make recommendations back to the Core Committee. These subcommittees include: Services and Supports, Community Based Care, Placement, Contracting Oversight and Regulatory, Foster Care and Kinship, Intake and Investigations. There are three advisory bodies for the PCFC, including the DFPS Council, Texas Child-Centered Care (T3C) Steering Committee, and the Data Access and Governance Council.

The PCFC is a key participant in the CFSR Round 4 Program Improvement Plan development and implementation of the goals and objectives, as well as monitoring and reporting of agency progress throughout the five-year 2025-2029 plan period. As a public advisory committee, DFPS posts agendas, presentations, and video recordings on its public website.

State Interagency Team (DFPS/HHSC)

DFPS and the Texas Health and Human Services Commission (HHSC) jointly presented a behavioral health plan as part of the agencies' continuing commitment to working together and improving the health, safety, and well-being of children in the Texas foster care system.

The Interagency Team began in 2022 and continues to meet on an as needed basis. Also created in conjunction with the Interagency Team are CPS clinical coordinator and community liaison positions intended to help focus efforts related to children without placement, bridge the interagency gap in coordination and collaboration at the regional level and serve as the DFPS point of contact on the HHSC Community Resource Coordination Groups. Most recently DFPS and HHSC leadership representatives have met bi-weekly to staff and remove barriers for the most complex cases of children without placement whose needs remain a challenge as part of the "Permanency to Placement" initiative.

Supreme Court of Texas Permanent Judicial Commission for Children, Youth, and Families

The Supreme Court of Texas Permanent Judicial Commission for Children, Youth, and Families' (Children's Commission) mission is to strengthen courts for children, youth, and families in the Texas child welfare system, and thereby, improve the safety, permanency, and well-being of children. The Children's Commission exists to create a forum for systems improvement, strengthen legal practice and process, offer high-quality legal training and emphasize the importance of data-driven decision-making. It has no authority over state agencies or their operational details and does not discuss or consider specific, active cases.

The Children's Commission administers the federal Court Improvement Program (CIP) grant for Texas and its Multi-disciplinary Task Force is composed of an executive level group of judges, CPS and other DFPS officials, non-profit foundations, State Bar leaders, private attorneys, legislators, parents, and tribal and mental health representatives. There are four standing committees: Systems Improvement; Legal Practice & Process; Training; and Data. Ad-hoc committees focus on discreet issues such as supporting youth who are involved in both the juvenile justice and child welfare systems.

The Children's Commission seeks information about systemic challenges and strengths and links to the larger stakeholder community through the approximately 40-member Collaborative Council, whose members include young adults formerly in foster care, foster families, attorneys, Court Appointed Special Advocates (CASA), and parent advocates. Representatives from the juvenile justice, mental health, and education systems are also included, as well as representatives from the private provider community, children's advocacy centers, and many other child welfare and child and family advocacy groups.

The Honorable Rob Hofmann, Mason County state district judge and Senior Jurist in Residence for the Children's Commission, assists with judicial leadership initiatives, attorney and judicial training, legislative and policy matters, and jurist in residence letters. The Honorable Piper McCraw, Collin County state district judge, also advises the

Children's Commission as jurist in residence. The Children's Commission's inclusive, collaborative structure and broad, high-level membership generates, energizes, and enhances visibility of the state's court improvement efforts and helps facilitate collaboration among high level child welfare stakeholders throughout the state.

Texas has a strong record of ongoing interagency child welfare collaboration. The Children's Commission and DFPS work together toward developing and achieving shared goals and activities detailed in the Children's Commission Strategic Plan. Also, the Children's Commission is actively involved in child welfare strategic planning and program development, working closely with DFPS on federal requirements, such as the Child and Family Services Review Program Improvement Plan. and annual Title IV-B state planning and reporting.

DFPS and the Children's Commission review policy and procedures, share data and case analysis information, and explore opportunities to sponsor joint training activities, as well as round table discussions. Both the Children's Commission and DFPS participate on bi-weekly collaborative stakeholder calls and work multiple levels of the child welfare system across many regions of the state. The collaboration is dynamic and adjusted as necessary. DFPS and the Children's Commission continuously collaborate on key topics related to safety, permanency, and well-being.

The Children's Commission collaborates with DFPS on almost every aspect of its work. A few examples of collaboration between DFPS and the Children's Commission are described below:

- Active Children's Commission membership includes the DFPS CPS and Prevention and Early Intervention (PEI) associate commissioners, several staff on the Commission's Collaborative Council, and at least one state level DFPS staff member on every Children's Commission standing committee.
- The Children's Commission, the Texas Education Agency, and DFPS continue to collaborate on numerous issues related to foster care and education for children and youth experiencing foster care.
- DFPS, the Children's Commission, and a variety of stakeholders have sustained robust participation on the Statewide Collaborative on Trauma Informed Care, following the recommended strategies in the 2019 report *Building a Trauma-Informed Child Welfare System: A Blueprint*. The first of its kind in the nation, the *Trauma Blueprint* is a roadmap to transforming the Texas child welfare system into one that routinely and consistently provides trauma-informed care to children and families.
- The Children's Commission hosts a bi-weekly collaborative conference call with child welfare stakeholders, including executive staff of CPS, Office of Court Administration, CASA, and many other stakeholders.
- DFPS and the Children's Commission review policies and procedures, share data and case analysis information, and explore opportunities to sponsor joint training activities and projects.
- The Children's Commission's executive director serves on the Texas Child and Family Services Review (CFSR) Planning Team mobilized for preparation regarding the Texas CFSR Round 4. The executive director also serves on the statewide committee

advising DFPS on the rollout of community-based care.

- The Children's Commission partners with DFPS on priority issues every year, typically organized around roundtable meetings. These discussions include experts from around Texas with a focus on identifying barriers and solutions to complex problems.
- At each annual conference for child welfare judges hosted by the Children's Commission and the Texas Center for the Judiciary, DFPS presents information on the high-level trends in data across Texas. Regional directors and SSCC representatives then facilitate small group meetings with additional data to inform judges of local trends in need of attention. DFPS staff often participate in conference sessions on topics of interest or impacting the judiciary.
- The Children's Commission continues to provide funding for annual DFPS attorney training, as well as scholarships to various CPS related trainings. The Children's Commission and DFPS also collaborate on Trial Skills Training which occurs each year.
- The Children's Commission also maintains relationships with the three federally recognized tribes and seeks to include the tribes in projects, meetings, and decisions with statewide importance.

Texas Faith-Based Model

The DFPS Faith-Based and Community Engagement division engages faith-based and community partners to assist vulnerable children, adults, and families served by DFPS. Its goals and strategies fall into five overarching objectives:

1. Foster key partnerships;
2. Promote community awareness;
3. Strengthen volunteer and intern engagement;
4. Effectively manage resources; and
5. Develop and maintain the faith-based and community engagement workforce.

The Faith-Based and Community Engagement division works collaboratively with all DFPS program divisions to maximize resources and leverage valuable relationships available to the state to best meet the needs of Texans who are most at risk of abuse and neglect. Some of the current partnerships and initiatives in place are with:

- Care Portal, a web-based platform that allows DFPS staff to connect faith communities with families in need to provide resources and support services ([Care Portal](#));
- Volunteers and interns to assist staff, clients and families and encourage faith-based and community partners to participate in prevention and education activities around child welfare ([DFPS Volunteer](#));
- The Office of the Texas Governor and DFPS are working together to fight child sex trafficking in Texas. To improve awareness, service capacity, and prevention efforts, the GRACE initiative empowers communities of faith across Texas, complementing the agencies' shared vision of a statewide Network of Nurture ([Network Of Nurture](#)) to meet the needs of children and their families. Every January, GRACE hosts a Week of Prayer to End Human Trafficking where faith communities across Texas are encouraged to unite in prayer, become better educated about human trafficking, and discern opportunities to prevent exploitation and support survivors ([Texas GRACE](#)); and,

- The Texas Interagency Coordinating Group (ICG) was established by the 81st Texas Legislature in 2009 to ensure social services and resources are reaching Texas communities. The ICG comprises appointed liaisons representing more than 20 key state agencies that advance partnerships between state and local faith-based and community organizations.

Community-Based Care

Since 2010, DFPS has engaged in an effort to redesign the foster care system to expand the role of community providers to take responsibility for placement services, capacity/network development, community engagement, and service delivery and coordination for children in foster care and their families under single source continuum contracts. In 2017, the 85th Texas Legislature directed DFPS to begin purchasing case management and services to children in DFPS conservatorship, their families, and relative/kinship placements from SSCCs). This model is known as Community-Based Care. Senate Bill 1896, 87th Texas Legislative, Regular Session, 2021, created the Office of Community-Based Care Transition (OCBCT) as an independent office administratively attached to DFPS. In 2023, DFPS established the Community-Based Care Operations Division which is designed to support the longevity of Community-Based Care at DFPS, as this model is a shift in the child welfare system in Texas. The CBC Operations Division works closely with OCBCT on the many facets of Community-Based Care.

Stakeholder involvement is paramount to the development and success of this redesigned foster care system in Texas. The project team has ensured comprehensive and extensive stakeholder involvement throughout community-based care implementation with a Public Private Partnership Advisory Council. The partnership is a collaborative endeavor among DFPS staff, former foster youth, parent partners, private providers, advocates, trade associations, and judges which continues to serve as the guiding body on community-based care recommendations.

OCBCT collaborates with DFPS on communications for all internal and external stakeholders regarding community-based care implementation. DFPS maintains a public webpage to serve as a general communication venue for timely project updates and notices, such as the formal community-based care implementation plan and other legislatively required progress reports, as well as content of interest to DFPS staff and stakeholders affected by community-based care. The webpage includes implementation status updates for each community-based care area and posting of frequently asked questions to answer CPS staff and other stakeholders' questions. Additional communication activities found on the community-based care webpage include:

- Community outreach updates, including town halls for staff, community partners, and the judiciary;
- SSCC information and links to each SSCC's website; and
- DFPS trainings and general cross-divisional presentations to ensure staff understanding of the community-based care model and status of implementation.

Disproportionality

DFPS is committed to continually addressing disproportionality in the Texas child welfare

system to ensure all children and families are afforded equitable opportunities for positive outcomes. DFPS has a responsibility to mitigate disparity in all phases of child welfare services delivery by:

- Delivering cultural competency training to all DFPS service delivery staff, as well as community and external stakeholders;
- Analyzing and sharing data related to outcomes at key decision-making points; and
- Developing partnerships with community groups to provide culturally responsive services to children and families.

Partnerships with communities to address the problem of disproportionality exist statewide. Some regions have convened local community advisory committees with participating parents and youth alumni. Currently three local committees are active in Dallas, Harris, and Travis counties. In addition, DFPS fosters numerous partnerships with external stakeholders and local communities. The work of these committees and partnerships is crucial to improving the Texas child welfare system, strengthening its services, and eliminating disproportionality and disparities.

Parent Collaboration Group

The statewide Parent Collaboration Group is a DFPS advisory committee which provides a forum for parents involved with the child welfare system and have “lived experiences” to share their experiences and make recommendations for improvement that assists in the analysis of current policies and the evaluation of service delivery strategies. The Parent Collaboration Group provides a mechanism to include biological parents in the design, implementation, and evaluation of the CPS program.

Each region has one or more parent representatives, known as parent liaisons, and a CPS representative in the Parent Collaboration Group. The CPS parent program specialist serves as a liaison to the Parent Collaboration Group. A web page on the DFPS website is dedicated to the Parent Collaboration Group initiative. Additionally, the CPS parent program specialist is a member of the Children’s Commission Collaborative Council, and a regional parent liaison serves as a commissioner on the Children’s Commission. The Parent Collaboration Group and regional parent representatives are key participants in the CFSR Round 4 Program Improvement Plan development.

Youth Leadership Council

The State and Regional Youth Leadership councils were created in the 1990s and formalized in 2005 with the promulgation of rules in Texas Administrative Code, Section 702.515. The Statewide Youth Leadership Council provides a forum for youth who are currently or were formerly in foster care to discuss their experiences with the Texas foster care system and make recommendations for improving the system.

The Statewide Youth Leadership Council includes two elected or appointed youth or young adults ages 16 to 21 years from each region's Youth Leadership Council. Councils identify issues and make recommendations for improving services to children and youth in care, review policies and program initiatives, and give feedback DFPS reviews and incorporates into the Title IV-B Annual Progress and Services Report (APSR), state

planning, best practice efforts, or other program initiatives. DFPS also utilizes the Youth Leadership Council to seek input on policy development from children and youth involved with CPS to ensure the needs of this population are accurately met. The Statewide Youth Leadership Council meets at least two times per year, and regional Youth Leadership Councils meet at least three times per year. All youth and young adults who participate in these council meetings are between the ages of 16 and 21 years and live, or have lived, in a variety of placement settings, including foster homes, congregate care facilities, kinship placements, and Supervised Independent Living.

The Statewide Youth Leadership Council and regional youth leadership are key participants in the CFSR Round 4 Program Improvement Plan development.

Texas Foster Family Association

The Texas Foster Family Association (TFFA) recruits and provides training opportunities to Texas foster families to promote the well-being of children in foster care. The Texas Foster Family Association also assists in providing training opportunities and support to adoptive, kinship, and General Residential Operation/Residential Treatment Center caregivers across the state. This non-profit organization holds an annual training conference, co-sponsors regional training and recruitment events, and provides information to members via a public website, www.tffa.org, and social media, specifically Facebook Twitter, and Instagram.

The Texas Foster Family Association Board is made up of foster parents, a DFPS state office representative, private child-placing agencies, as well as former foster parents who serve on the executive committee and head other committees. The full board and the executive committee hold at least three meetings per year to ensure goals are set, communication between participants occurs, and productive relationships are developed and maintained between foster families and staff. DFPS state office representative, foster parents, and private-agency staff review proposed policies and make recommendations to improve foster family recruitment and retention and services to children in foster care. Input is incorporated into the DFPS strategic and programmatic planning process.

Kinship Collaboration Group

The Kinship Collaboration Group provides a mechanism to include kinship caregivers in the design, implementation, and evaluation of the CPS program. This initiative encourages collaboration with kinship caregivers who are affected by the CPS service delivery system and provides a unique perspective on how to improve services to kinship caregivers and children.

Kinship caregivers involved in the DFPS system have an opportunity for input into system improvement and benefit from the support and knowledge that they are not alone in trying to care for their relative or kin children. The Kinship Collaboration Group structure consists of regional kinship support groups, which meet at least quarterly, and a statewide kinship collaboration group which meets four times a year. Initiated locally, regional kinship support group meetings continued using both the virtual platform shared statewide in a continued effort to grow the program and in person. Some areas have used a mix of virtual

and in-person support groups. Kinship caregiver support groups are designed to educate kinship caregivers about the foster care system, provide support and resources, develop tools and strategies to improve kinship care, and serve as a conduit for new ideas. Caregiver-led involvement provides kinship development caseworkers and DFPS leadership with information needed to inspire a sense of urgency for the achievement of positive permanency for children in foster care.

Casey Family Programs

In collaboration with the Texas Alliance of Child & Family Services and Casey Family Programs, DFPS convened workgroups involving internal and external stakeholders to propose additional solutions for creating a “kinship first” culture within the Texas child welfare system. These workgroups focused on ways to ensure children are placed with kin at the earliest point possible, as well as provide support to the kin caregiver after the child is placed. Through the support of Casey Family Programs, DFPS contacted other states including Florida, New Jersey, Oklahoma, and Utah to explore successful state implemented strategies. The group has explored:

- Increasing financial support for unverified kin caregivers;
- Providing access to respite care and enhancing day care benefits;
- Increasing behavioral and mental health supports;
- Expanding and improving practices related to finding and engaging kin caregivers; and
- Increasing verification of kin caregivers.

Initial workgroup recommendations were finalized in Fall 2022, and DFPS staff is now working on the next steps to facilitate some of those recommendations. A part of this project is the new specialized Kinship Treatment Foster Care Program which began in Spring 2023. The program provides extra training and support to kinship caregivers caring for children with specialized behavioral health needs.

Casey Family Programs offered technical assistance to support a steering committee to help develop, prioritize, and implement recommendations related to kinship care and building system capacity to address placement needs.

Child Fatality Review Teams

Child fatality review teams are multi-disciplinary, multi-agency panels that regularly review child deaths, regardless of the cause, to understand risk to children and reduce the number of preventable child deaths. These teams are uniquely qualified to understand how and why children are dying in their communities. By sharing information, team members discover the circumstances surrounding a child’s death and utilize the information to make recommendations that may inform Child Protective Investigations (CPI) and CPS policies and practices.

Regional Child Death Review Committees review cases in which the death is determined to be the result of abuse or neglect and the family was previously involved with CPI or CPS or had an open CPI or CPS case at the time of the child’s death. This review occurs at the regional or local level and involves DFPS staff, as well as local stakeholders to identify any systemic issues that may have impacted service provision to the family. The

recommendations from these reviews are shared internally with regional management for consideration and forwarded to CPI and CPS State Office to review for statewide implications and incorporation into strategic and programmatic planning.

The Child Safety Review Committee (CSRC) consists of the Office of Child Risk and Safety director; the lead child fatality program specialist; and DFPS State Office representatives from Legal, CPI, CPS, Center for Learning and Organizational Excellence (CLOE), Child Care Investigations (CCI), Statewide Intake, and Prevention and Early Intervention. The CSRC also includes representatives from the state child fatality review teams, a representative of the Texas Council on Family Violence, and other community subject matter experts.

During quarterly meetings, the CSRC considers issues with statewide implications for policy, training, resource development, casework practice, and coordination with external entities. Actions taken because of the recommendations made by the various Regional Child Death Review Committee Citizen Review Teams are discussed and significant policy and agency updates are shared.

Citizen Review Teams

Citizen Review Teams are citizen-based panels established to evaluate DFPS casework and decision-making related to investigating and providing services to abused and neglected children. Membership includes community representatives and private citizens residing in the area for which the team is established. Family Code, Section 261.312 requires each region to have at least one citizen review team. Five of these teams are designated as meeting the requirements of Child Abuse Prevention and Treatment Act (CAPTA), Appendix I. The CAPTA teams are in Regions 01, 03E, 03W, 06A, 06B, 07 and 11. The CAPTA teams are required to meet at least quarterly to address a wide range of CPI and CPS issues from intake to adoption and must produce an annual report of their activities to inform the Title IV-B State Plan. Citizen Review Teams currently review CPI and CPS cases involving child fatalities meeting the criteria for a Regional Child Death Review Committee meeting, which includes the review of previous DFPS involvement in all stages of services such as Family Based Safety Services, Conservatorship, Adoption, Kinship, and Preparation for Adult Living to improve policy, practice, and outcomes for such cases. If there is no fatality case that meets criteria, other cases such as serious injuries or near fatalities will be reviewed. Citizen Review Teams also review various aspects of the Title IV-B State Plan each year.

Texas Council on Adoptable Children

The Texas Council on Adoptable Children (COAC) is a statewide organization intended to connect, train, engage, and support adoptive families for the purpose of maintaining and unifying a successful adoptive family. COAC helps adoptive families adjust to adoption and cope with any history of abuse and trauma to the child. This support is provided through a Texas Council on Adoptable Children State Board and regional branches. The State Board meets at least two times a year with a DFPS liaison to review current policies and provide feedback on the needs of adoptive families. Organization members advocate and share information with DFPS regarding issues of concern to

adoptive parents and their families. COAC holds events to provide support and community for their adoptive families. During these events, COAC also provides specialized training for their adoptive children and parents. COAC held virtual meetings and will continue to hold at least one in-person board meeting a year. COAC was able to hold its annual Fun in the Sun event in fiscal year 2023 and is registering families to attend the event in fiscal year 2024 to provide families with training and engagement opportunities.

Interstate Compact on Adoption and Medical Assistance (ICAMA)

Association of Administrators of Interstate Compact on Adoption and Medical Assistance (AAICAMA) is an incorporated non-profit organization which established rules and policies, applies for grants, authorized expenditures, and contracts for services on behalf of its members states. DFPS is a member of the Interstate Compact on Adoption and Medical Assistance that protects the interests of children with special needs who have been adopted and placed or moved interjurisdictionally. DFPS sends a staff person to the annual AAICAMA National Conference. This conference provides training and supports DFPS in the proper and efficient administration of the state's Title IV-E program for adoption assistance.

Texas Council of Child Welfare Boards

The Texas Council of Child Welfare Boards (TCCWB) is a statewide network of county child welfare board volunteers who are concerned with the welfare of children, especially children suffering from abuse and neglect who are involved with DFPS. Representatives of these local county boards serve 11 DFPS regional councils that in turn provide representation on a state level to TCCWB. Its executive director, officers, and members work with CPS staff on programs that meet children's needs, network with other organizations to provide care for abused and neglected children and strengthen families through public information and education. The Texas Council reviews the Title IV-B State Plan annually, providing input and recommendations to DFPS on behalf of local county boards from every ~~region~~

Committee for Advancing Residential Practices

The Partners in Advancing Practices for Children and Families Committee includes residential providers, residential provider associations, advocacy groups, and stakeholders. Representatives from HHSC Residential Child Care Licensing and DFPS Residential Contracts and CPS participate. The committee meets quarterly in an effort to strengthen the partnership, improve communication, provide a venue for focusing on advancements to residential practices that support enhanced safety, permanency, and well-being for children, and incorporate input into strategic and programmatic planning

Early Childhood Interagency Work Group

Most early childhood programs and services in Texas are delivered through five state agencies: the Texas Education Agency, DFPS, the Texas Department of State Health Services, HHSC, and the Texas Workforce Commission. Programs and services provided by these state agencies often target the same population and serve related purposes. To maximize the outcomes for Texas children and families, these state agencies established

the Early Childhood Interagency Work Group, along with the Interagency Deputy Director of Early Childhood Support, to coordinate across agencies and streamline efforts. The group's efforts are driven by the goals outlined in the *Texas Early Learning Council strategic plan* (<https://www.earlylearningtexas.org/TX-Early-Learning-Strategic-Plan.pdf>) and seven strategic priorities established by the workgroup related to data, funding, and information. This work includes establishing an early childhood integrated data system to combine data across programs that serve young children to increase data-driven decision making. The workgroup helped to guide development of an Early Childhood Texas website (<https://earlychildhood.texas.gov>) developed as a one-stop resource for information on child health and development, parenting, childcare and education, and eligibility programs.

In fiscal year 2023, the U.S. Department of Health and Human Services' Administration for Children and Families along with the U.S. Department of Education awarded Texas a three-year \$48 million Preschool Development grant for funding years January 2023 through December 2025. The Texas Workforce Commission led the grant application in partnership with fellow members of the Early Childhood Interagency Work Group, including DFPS, HHSC, and the Texas Education Agency. The Texas grant builds on the six goals from the *Texas Early Learning Strategic Plan* and focuses on connecting families to services and engaging them as leaders, supporting local system building, expanding access to high quality programs, strengthening and building the early childhood care and education (ECCE) workforce, and developing an early childhood integrated data system. DFPS' PEI division will receive \$15 million over five years to award funds through a Texas Home Visiting and Healthy Outcomes through Prevention and Early Support (HOPE) competitive funding opportunity to further support early childhood systems building and family engagement initiatives in communities.

Rider 17.10 Coordinated Youth Services Workgroup

DFPS, the Texas Juvenile Justice Department, the Texas Education Agency, and the Texas Military Department continued to participate in an interagency workgroup to stay up to date on state programming supporting youth and families; to identify key considerations in the coordination, planning, and delivery of services; and to identify opportunities to enhance the coordination, planning, and delivery of prevention and intervention services as they pertain to juvenile delinquency and school dropout.. The workgroup is responsible for drafting the *Agency Coordination for Youth Prevention and Intervention Report*, as required by the Texas Legislature.

Coordination with Children's Bureau Grant Programs Coordination

DFPS continues to meaningfully involve representatives of Children's Bureau grant programs in service coordination and support of mutual goals for the following three Children's Bureau Grant Programs:

Community-Based Child Abuse Prevention

DFPS uses Community-Based Child Abuse Prevention (CBCAP) funding for initiatives, programs, and activities to strengthen and support families to reduce the likelihood of child abuse and neglect. CBCAP major objectives include collaborating with communities

to identify prevention and early intervention needs and helping to enhance and expand services. Due to the flexible nature of this funding, PEI can use CBCAP funding to support shared goals in various ways. A few examples of how this funding has afforded meaningful collaboration include:

- Fatherhood EFFECT (Educating Fathers for Empowering Children Tomorrow) programs provide free, voluntary parenting education and support to fathers and father figures. Grantees also participate in community coalition building and organizational change efforts to increase the quality of direct services targeted specifically for fathers and promote inclusion and support of fathers across multiple programs.
- The Texas Service Member and Veteran Families program provides support for families of children ages 0 to 17 years in which one or both parents are serving, or have served, in the armed forces, reserves, or National Guard. Through supports such as parenting, education, counseling, and youth development programming, this program partners with military and veteran caregivers to support positive parental involvement in their children's lives and maximize their ability to give their children emotional, physical, and financial support.
- PEI's Partners in Prevention Conference brings together the largest group of prevention and early intervention professionals in Texas. PEI celebrated its 23rd annual PIP Conference in November 2023 in Austin. This year's dynamic, interactive conference welcomed 1,222 prevention and early intervention professionals. The conference, whose theme was Powering Connections, attracted parent educators, youth service providers, civic leaders, policy advocates, researchers, and others child and family well-being professionals for learning and networking.
- Continued collaboration at the community level to provide family services and supports to prevent crises with the potential to result in the child welfare system involvement or the removal of their child continues to be highlighted by the low number of CPS-involved families for whom PEI provides services.
- PEI is actively working to strengthen parent and family leadership work. PEI hired a full-time parent partner to build upon past efforts and establish a Parent Advisory Council. The inaugural members of the Parent Advisory Council worked to establish the roles and responsibilities of the Council, created a handbook for operations, and participated in various training opportunities to position the Council to serve as leaders. In fiscal year 2024, the Parent Advisory Council continued to revise the handbook, elected officers, led a panel discussion on parent leadership at the Partners in Prevention conference and supported a Parent Leadership Toolkit. PEI also created a youth ambassador initiative to mirror the parent advisory council in elevating youth voice in prevention programming. The youth ambassadors also meet monthly and have created foundational documents to support this initiative's sustainability going forward. In fiscal year 2024, the youth ambassadors supported a social media toolkit for Youth Leadership month in February, provided feedback on recruitment and retention efforts for the Community Youth Development program including ideas for how to entice youth to come to a program meeting, reviewed Community Youth

Development forms for ease of use, and identified topics for GetParentingTips articles for parents of teenagers such as tips for helping teens manage stress.

Children's Justice Act

The Children's Justice Act (CJA) is a federal grant awarded to each state to develop, establish, and operate programs designed to improve the child protection system in four primary areas:

- The handling of child abuse and neglect cases, particularly cases of child sexual abuse and exploitation, in a manner which limits additional trauma to the child victim;
- The handling of cases of suspected child abuse and neglect-related fatalities;
- The investigation and prosecution of cases of child abuse and neglect, particularly child sexual abuse and exploitation; and
- The handling of cases involving children with disabilities or serious health-related problems who are the victims of abuse or neglect.

As a requirement of the federal grant, Texas maintains a multidisciplinary task force on children's justice to oversee program activities.

Children's Advocacy Centers of Texas (CACTX) is the CJA program administrator and facilitates the Children's Justice Act Task Force comprised of professionals with knowledge of and experience with the child protection and criminal justice systems.

DFPS and the Children's Justice Act Task Force have a close, collaborative relationship, particularly on issues related to child safety. The task force has members from various branches of DFPS and is committed to prioritizing partnership with DFPS in its focus to ultimately improve the handling of cases of child abuse and neglect. A few examples of collaboration between the Children's Justice Act Task Force and DFPS include the following:

- The Children's Justice Act Task Force has a strong working relationship with DFPS and its senior leadership with staff serving as members of the Children's Justice Act Task Force. CACTX staff regularly attend various stakeholder meetings, such as collaborative committee meetings hosted by the Children's Commission and quarterly Children's Commission meetings. CACTX staff also attend relevant legislative committee hearings related to DFPS, as well as meetings held by DFPS advocates and stakeholders. DFPS staff frequently present at these meetings and give updates relevant to current issues.
- The Children's Justice Act Task Force is focused on identifying strategies to address systemic challenges such as workforce capacity and expertise, as well as challenges related to recruiting and retaining qualified workers in all disciplines involved in the multidisciplinary response to child abuse and neglect, including child welfare, law enforcement, prosecutors, and medical providers.
- The *Children's Justice Act Task Force 2022-2024 Three Year Assessment* priorities and recommendations address problems related to workforce capacity, sustainability, and expertise, including resource constraints and insufficient services for stakeholders, children, and families. While the task force might be focused on specific

stakeholders or aspects of a case that differ from DFPS' overall priorities, both understand the serious difficulties represented by the problematic resource distribution, particularly in rural areas.

Children's Justice Act funded projects demonstrating meaningful collaboration with DFPS include:

- CACTX partners closely with DFPS to strengthen multidisciplinary teams from systems and local levels. This includes attending DFPS-related events, participating in regular meetings with DFPS staff, and various levels of information sharing.
- CACTX also partners closely with DFPS to address cases involving child sex trafficking. This includes partnering with DFPS Human Trafficking and Child Exploitation division and local DFPS leadership in developing local community responses through care coordination team and protocol development.

Collaboration on Behavioral Health and Medical Needs of Children in DFPS Conservatorship

HHSC Medicaid/CHIP and Behavioral Health, DFPS, and the STAR Health managed care organization collaborate frequently regarding behavioral health and medical needs of children in DFPS conservatorship. Together stakeholders work closely to ensure children enrolled in Medicaid are receiving medically necessary access to care. These meetings and structured communications ensure coordination between entities occurs for the enhanced services outlined in this plan. Ongoing collaborations include:

- Regular meetings between HHSC and DFPS, including a monthly touch-base, HHSC-DFPS STAR Health leadership meetings, as well as ad hoc meetings to address urgent issues;
- Monthly behavioral health leadership and routine coordination meetings with HHSC state hospital and substance use treatment services staff, Community Resource Coordination Groups, local behavioral and mental health authorities, and others for discussions tailored to behavioral health services issues;
- Daily regular updates from the STAR Health managed care organization on DFPS-identified high needs children who routinely fall into one of three groups – soon to be released from an inpatient setting; released from an inpatient setting and awaiting placement; or children with complex needs – to ensure all parties are aware of service needs, efforts being made, and coordination of responses;
- Regular meetings of HHSC, DFPS, and the STAR Health managed care organization, such as the monthly joint meeting with standing agenda item on care coordination focusing on children lacking permanent placement and other children with special healthcare needs; a bi-weekly meeting with select leadership staff focusing on innovative solutions to complex problems and prioritizing discussions related to children lacking placement.
- A quarterly Psychotropic Medication Monitoring Group meeting chaired by the CPS medical director and including HHSC Medicaid/CHIP, DFPS, The University of Texas at Austin College of Pharmacy, the STAR Health managed care organization, and others to review Psychotropic Medication Utilization Reviews conducted by STAR Health; statewide data and trends regarding psychotropic medication use for children

in foster care; and updates to the *Psychotropic Medication Utilization Parameters for Children and Youth in Texas Public Behavioral Health (2019)*; and

- Quarterly meetings with HHSC, DFPS, the STAR Health managed care organization, and external stakeholders affiliated with medical and psychiatric hospitals to discuss current challenges and changes impacting the transition of children with complex needs to stabilization.



TEXAS
Department of Family
and Protective Services

The State of Texas

**2025-2029 Child and Family Services Plan
Requirements**

PART 3

2. Assessment of Current Performance in Improving Outcomes

**Texas Department of Family and Protective Services ACYF-
CB-PI-24-02**

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

2. Assessment of Current Performance in Improving Outcomes

The agency submitted its federal Child and Family Services Review (CFSR) Round 4 Statewide Assessment to the Administration for Children and Families in February 2024. Excerpts from the Texas Statewide Assessment are included here to identify strengths, concerns, and current performance status.

Cross-System Challenges

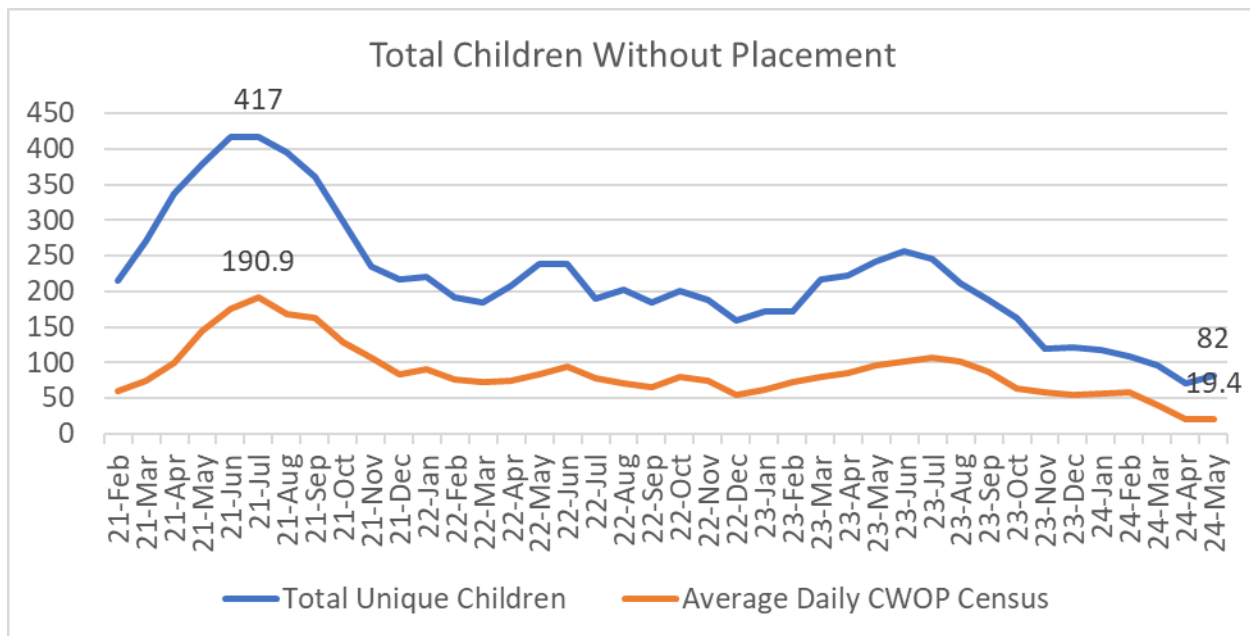
Texas is a large, diverse state, and there are events and issues that result in challenges for the Texas child welfare system. These impact practice and program and can be outside of the agency or the child welfare system control. The issues below are identified because of their far-reaching impact on data indicators, outcomes, and systemic factors measured through the CFSR process.

Reduction in Placement Capacity

DFPS has experienced a reduced number of available placements of all types between 2019 and 2023. Contributing factors are complex and interwoven. Stakeholders have indicated contributing factors such as the following:

- enhanced monitoring and a changing regulatory environment, with some residential providers not able to maintain the balance between increased costs, greater liability and risk, and changing needs;
- The licensed capacity available for Residential Treatment Center facilities fell by almost 30% over 3 years, dropping from 1,995 to 1,412 at the end of Fiscal Year 2024, Quarter 1; the workforce has changed, as has operation requirements;
- costs to provide care have exceeded the rates of reimbursement; and
- the post pandemic mental health needs of children have increased in acuity beyond the current continuum of care.

Most significantly, DFPS has experienced a decrease in available capacity for children with the most significant mental and behavioral health care needs, while simultaneously experiencing an increase in the need for these placement types. Most children and youth in DFPS conservatorship without an appropriate placement have complex mental and behavioral health needs. These children and youth are often coming from restrictive settings (psychiatric hospitals, detention) or are entering care with high needs and require placement into settings that provide an elevated caregiving capacity to include a stable, trained workforce and specialized programming. The gap in specialized capacity has also resulted in increased placement instability, further impacting the existing availability.



DFPS is working to identify solutions to this complex issue at both a child-specific level and at a systemic level. As a result, there is significant and ongoing work to address the issue, including efforts related to:

- Increased placement capacity and stabilization:
 - Capacity building targeting gap areas, such as Intensive Psychiatric Stabilization Programs and Treatment Family Foster Care for development or expansion
 - Placement process improvements
 - Increased adoption efforts
- Diversion from entry of youth into foster care, when safely possible:
 - Increased use of Alternative Response
 - Increased use of behavioral health resources that focus on Residential Treatment Center diversion beds, crisis response, or wraparound services.
 - Focus on least restrictive environment.
 - Increased partnership with juvenile justice
- Targeted improvements for Child Watch structure and support for children and youth supervised by DFPS due to being without placement:
 - Hiring dedicated positions and reducing reliance on direct delivery staff
 - Establishing schedules, expectations, and incentives for youth
 - Increased temporary Goodwill Staffing positions for coverage and nursing contracts for medication administration
 - Increased training for staff covering Child Watch shifts
 - Child-specific staffing's to target resources for youth with extended or repeated Child Watch stays
- Increasing kinship support:
 - Increased efforts for first placements with kin
 - Clinical Coordinator staff support for finding kinship caregivers (FINDRS)

- Implementation of enhanced kinship financial support through Exceptional Item funding related to kinship support and SSCC support of kin placements
- Creation of a provisional kinship verification (in process)
- Enhancing services:
 - Increased focus on services and support, such as Preparation for Adult Living, housing, job opportunities, driver licenses, and other basic life skills
 - Utilization of legislatively appropriated behavioral health funding for youth crisis outreach and extended inpatient hospital support
 - Increased collaborations with behavioral health and medical hospitals
 - Process improvements for staffing, particularly discharge planning from public and private hospitals or other restrictive settings

Workforce Turnover

DFPS continues to experience a high rate of agency-wide turnover, and it remains higher than the State Auditor’s Office (SAO) reported statewide average for all state agencies. According to the Texas State Auditor’s Classified Employee Turnover for Fiscal Year 2022, the statewide turnover rate was 24.5 percent for all state agencies. In FY 2023 Q2, DFPS averaged 13,365 employees with a turnover rate of 26.6 percent. In Fiscal Year 2022, CPS program staff had a turnover rate of 26.6 percent and Child Protective Investigations (CPI) program staff had a turnover rate of 37.7 percent. The turnover rate continues to be affected by the transition to Community Based Care.

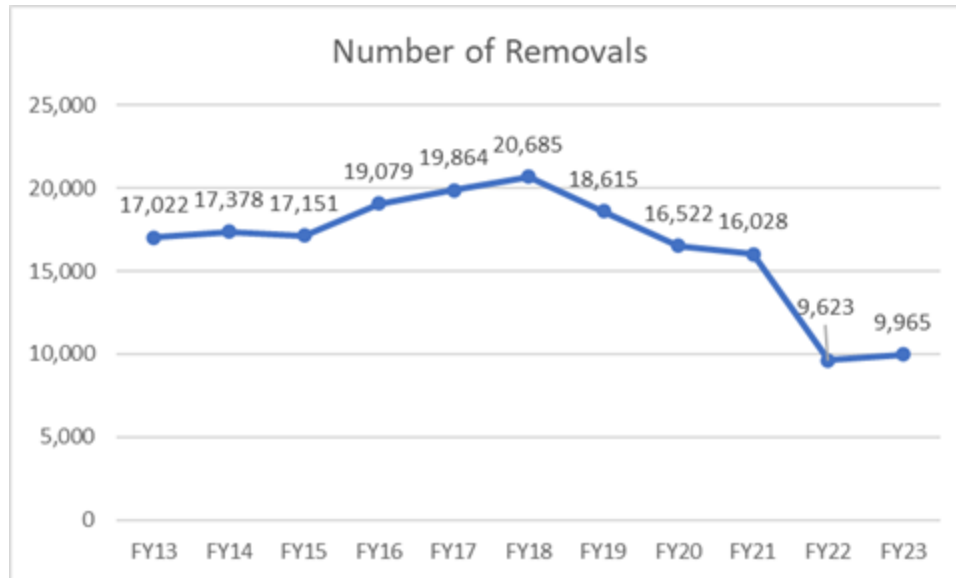
Continued progress in implementing Human Resource Management Plan initiatives serves as evidence of the full commitment of executive leadership to ensuring the workforce can provide exceptional services to Texans in need. DFPS will continue to closely examine workforce trends across the agency and target efforts to stabilize the workforce, so that the children and families impacted by the Texas child welfare system receive the services they need. The Human Resource Management Plan can be view at [DFPS - Rider-Related Reports \(texas.gov\)](https://www.texas.gov/DFPS-Rider-Related-Reports).

Time Requirements

Texas is a geographically large, diverse, and growing state. To make substantial systemic changes, including initiatives discussed below, it requires time to implement for the state. Significant changes often require multiple years to complete and substantial planning for change. Competing priorities and directions make the challenge more difficult.

Changing Population of Children and Youth in Conservatorship

The 10-year trend (2013 to 2023) for removals reflects significant changes in the population of children and youth in foster care.



The per capita removal rate in 2013 was 2.4 children removed per 1,000 children in the state population, rising to a peak of 2.8 children per capita in 2018, and it has dropped to 1.3 children removed per 1,000 children in 2023. Internal and external stakeholders universally believe that the reduction of children and youth entering foster care results in a population with increased complexity of needs.

In 2021, the Legislature passed legislation that prohibited the agency from filing non-emergency removals. After 2021, the agency could only remove for cases involving immediate danger or risk to the child’s safety. In addition, the Legislature changed the Texas Family Code definition of neglect. A person’s acts or omissions must now evidence “blatant disregard” that their actions or inactions resulted in harm or immediate danger to the child. Instead of defining neglect as conduct that results in a “substantial risk,” the conduct must now constitute “immediate danger” to the child to meet the definition of neglect. Allowing the child to engage in independent activities is added to the list of acts that do not constitute neglect. In response to the legislative change, the agency updated policy and practice related to the removal of children in the fall of 2021.

Changes in the statutory definition of neglect, strengthening of steps required to pursue reasonable efforts to avoid a removal, and other changes have resulted in policy and practice changes and a decreased removal rate.

Changes in the foster care population has impacted all aspects of the Texas child welfare system.

Current Major Statewide Child Welfare Initiatives

Building Placement Capacity

DFPS has been working to build new capacity and stabilize existing capacity for the last few years with an effort to reduce congregate care utilization. While DFPS has made gains in building capacity, DFPS has also lost capacity for children with complex needs.

Therefore, while DFPS has gained capacity, the loss of other capacity makes it appear that there is no movement. Capacity building efforts are focused on filling identified gaps in the foster care continuum, which has been assessed to be greatest for older youth with the most complex needs. Capacity stabilization includes increasing oversight and support for residential providers, limiting new providers to children who have lower levels of treatment needs, and increased monitoring of new providers to address concerns as they arise.

DFPS is also focused on efforts to keep more children with family, when possible, by increasing support and technical assistance to kinship caregivers. DFPS utilizes the [Workbook: Foster Care Needs Assessment Story \(texas.gov\)](https://www.texas.gov/workbook/foster-care-needs-assessment-story) to forecast placement service needs throughout the state and regularly assesses child placement outcomes for areas of improvement and continued growth in order to target initiatives and efforts. These capacity building efforts include an emphasis on expanding or developing the following: (1) Widespread Kinship Initiatives; (2) Qualified Residential Treatment Program (QRTP) Pilot and Full Implementation; (3) Treatment Foster Family Care Programs (TFF); (4) Temporary Emergency Placement (TEP) Program; (5) Transitional Living Programs (TLP); and (6) Intensive Psychiatric Stabilization Program (IPSP).

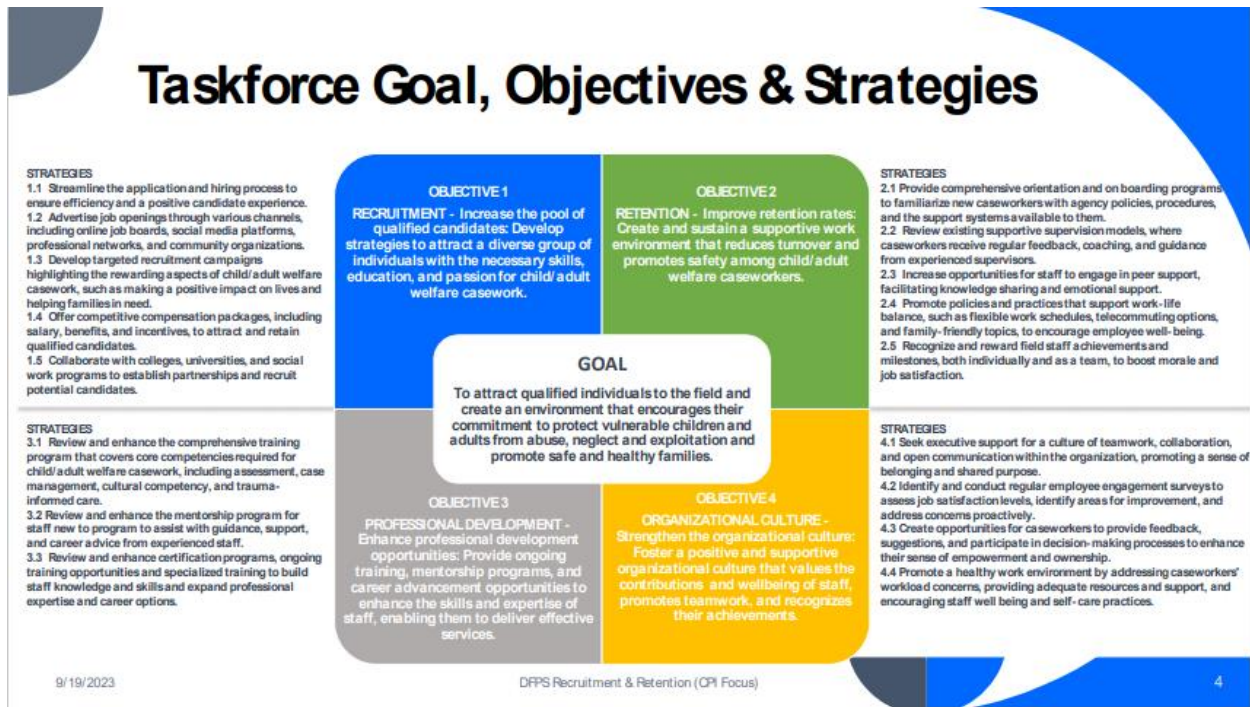
Strategic Behavioral Health Planning

Behavioral health needs for youth in DFPS conservatorship continue to be a prevalent and growing issue. While there has been strong external support for behavioral resources in Texas, DFPS has had limited focus and input on resource needs for the DFPS target population. While STAR Health is the financing mechanism and payor source for youth to access a suite of Medicaid services addressing both mental and physical health care needs of youth in their care, a chasm and disconnect in how the behavioral health needs for youth in conservatorship are being met persists. To ensure a coordinated and outcome-based approach to meeting the behavioral health needs for youth in DFPS conservatorship, DFPS proposed and the 88th Texas Legislature appropriated funding for a dedicated team at DFPS solely focused on addressing the strategic, coordinated care of youth in conservatorship. The DFPS Chief Strategist for Behavioral Health and her inaugural team will work closely with DFPS leadership and other child-serving institutions, stakeholders, and partners to strengthen service delivery for youth and families engaged with the DFPS system. Efforts began with an analysis of gaps within the Texas system, conducted with surveys and focus groups for internal and external stakeholders.

The agency focuses on staff wellness, including addressing secondary trauma and supporting the workforce needs, is moving to this strategic team.

Workforce Stabilization

Effort is underway to stabilize the workforce. The agency has a task force, with a multi-faceted approach, that has identified objectives and strategies around the ultimate goal of attracting individuals to work for the agency and retaining that workforce in order to create a work environment that is needed to encourage the commitment needed to fulfill the agency's mission.



Texas Child-Centered Care (formerly known as Foster Care Rate Modernization)

With little modification, the existing foster care rate methodology and Texas Service Level System structure has been in place since September 1988. The Texas Child-Centered Care (T3C) system represents a complete transformation of the foster care system, including an evidence-informed universal assessment of children’s needs, clearly defined service packages tailored to meet the specific needs of the children, and a new fully funded foster care rate methodology that aligns payment with the cost of care.

To successfully transition to the T3C system, modifications must be made to the IT infrastructure, policy, procedures, contracts, contract monitoring, and the process for assessing, matching, and placing children under the new modernized system. The infrastructure and readiness work that must be done to implement T3C is planned for 19 months (June 2023-December 2024). In January 2025, children and youth will begin to transition under the new foster care continuum, and the state will operate with the old and new systems. DFPS anticipated that children receiving services such as Basic and Treatment Foster Family Care will be the first to move to T3C, as these services are most closely aligned to what is offered in the system today. For other services that are brand new to the system, more time will be needed to develop the appropriate capacity across the state.

Based on the current plan, it is likely that a full transition of children under the new continuum will occur by state FY 2028. Successful implementation and transition to the T3C system is anticipated to increase capacity and result in overall improvement to safety, permanency, and well-being outcomes for children in the foster care system. T3C

will strengthen assessment of individual needs, matching needs to services and funding fully the delivery of services.

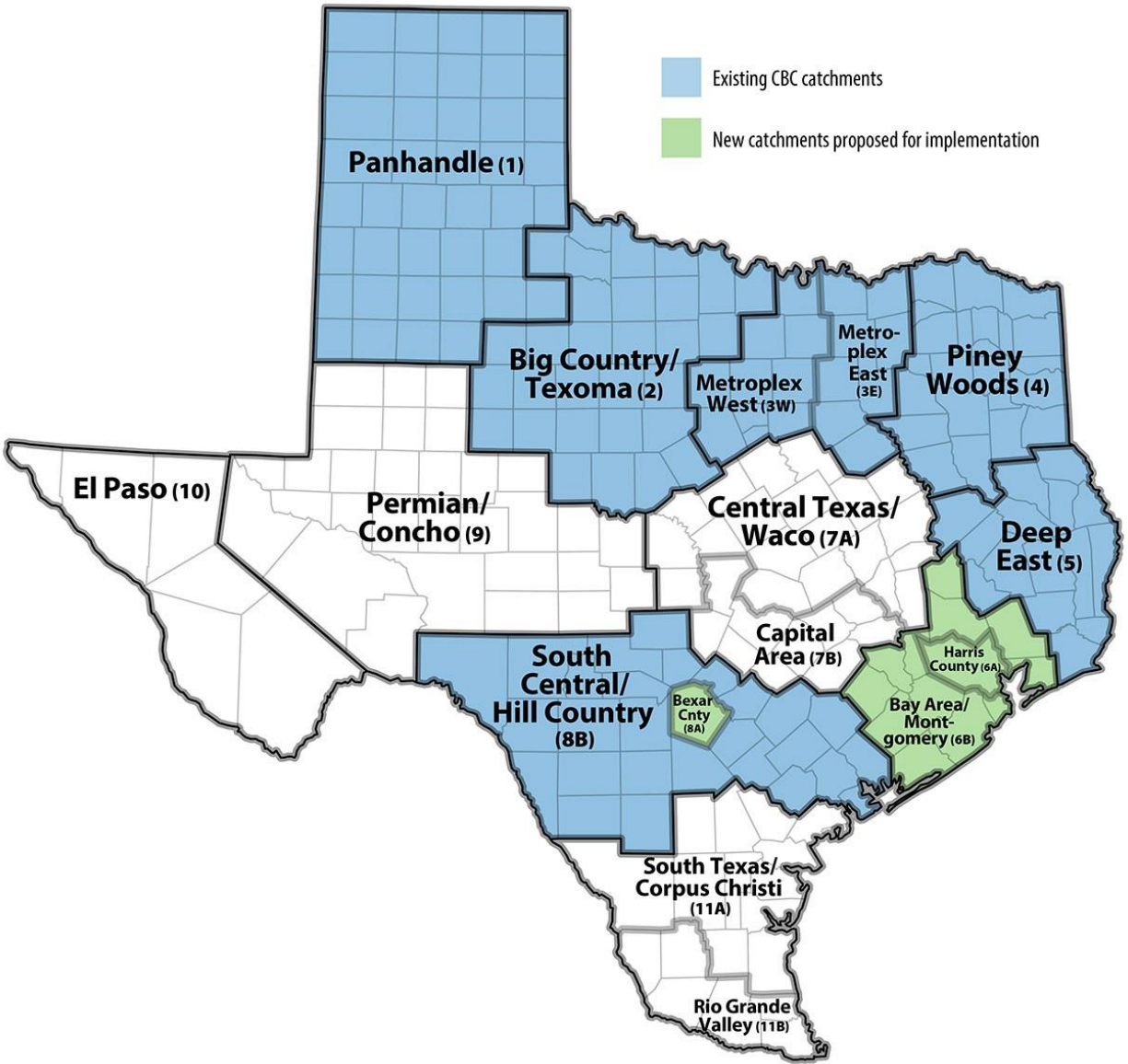
A high-level overview of the implementation plan and key milestones for the T3C project can be found beginning on page 28 of the [Foster Care Rate Modernization: Pro Forma Modeled Rates and Fiscal Impact report and DFPS companion report \(texas.gov\)](#).

Continued Expansion of Community Based Care

In 2017, the Texas Legislature directed DFPS to contract with community-based nonprofit and local governmental entities that can provide child welfare services. These services must include direct case management to ensure child safety, permanency, and well-being in accordance with state and federal child welfare goals. Senate Bill 11 codified Community-Based Care in Texas Family Code, Chapter 264, subchapter B-1. The intent of the legislation is not to change the work done by caseworkers, but to shift from a state-run child welfare system to a contracted community-based system with more flexibility to develop services that reflect the local community and its needs, while still adhering to agency oversight.

As Community-Based Care is implemented across the state, it requires coordination and collaboration with many DFPS divisions to achieve this multi-faceted initiative. The child welfare evolution goal includes the following sub-initiatives: agency structure, expansion, contract administration, finance, interoperability, program services, change management, communication, performance measure updates, and maximizing the federal funding under the CBC model. The shift to this statewide model must be carefully accomplished and is projected for completion by FY 2029.

The expected outcome of this goal and initiatives is the successful and sustainable transition to Community-Based Care across Texas. The Office of Community-Based Care Transition will support DFPS and the communities within Texas to ensure that child safety, permanency, and well-being is at the forefront of all implementation decisions and actions. Currently, there are seven community providers across seven regions with expansion into three more regions in fiscal year 2024-2025. The regions and current coverage are depicted in the state map below, with the blue areas representing current parts of the state covered by an SSCC, the green areas representing next planned coverage areas, and white areas representing future coverage areas.



Region	SSCC	Stage
1 (Panhandle)	Saint Francis	II
2 (Big Country and Texoma)	2Ingage	II
3 West (Metroplex West- Fort Worth)	Our Community Our Kids (OCOK)	II
3 East (Metroplex East-Dallas)	EMPOWER	I
4 (Piney Woods)	4Kids4Families	I
5 (Deep East)	Texas Family Care Network	I
8 (South Central and Hill Country)	Belong	II

CBC is expanded in three stages to promote a smoother transition for the children and families it serves:

- In **Stage I**, the SSCC develops a network of services and places children in its foster homes or other living arrangements. The focus in Stage I is improving the overall well-being of children in foster care and keeping them closer to home and connected to their communities and families. This stage typically lasts 6-12 months.
- In **Stage II**, the SSCC provides case management, kinship, and reunification services. Stage II expands the continuum of services to include services for families and to increase the number of children and youth who find permanent homes. This stage typically lasts 18 months.
- **Stage III** begins at least 18 months after the contractor has begun providing case management to all children and families in the community area. In this stage, DFPS can assess the contractor fiscal incentives and remedies for outcomes related to performance, including permanency outcomes.

The next areas of Texas that are targeted to transition to Community-Based Care are:

- Bexar County (Region 8a)
- Harris County (Region 6a)
- Bay Area/Montgomery (Region 6b)

Assessment of Child and Family Outcomes

A. Safety

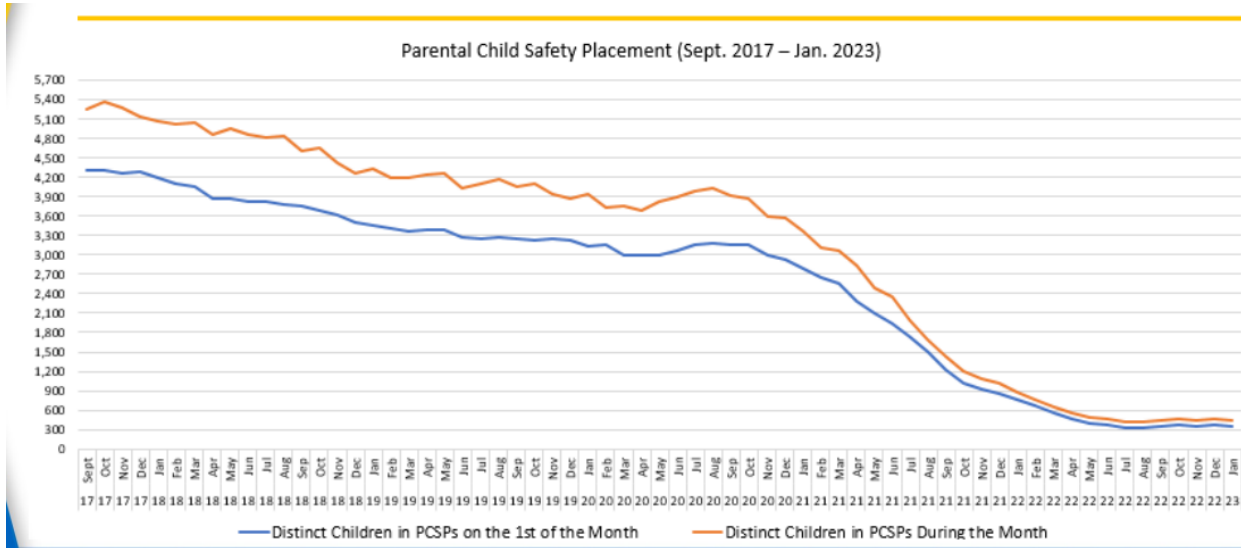
Since CFPS Round 3, the agency has updated policy and practice around safety planning. Safety planning is used when the agency has assessed that the children can safely be maintained in their own home when possible and appropriate (Source: [CPS Handbook, 3210 Safety Plan](#)).

Safety plans are only implemented in the following ways:

- The child and the parent or legal guardian remain together, and contact is supervised.
- The child and the parent or legal guardian reside together but away from the danger.
- A family-initiated Parental Child Safety Placement (PCSP) is implemented (the child and the parent or legal guardian do not reside together and contact between them is supervised).

Parental Child Safety Placements allow a child to leave the home for a temporary time frame when DFPS identifies a danger in the home. Historically, Parental Child Safety Placements (PCSP) were utilized with greater frequency than current practice. In March 2022, practice changes were implemented to ensure family-initiated Parental Child Safety Placements (PCSP) were being utilized as a safety plan intervention only if a parent or legal guardian decided the short-term placement was necessary and a safety plan allowing the parent and child to remain together in the home under supervision was not possible. This change prompted a decrease in the number of Parental Child Safety Placements (PCSP). In fiscal year 2021, 6,192 Parental Child Safety Placements were initiated. In fiscal year 2022, 1,481 Parental Child Safety Placements were initiated.

The chart below shows the decrease in Parental Child Safety Placements since 2017.



Source: [Presentation to the House Committee on Human Services, February 28, 2023 \(texas.gov\)](#)

Timely Response

Below shows the agency timeliness of response to screened reports of abuse or neglect. The data shows since CFSR Round 3, the agency has continued to improve response time to screened reports of abuse or neglect. Texas performs well on timely contact with children to ensure their safety.

Priority Response Time by Fiscal Year (Statewide):

	Priority One	% Timely	Priority Two	% Timely	Total Completed Investigations	% Timely
CFSR Round 3						
FY 2014	41,230	93.8%	126,933	87.1%	168,163	88.7%
FY 2015	45,033	93.2%	131,834	86.9%	176,867	88.5%
CFSR Round 4						
FY 2021	41,678	95.9%	115,840	94.2%	157,519	94.6%
FY 2022	41,659	93.2%	124,527	90.4%	166,186	91.1%

Source: DFPS Data Book [Child Protective Investigations \(CPI\) Completed Investigations: Priority and Response Time \(texas.gov\)](#)

CFSR Case Review Data by Quarter:

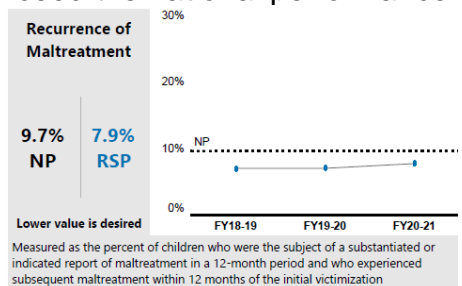
Outcome/Item/Data Indicator	Q3-23	Q4-23	Q1-24	Q2-24
Item 1: Timeliness of Initiating Investigations of Reports of Child Maltreatment	68.4%	72.4%	75.0%	84.9%

Safety 1: Children are, first and foremost, protected from abuse and neglect.	68.4%	72.4%	75.0%	84.9%
Item 2: Services to Family to Protect Child(ren) in Home and Prevent Removal or Re-Entry Into Foster Care	68.0%	68.6%	53.6%	74.6%
Item 3: Risk and Safety Assessment and Management	73.0%	69.0%	65.0%	76.0%
Safety 2: Children are safely maintained in their homes whenever possible and appropriate.	69.0%	67.0%	56.0%	73.0%

Texas intends to submit statewide aggregate data to demonstrate the state’s achievement of Item 1 and Safety Outcome 1 for Round 4 CFSR as demonstrated in the statewide data provided above. Texas is currently analyzing performance on Round 4 CFSR case reviews in anticipation of the Children’s Bureau final report. The state intends to gather input from various stakeholders to include (parents, youth, tribes, courts, and other partners) when establishing actionable items for achievement of Items 2 and 3 and Safety Outcome 2 in the Program Improvement Plan.

Recurrence of Maltreatment

In analyzing the February 2023 Data Profile, Texas has continually met performance metrics. Children who were subject of a substantiated report of maltreatment do not experience subsequent maltreatment within 12 months of the initial victimization at a high rate. Texas continues to exceed the national performance.



Source: CFSR Round 4 Statewide Data Profile – February 2023)

Texas has historically had, and continues to have, a low recidivism rate. This is evidenced

by administrative data (below) available on the DFPS public website. As shown for the last three fiscal years, recidivism has decreased from 4% to 3% in the most recent fiscal year reported on. A decrease is also seen in the recidivism by race/ethnicity of the alleged and confirmed victim children. Recidivism is calculated as a percentage of all alleged victims and child principals in alternative response and investigation stages who did not receive any ongoing services, who had a subsequent confirmed allegation, or who had a case open for ongoing services within 12 months.

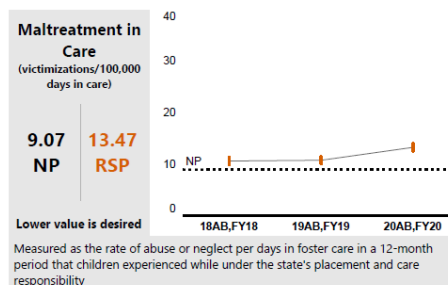
Alleged and Confirmed Victim Recidivism by fiscal year:

	FY20	FY21	FY22
African American	4%	5%	3%
Anglo	4%	4%	3%
Asian	1%	1%	1%
Hispanic	4%	4%	3%
Native American	1%	3%	2%
Other	4%	4%	3%
Total	4%	4%	3%

Source: DFPS Data Book [Child Protective Investigations \(CPI\) Victim Recidivism \(texas.gov\)](https://www.texas.gov)

Maltreatment in Care

The agency reviewed the February 2023 Data Profile. Over the last three reporting periods, the state has seen an increase in the maltreatment-in-care metric. An analysis of the contextual data was completed and found that most of the perpetrators in these incidents were biological parents (more than 50% of the time).



Source: CFSR Round 4 Statewide Data Profile – February 2023)

As the data indicated incidents were occurring while children were in foster care and the identified perpetrator was listed as the parent, DFPS determined a deeper analysis of contributing factors was required. DFPS conducted an internal case review of all the investigations concerning children in foster care with a biological parent as the perpetrator that resulted in a validation of abuse or neglect during October 1, 2020-September 30, 2022. Investigations that occurred within the first eight days after removal were excluded from the sample. DFPS reviewed 2,460 incidents of abuse or neglect. The case review showed the following:

- Did the maltreatment occur while the child was in foster care?
 - Of the 2,460 incidents reviewed, 797 (32.4%) of the incidents occurred prior to the child entering foster care. The investigations were a result of a delayed outcry.

The review found that if the maltreatment occurred prior to the child entering foster care, the subsequent investigation was attributed to a delayed outcry and involved abuse or neglect occurring prior to the removal. The data used to determine conformity regarding maltreatment in care and reflected in the Texas Data Profile is inflated with maltreatment events occurring prior to the foster care episode beginning. Currently, the agency does not have a data field in IMPACT, the statewide automated case management system for Texas, to use to identify allegations that occurred prior to entering foster care because the date of the abuse or neglect incident is currently identified in narrative content instead of a data field. The agency is working on an IT enhancement project for IMPACT that will have an incident date field added to the investigation stage. This will allow incidents of abuse or neglect to be excluded in the maltreatment-in-care metric.

B. Permanency

Analysis

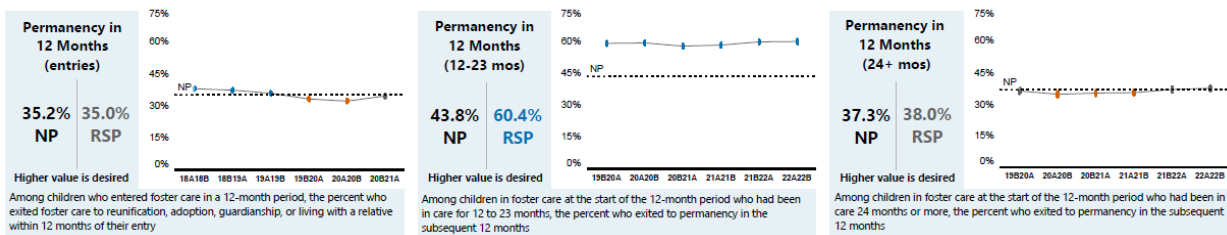
In 2021, the Legislature passed legislation that prohibited the agency from filing non-emergency removals. After 2021, the agency could only remove for cases involving immediate danger or risk to the child's safety. In addition, the Legislature changed the Texas Family Code definition of neglect. A person's acts or omissions must now evidence "blatant disregard" that their actions or inactions resulted in harm or immediate danger to the child. Instead of defining neglect as conduct that results in a "substantial risk," the conduct must now constitute "immediate danger" to the child to meet the definition of neglect. Allowing the child to engage in independent activities is added to the list of acts that do not constitute neglect. In response to the legislative change, the agency updated policy and practice related to the removal of children in the fall of 2021. The following data points illustrate the total children entering Texas foster care over the last three fiscal years and the reduction of entries into Texas foster care due to the impact of legislative and policy changes.

- In fiscal year 2020, 16,522 children entered Texas foster care.
- In fiscal year 2021, 16,028 children entered Texas foster care.
- In fiscal year 2022, 9,623 children entered Texas foster care.

Data Profile

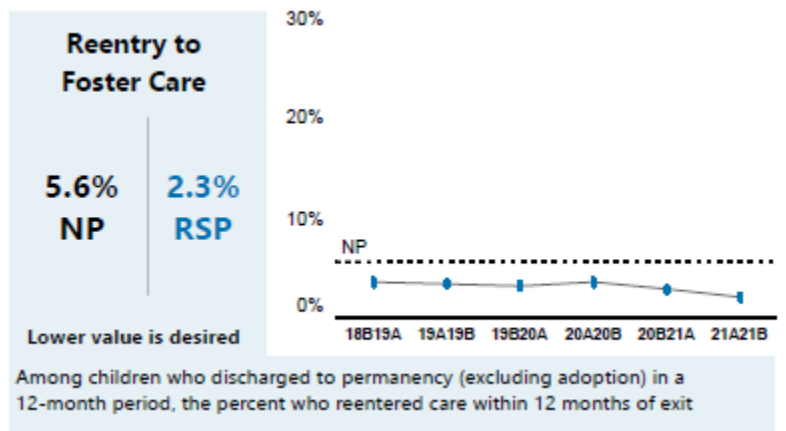
Texas has been challenged adjusting its automated reporting protocols to significant federal changes in the Adoption/Foster Care Automated Reporting System (AFCARS) federal requirements. As a result, Texas has experienced data quality issues resulting in a lack of data on permanency outcomes for the subsequent Data Profiles. Texas has continued to work with the Administration for Children and Families to resolve the technical issues.

Permanency Outcomes



In the February 2023 Data Profile, Texas met or exceeded national performance in all three permanency outcome metrics. An analysis was completed to determine delays on achieving permanency in 12 months. During the October 2023 judicial conference, judges identified a primary reason for delay in permanency in 12 months was due to a delay in service connection. This was confirmed by agency regional leadership as a leading reason for the delay in achieving permanency in 12 months. These delays were attributed to waitlists with providers, delay in submitting required paperwork, or delayed engagement by the parent. In fiscal year 2022, the average number of months in care for youth who exited to family reunification was 14.6 months. Texas exceeds national performance in permanency within 12-23 months. The agency has a continued partnership with the Children’s Commission, regional leadership, and judicial stakeholders. In these regular stakeholder conversations, the agency discussed the barriers to achieve permanency earlier.

Reentry into Foster Care



In the February 2023 Data Profile, Texas continues to exceed the national performance on the reentry-into-care metric. When youth achieve positive permanency, this data shows that those placements are stable and permanent.

Placement Stability

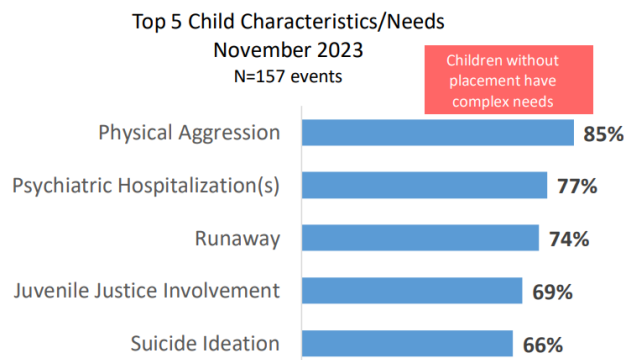


Historically, Texas has performed at or exceeding national performance as it relates to placement stability. As the number of children entering care has significantly decreased, the complexity of those youth’s needs in the first year has increased. For instance, in November 2023, 36% of children who had a child without placement event for the month had been in foster care for less than one year. The agency continues to strategize and address the complex needs of youth entering care and build appropriate capacity.

CFSR Case Review Data was provided in the Statewide Assessment submitted February 2024 on page 33.

Texas is currently analyzing performance on Round 4 CF SR case reviews in anticipation of the Children’s Bureau final report. The state intends to gather input from various stakeholders to include (parents, youth, tribes, courts, and other partners) when establishing actionable items for achievement of Permanency Outcomes during the Program Improvement Plan.

Top Five Characteristics Needs November 2023



Siblings Placed Together

DFPS and Community-Based Care providers make every effort to place sibling groups together. The data below illustrates the rate at which sibling groups are placed together.

The data shows sibling groups where all siblings are in the same placement at the end of the fiscal year.

- In fiscal year 2020, there were 6,397 sibling groups, and 4,235 (66.2%) of those sibling groups were placed together.
- In fiscal year 2021, there were 6,104 sibling groups, and 3,925 (64.3%) of those sibling groups were placed together.
- In fiscal year 2022, there were 4,523 sibling groups, and 2,832 (62.6%) of those sibling groups were placed together.

Source: [CPS Substitute Care: Siblings Placed Together \(texas.gov\)](https://www.texas.gov/cps-substitute-care-siblings-placed-together)

Kinship

As of May 31, 2023, a total of 7,281 children were in a kinship placement. The 7,281 children represent state fiscal year 2023 year-to-date from September 2022 through May 2023. As of fiscal year-to-date 2023, an average of 41.5 percent of children were placed with relatives or fictive kin (either verified or unverified). Comparatively, last fiscal year for the same time frame, 44 percent of children were placed with relatives or fictive kin. The most recent national data (fiscal year 2021) indicates the national average for relative placement is 35 percent. In Summer 2023, qualitative feedback about kinship caregivers' experiences with financial support was solicited from caseworkers serving families receiving payments. Caseworkers and caregivers felt strongly that financial support enabled caregivers to provide not only for basic necessities, but also to provide care for youth. The full report can be found on the DFPS public website (Source: [Relative and Other Designated Caregiver Placement Program Report, Fiscal Year 2023 \(texas.gov\)](https://www.texas.gov/relative-and-other-designated-caregiver-placement-program-report-fiscal-year-2023)).

Texas makes concerted efforts to identify, locate, inform, and evaluate kinship placements. The kinship program continues to work toward connecting a higher number of children in care to kinship placements, placing children with family more quickly, and exiting to permanency with a kinship caregiver for children unable to return home. During fiscal year 2022, nearly 78 percent of the 16,880 exits from DFPS legal custody were either to family reunification or to a relative.

Kinship caregivers typically have little planning time before children are placed in their homes. Many are retired or living on limited fixed incomes, which makes it difficult for them to purchase items such as beds, car seats, clothing, diapers, and other immediate needs required for the children to be placed with them. In addition, daycare funding is limited and offered to kinship caregivers who meet required eligibility. The 88th Regular Legislative Session provided \$6.9 million to assist kinship caregivers with immediate needs, license verification reimbursement for expenses associated with foster care licensing, and Enhanced Permanency Care Assistance for kinship providers caring for children with increased needs. Pursuant to Senate Bill 135 of the 88th Legislative Session, DFPS will develop a statewide electronic tracking system to track kinship home assessment requests. This system will enable improved oversight and accountability for timeliness of home assessments.

Per Senate Bill 593 of the 88th Regular Session, the Health and Human Services Commission (HHSC) and DFPS will contract with a vendor to provide an assessment of

foster care and adoption rules and regulations and provide recommendations for how the state may streamline regulations while both prioritizing child safety and reducing barriers to entry for potential child-placing agencies, residential child-care facilities, foster families, kinship families, and adoptive families. New federal rules were released in October 2023 providing recommendations and guidelines related to provisional license to kinship, including fictive kinship caregivers. These federal rules include creating a separate set of standards and regulations for these caregivers. CPS is currently working alongside HHSC to ensure an implementation of these rules and recommendations.

Texas Permanency Outcomes Project (TXPOP)

In collaboration with DFPS, the University of Texas implemented a federal grant, the Texas Permanency Outcomes Project (TXPOP). TXPOP develops sustainable best practices utilized by child welfare agencies across Texas to connect children to their birth families, regardless of their permanency outcome. TXPOP has a three-pronged approach: TXPOP Practice Model, Statewide Capacity Building, and System Engagement. As it pertains to capacity building, TXPOP provides trainings and support to professionals with certificates in child welfare and child protection services from the Steve Hicks School of Social Work at the University of Texas at Austin. TXPOP also offers an online resource hub that provides child welfare workers with resources, tools, and materials on engaging birth families and ensuring the child's voice is at the heart of the work. TXPOP has developed a multimedia campaign for foster, adoptive, and kinship caregivers called [Compassionate Caregivers](#). This campaign provides resources and tools on how to engage with a child's family in a meaningful way.

Source: [Texas Permanency Outcomes Project \(TXPOP\) - Texas Institute for Child & Family Wellbeing \(utexas.edu\)](#)

C. Well-Being Analysis

The CPS Division of Federal and Program Improvement conducts regular case reviews using the CFRS process on a quarterly basis. The division uses the federal CFRS On Site Review Instrument (OSRI) to evaluate safety, permanency, and well-being outcomes. The agency reviews 100 cases each quarter (400 cases per fiscal year) comprised of 60 foster care cases and 40 in-homes cases. These cases are selected randomly, and the agency ensures all regions are represented through stratification based on the percentage of cases each region contributes, including Community-Based Care catchment areas. Data over the last four quarters is shared below. The agency notes this review looks at 400 cases per fiscal year, and 240 of those concern youth in foster care out of the 38,294 youth in foster care in fiscal year 2022.

The case reviews show that the agency is meeting the educational needs of the children in conservatorship. The agency also does well assess the needs and services of youth and caregivers as evidenced in the case reviews and the data provided below on timely caseworker visits with children. During the October 2023 Youth Leadership Council meeting, the majority of youth shared that regular visits with their caseworkers do occur.

CFRS Case Review Data was provided in the Statewide Assessment submitted February 2024 on page 37.

Face-To-Face Contacts For Children in Conservatorship in Open SUB/ADO Stages (Multi-Month Year Summary) for Children Age 0 to17 Years, September 2021 to August 2022

Month	Children Needing Contact	Contact Made in Report Month	Contact Made in Report Month %	Contact Recorded in IMPACT Timely month	Contact Recorded in IMPACT Timely percent	Overall Compliance Monthly	Overall Compliance percent
21-Sep	26,849	26,503	98.7%	24,625	92.9%	24,625	91.7%
21-Oct	26,187	25,819	98.6%	23,868	92.4%	23,868	91.1%
21-Nov	25,088	24,737	98.6%	22,775	92.1%	22,775	90.8%
21-Dec	24,180	23,955	99.1%	21,982	91.8%	21,982	90.9%
22-Jan	23,654	23,426	99.0%	21,977	93.8%	21,977	92.9%
22-Feb	23,091	22,846	98.9%	21,484	94.0%	21,484	93.0%
22-Mar	22,414	22,223	99.1%	20,869	93.9%	20,869	93.1%
22-Apr	22,014	21,826	99.1%	20,453	93.7%	20,453	92.9%
22-May	21,580	21,379	99.1%	19,988	93.5%	19,988	92.6%
22-Jun	21,038	20,845	99.1%	19,416	93.1%	19,416	92.3%
22-Jul	20,731	20,524	99.0%	19,108	93.1%	19,108	92.2%
22-Aug	20,330	20,141	99.1%	18,539	92.0%	18,539	91.2%
Statewide Total	277,156	274,224	98.9%	255,084	93.0%	255,084	92.0%

Source: DFPS Data Warehouse - Report Number: SA_42sy

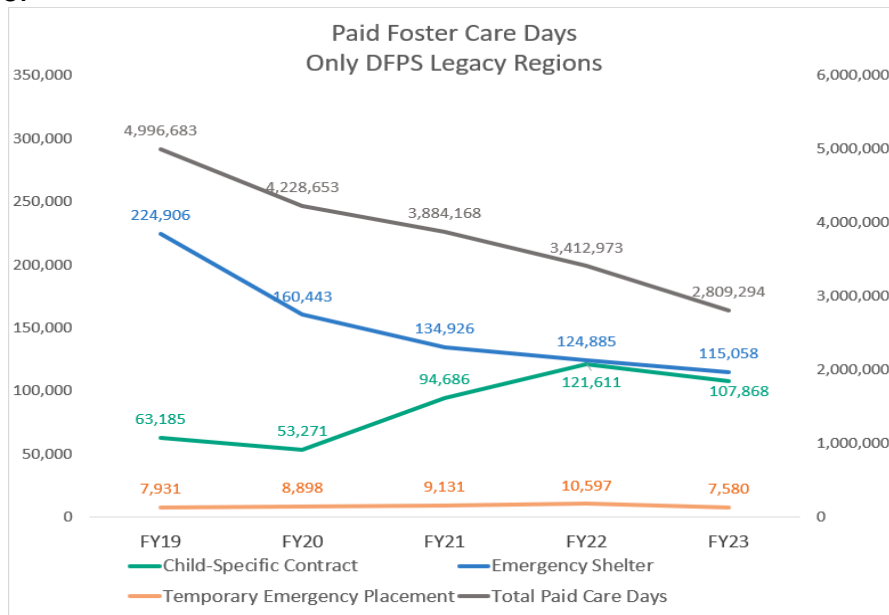
DFPS caseworkers utilize planning meetings to engage youth, caregivers, birth parents, support systems, providers, and other child advocates in case planning and assessment of needs. Planning meetings are Family Team Meetings, Family Group Conferences, and Circle of Support.



Source: [DFPS Data Book \(texas.gov\)](https://www.dfps.gov/data-book)

The agency has observed decreased entries into foster care over the recent fiscal years. This is attributed to changes in the statutory definitions of neglect and further policy changes. In fiscal year 2020, 16,522 youth entered foster care as compared to fiscal year 2022, when 9,623 youth entered foster care (Source: [Child Protective Services \(CPS\) Conservatorship: Removals \(texas.gov\)](https://www.dfps.gov/child-protective-services-cps-conservatorship-removals)). As the number of youth in foster care has decreased, these youth require services to address their individual higher acuity needs.

The following data analyzes youth in DFPS paid placements. Community-Based Care providers can utilize a different level of care system and thus are excluded from the data below. In fiscal year 2021, 10,914 youth were in a paid placement with 1,504 (14%) youth requiring specialized levels of care. In fiscal year 2022, 8,768 youth were in a paid placement with 1,352 (15%) youth requiring specialized levels of care. In fiscal year 2023, 7,788 youth were in a paid placement with 1,314 (17%) of youth requiring specialized levels of care.



As the needs of youth are increasing, the agency utilizes child-specific contracts to meet needs. The data above illustrates the decrease over fiscal years in the foster youth population and the increase in use of child-specific contracts to meet their needs. In addition, DFPS partners with other agencies and providers to meet the needs of the youth in foster care.

STAR Health

Texas has a statewide, comprehensive health care system designed to better coordinate and improve access to health care called STAR Health, which serves children as soon as they enter state conservatorship and continues in these transition categories. STAR Health is a Medicaid program that provides medical, dental, vision, and behavioral health benefits, including prescription medications, that are medically indicated. The program includes access to an electronic Health Passport, which contains a history of each child's demographics, doctor visits, immunizations, prescriptions, and other pertinent health-related information. STAR Health is contractually required to conduct ongoing oversight of the psychotropic medication regimens of children through the Psychotropic Medication Utilization Review process, using the most recent Psychotropic Medication Parameters. The current version can be found at: [DFPS - Psychotropic Medications - A Guide to Medical Services at CPS \(texas.gov\)](#).

Through its contract with Superior Health Plan, the STAR Health managed care organization, the Texas Health and Human Services Commission (HHSC) monitors prescribing of psychotropic medication to youth in foster care. The resulting trends remain substantially below the rates of five, 10, or 15 years ago. The current rates indicate sustained long-term decreases in psychotropic prescriptions for children in foster care. An update on the Use of Psychotropic Medications for Children in Texas Foster Care: State Fiscal Years 2002-2019 Data Report is underway and is expected to be released by the end of calendar year 2024. The Psychotropic Medication Parameters are also currently under review, following a normal two-to-three-year schedule for routine review.

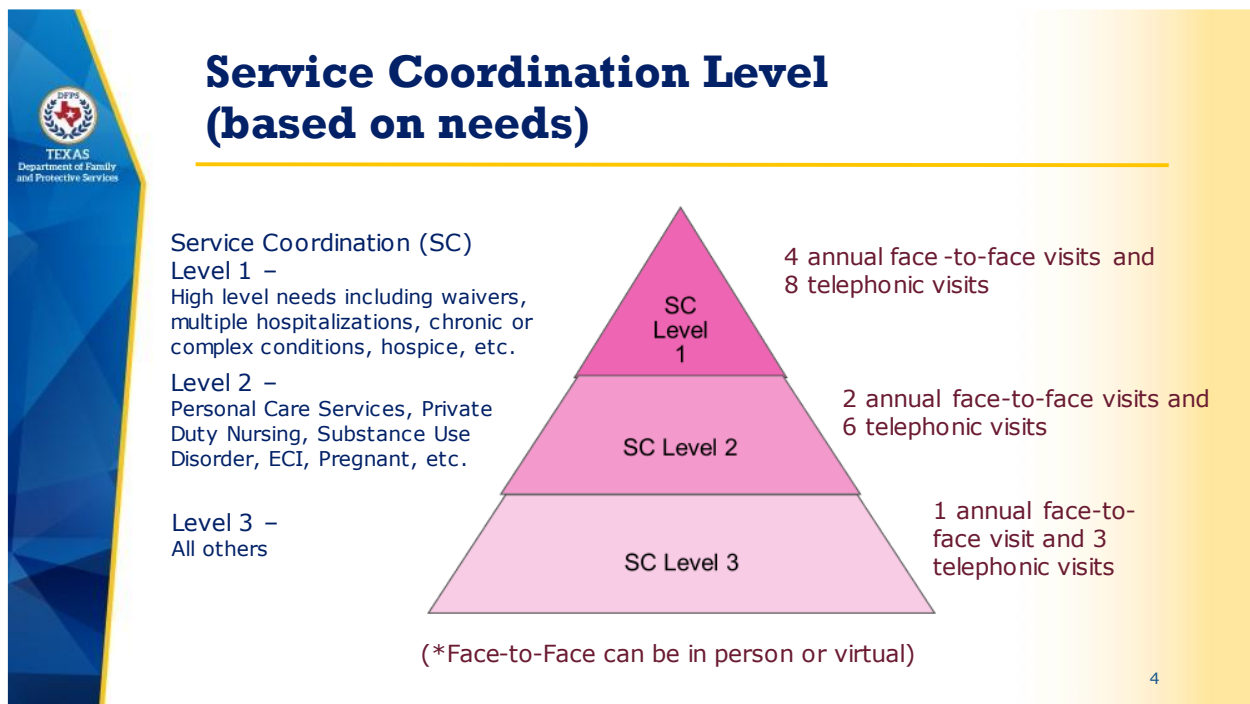
DFPS combines three critical tools for assessing the medical, behavioral, and developmental strengths and needs of children and youth entering DFPS custody. These assessments are referred to as "3 in 30," or three assessments due within the first 30 days following removal.

- **3-Day Medical Exam** – Within three business days, some children entering DFPS care must see a medical provider to check for injuries or illnesses and get any needed treatments. The 3-Day Medical Exam is limited to children who meet certain criteria as identified in statute.
- **Child and Adolescent Needs and Strengths (CANS) Assessment** – Within 30 days of entering DFPS care, children age 3 to 17 years old must get a CANS assessment to help inform the service planning and placement processes. The assessment helps DFPS understand the impact of the child's trauma and their ability to cope. The CANS assessment identifies services and existing strengths, such as counseling and positive relationships, that may help the child.

- **Texas Health Steps Medical Checkup** – Within 30 days of entering DFPS care, children must see a medical provider for a comprehensive check-up with lab work. This ensures:
 - ▶ DFPS is able to address medical issues early.
 - ▶ Children are growing and developing as expected.
 - ▶ Caregivers know how to support strong growth and development.

HHSC, DFPS, and Superior Health Plan, the contracted STAR Health provider, monitor compliance by obtaining Texas Health Steps checkups within the first 30 days of a foster care episode.

The STAR Health program was launched in 2008 in a collaborative effort between HHSC, DFPS, and Superior HealthPlan. The new contract was awarded to Superior HealthPlan to continue STAR Health and went “live” on September 1, 2023. One of the key changes resulting from the new contract is that all new STAR Health members are assigned to a Service Coordinator and to one of three levels of service coordination based on acuity. Below is an overview of the service coordination levels.



Texas is currently analyzing performance on Round 4 CFSR case reviews in anticipation of the Children’s Bureau final report. The state intends to gather input from various stakeholders to include (parents, youth, tribes, courts, and other partners) when establishing actionable items for achievement of Well-Being Outcomes during the Program Improvement Plan.

Current Initiatives

Strategic Behavioral Health Planning

To ensure a coordinated and outcome-based approach to meeting the behavioral health needs for youth in DFPS conservatorship, DFPS proposed and the 88th Texas Legislature appropriated funding for a dedicated team at DFPS solely focused on addressing the strategic, coordinated care of youth in conservatorship. The DFPS Chief Strategist for Behavioral Health and her inaugural team work closely with DFPS leadership and other child-serving institutions, stakeholders, and partners to strengthen service delivery for youth and families engaged with the DFPS system. Efforts began with an analysis of gaps within the Texas system, conducted with surveys and focus-groups for internal and external stakeholders. Participants shared their opinions regarding strengths, weaknesses, opportunities, and threats. Results included the following perceptions:

- **Strengths:** Government awareness of the need for services and a dedicated workforce.
- **Weaknesses:** Provider shortages, lack of insurance coverage for behavioral health services, and difficulty accessing services.
- **Opportunities:** Attract providers, improve accessibility, and prevent disruptions in care (continuity of care).
- **Threats:** Disruptions in care, potential reduction in behavioral health services, and increased demand for services.

The results indicated that strategic approaches to addressing any gaps in the services needed to improve child and family well-being must be collaboratively addressed in the Texas public/private behavioral health system. DFPS and its new Office of Behavioral Health Strategy will identify recommendations and report the recommendations to the Texas Legislature by the end of calendar year 2024.

Texas Child-Centered Care (T3C)

Successful implementation and transition to the T3C system is anticipated to result in overall improvement to safety, permanency, and well-being outcomes for children in the foster care system. T3C will strengthen assessment of individual needs, matching needs to services and funding fully the delivery of services. T3C includes use of a universal assessment process to assess the needs of children and youth entering care. T3C will be utilized for every child in foster care, regardless of their level of needs. Although it will take time to develop and implement, modernizing and fully funding the delivery of paid placement services is designed to fill gaps identified in the continuum of care. A high-level overview of the implementation plan and key milestones for the T3C project can be found beginning on page 28 of the [Foster Care Rate Modernization: Pro Forma Modeled Rates and Fiscal Impact report and DFPS companion report \(texas.gov\)](#).

Systemic Factors for the Texas Child Welfare System

A. Statewide Information System Analysis

The Texas Statewide Automatic Child Welfare Information System where CPS staff records casework-related activities is known as IMPACT. Federal reporting data managed through the National Child Abuse and Neglect Data System (NCANDS) and Adoption and Foster Care Automated Reporting System (AFCARS) comes from IMPACT. According to the most recent federal Texas Data Profile (February 2023), IMPACT data reported is complete and of sufficient quality for a less than 2 percent error rate in all areas.

The same federal data profile for Texas indicates its NCANDS data is complete and performing above federal thresholds for accuracy. The most recent DFPS AFCARS Foster Care Data Compliance Report shows DFPS met AFCARS standards. The DFPS Management Reporting and Statistics division tests the efficacy of the data captured in IMPACT for various data warehouse reports and federal data submissions. DFPS Information Technology (IT) runs the AFCARS extraction file monthly through the federal validation tool. Items evaluated as being a concern due to data quality or data entry are addressed on an ongoing basis. DFPS regularly instructs regional staff to review data on any AFCARS elements nearing the 3 percent threshold.

Accurate reporting of data is critical for Texas, and it is important that data reports be transparent for both internal and external stakeholders. The system has an excellent tracking and reporting capacity. The DFPS Data Warehouse stores information entered into IMPACT to make data more manageable and accessible for users and help with decision-making and research. DFPS Data Warehouse sections include, but are not limited to, intake, investigation, family stages, permanency planning (legal conservatorship), substitute care, adoption, foster and adoptive home development, and Preparation for Adult Living. IMPACT data is routinely published on the DFPS public website, enabling "real time" public scrutiny of the data by external stakeholders. Data, including the interactive Data Book, is available to the public at: http://www.dfps.state.tx.us/About_DFPS/reports.asp

IMPACT is designed so any DFPS or Community-Based Care employee with access can readily identify the status of each case by conducting a person and case search and viewing the case summary. While cases can be viewed by authorized staff statewide, only the assigned primary or secondary workers, supervisors, and others with the appropriate security profile (i.e., chain of command) can alter data entry. Various case reviews assist in ensuring correct data entry and information. Cases can be reviewed by regional management for any reason, all the way up the chain of command. Any data questions or discrepancies found during formal or informal processes are addressed with staff, and corrections are made as needed. While Community-Based Care providers have their own information system, their staff enter the required data into IMPACT as the official record.

"Live case reviews," or case reviews of active cases, have been implemented in multiple stages of service. Live case reviews occur in investigation cases through child safety specialist and risk manager reviews. A Parental Child Safety Placement team conducts live case reviews on investigation or FBSS cases with a Parental Child Safety Placement. Live case reviews occur in FBSS cases through a dedicated quality assurance team.

Program directors in multiple stages of service use a case review tool to review a sample of open cases on the staff workloads in their jurisdiction. Live case reviews add another layer of accountability in ensuring accurate and timely data entry. Staff involved in these case reviews have direct interaction with the staff working the cases and doing the data entry.

Case reviews performed by the CPS Federal and Program Improvement Review division use samples of cases open in a prior period of review and are not considered "live case reviews," although some may still be open. These case reviews include quarterly CFSR, screened intake, eligibility assistance, and other ad hoc case reviews. These case reviews also ensure data entry is correct and up to date. The CFSR review utilizes the federal Onsite Review Instrument quarterly and tracks outcomes in safety, permanency, and well-being. Ad hoc case reviews look at a variety of items that pertain to policy and practice. Quality Assurance Specialists have been given access to some of the Community-Based Care provider information systems. For those systems they do not have access to, staff work with the provider staff to obtain copies of the case record from their information system. For Community-Based Care staff, certain required information is input into IMPACT (for example, monthly face-to-face visits with children).

Upon completion of case-related tasks, employees submit IMPACT documentation for supervisory approval. After the supervisor reviews and approves submitted documentation, the automation design prevents further editing. If there is a determination that an error must be corrected, staff contact the Application and Data Support team, which is able to correct data entry errors. This helps ensure accuracy in IMPACT, resolving more complex data integrity issues by providing guidance to staff regarding common functions, processing data correction requests, and upon request by program management. The team provides guidance in correctly documenting casework actions in IMPACT and research opportunities to improve the systems to reduce errors. The Application and Data Support team manages application security and user permissions, merges, and client role removal when approved.

Merge specialists perform appropriate person merges to eliminate duplicate records, which improves IMPACT accuracy and staff ability to locate case history.

As a supplement to the Application and Data Support team, DFPS employs approximately 150 regional staff identified as "fixers" who can correct some data problems in IMPACT without going through the Application and Data Support team. Minor changes to service authorizations, legal status or actions, placements, and other foster care payment concerns can be corrected by a regional fixer. The IMPACT data corrections self-service online feature, called the "Make Your Own Ticket" online application, allows staff to quickly create direct online tickets to resolve IMPACT data errors that cannot be corrected regionally and require specialized assistance. This team and its procedures allow for data corrections to occur when needed but also ensure an overall accountability process for correcting data already approved by a supervisor.

IMPACT is set up similarly to a physical case file with separate tabs for the various stages of work, including investigation, FBSS, conservatorship, kinship, adoption, and others. Each CPS worker's IMPACT homepage displays all stages assigned to that worker, including the dates when the stages were opened and assigned. Within each stage of service, there are pages where a caseworker can document principal people in the life of the case, services provided to families and children, legal actions, and case contacts. The cases include demographic information about the children and families, including placement information for children in foster care, as well as qualitative narrative information on each case. IMPACT also includes demographic information on the populations served by DFPS, including names, dates of birth, races/ethnicities, and person identifiers. Family Plans of Service and Child's Plans of Service with permanency goals are developed in IMPACT. Workers can also view supervisor approvals or rejections, upcoming court dates, medical appointments, and more.

There are multiple stages in IMPACT as cases move through the system. IMPACT captures various information that includes demographic characteristics, personal identifiers, location, legal actions, goals, and statuses. Below illustrates some of the information gathered that can be readily identified.

	Demographic Characteristics	Location	Legal Actions	Goals	Status
Intake Stage	Y	Y	N	N	N
Alternative Response Stage	Y	Y	Y	N	N
Investigation Stage	Y	Y	Y	N	N
Family Based Safety Services/In-Homes Stage	Y	Y	Y	N	N
Foster Care Stage	Y	Y	Y	Y	Y
Kinship Care Stage	Y	Y	N	N	N
Family Substitute Care and Family Reunification Stage	Y	Y	Y	Y	Y
Adoption Stage	Y	Y	Y	N	Y

In addition, some stages capture safety and risk assessments, family and child plans, service authorizations, safety planning, medical assessments, resources offered to the family, investigation disposition and severity, emergency eligibility determination, home assessments, medical or mental health diagnosis, and much more.

Opportunities for Improvement

As with any computer-based system, IMPACT requires enhancements and updates on an ongoing basis. The Texas Legislature appropriated additional staff and funds to modernize IMPACT and grant external access. The funding provided has allowed DFPS to progress on a multi-year modernization effort. This initiative is designed to transform an older system into a more modern one in terms of information technology and software architecture. Currently, IMPACT does not have a data field in cases investigated by Child Protective Investigations for an incident date. Without this data field, validated investigations of abuse or neglect of foster youth where the incident occurred prior to the youth entering care are included in the current Maltreatment in Care case population on the data profile. CPS has submitted a request for an IT project that would create an

incident date field in those investigations. This would allow for incidents that occurred prior to the child entering care to be eliminated from the Maltreatment in Care population on the data profile. In addition, as Community-Based Care moves throughout the state, it would be beneficial for the provider information system to communicate with IMPACT to prevent staff from having to enter information into two systems.

Several data warehouse reports are monitored by regional and DFPS State Office staff to ensure timely data entry and monitor missing information. These reports are available from the state level to the unit level, down to a weekly frequency for appropriate monitoring and are not released externally to the agency (which is why the content is not identified and is obscured below). Regular reports measure the amount of in-person contacts between a child in foster care and the caseworker and the percentage of the contacts in the child's residence:

B. Case Review System

Written Case Plan

Analysis

When children must be removed from their parents and placed in substitute care (DFPS conservatorship), the case plan is developed, consisting of a Family Plan of Service and a separate Child's Plan of Service for each child. The initial Family Plan of Service is due within 45 days from the date the child enters substitute care. The initial Child's Plan of Service is also due within 45 days. If the child is in temporary managing conservatorship, the caseworker must review the plan during the fifth month and ninth month from the date of the initial plan and then every four months thereafter. For children in permanent managing conservatorship with Basic service level needs, the caseworker must review the plan six months from the date of the initial plan and every six months thereafter. For children in permanent managing conservatorship with Moderate service level needs or above, the caseworker must review the plan three months from the date of the initial plan and every three months thereafter.

In IMPACT, each child in care has their own substitute care (SUB) stage. The substitute care stages are attached to the parent's family (FSU) stage. These stages remain connected in the case history, even if parental rights are ultimately terminated. Each substitute care stage has various tabs for caseworkers to use for data entry, including a tab for the Child's Plan of Service. IMPACT keeps a log of every Child's Plans of Service completed during the child's out-of-home care episode. This list includes the date each plan was entered, the approval status of the plan, the type of plan and date completed, and the child's name. A second tab titled "Child's Service Plans for Case List" will pull a similar listing but includes every Child's Plan of Service associated with the overall case ID, including any plans of service for siblings also in substitute care.

DFPS performs well in the area of completing the Child's Plan of Service. The following report for Fiscal Year 2022 shows a 99.5% completion rate for the initial Child's Plan of Service. Note: The children reflected on this report are without regard as to whether served by the DFPS legacy system or the SSCC.

Initial Child's Plan of Service for Children in Open Substitute Care From September 2022 to August 2023

Month	Required	Completed	Completed %	Not Completed	Not Completed %	Total	Due this month Completed	Due this month Completed %	Due this month Completed in 45 days	Due this month Completed in 45 days %
22-Sep	18,448	18,350	99.5%	98	0.5%	851	773	90.8%	714	83.9%
22-Oct	18,210	18,088	99.3%	122	0.7%	908	793	87.3%	736	81.1%
22-Nov	17,810	17,700	99.4%	110	0.6%	723	683	94.5%	624	86.3%
22-Dec	17,571	17,477	99.5%	94	0.5%	838	763	91.1%	709	84.6%
23-Jan	17,378	17,291	99.5%	87	0.5%	707	645	91.2%	595	84.2%
23-Feb	17,198	17,131	99.6%	67	0.4%	614	569	92.7%	539	87.8%
23-Mar	16,945	16,879	99.6%	66	0.4%	670	623	93.0%	575	85.8%
23-Apr	16,966	16,891	99.6%	75	0.4%	820	751	91.6%	686	83.7%
23-May	16,801	16,724	99.5%	77	0.5%	761	712	93.6%	667	87.6%
23-Jun	16,724	16,644	99.5%	80	0.5%	881	816	92.6%	750	85.1%
23-Jul	16,441	16,365	99.5%	76	0.5%	794	735	92.6%	659	83.0%
23-Aug	16,222	16,108	99.3%	114	0.7%	701	632	90.2%	575	82.0%
Total	206,714	205,648	99.5%	1,066	0.5%	9,268	8,495	91.7%	7,829	84.5%

Source: DFPS Data Warehouse Report SA_52

Parental Participation in the Development of the Initial Child Plan

Parental and Caregiver Participation in Development of Initial Child Plans of Service Fiscal Years 2022 and 2023													
Fiscal Year	Initial Child Plans of Service Due and Completed	Parental and Caregiver Participation											
		Mother ¹		Father ²		Caregiver ³		Any Parent or Caregiver ⁴		At Least One Parent ⁵		No Participation ⁶	
		#	%	#	%	#	%	#	%	#	%	#	%
2022	8,215	5,847	71.2%	3,646	44.4%	7,667	93.3%	7,852	95.6%	6,180	75.2%	363	4.4%
2023	8,468	6,051	71.5%	3,806	44.9%	7,841	92.6%	8,076	95.4%	6,402	75.6%	392	4.6%

During the Round 4 CFSSR stakeholder interviews, additional data was provided to illustrate parent involvement in the written child plan.

DFPS continues to utilize the Family Group Decision Making process to complete service

plans while engaging the family and people the family considers as support systems. In fiscal year 2022, DFPS held a total of 22,454 Family Group Decision Making meetings to assist with case planning. This includes 8,556 Family Group Conferences and 2,142 Circles of Support. Data on family meetings by county can be located in the DFPS Data Book. Source: DFPS Data Book: [Child Protective Services \(CPS\) Conservatorship: Family Group Conferences \(FGC\) \(texas.gov\)](#)

DFPS and residential service providers have collaborated on development of a single Child's Plan of Service to meet requirements for both DFPS and child-placing agencies to reduce duplicative paperwork for the same child and decrease any confusion for the child, caregivers, and parents as well as attorneys and judges. The joint project includes participation from multiple DFPS divisions, child-placing agencies, residential treatment centers, and other service providers. The Single Case Plan meeting model was rolled out in several DFPS regions, depending partially on Community-Based Care implementation and regional choice. The Single Case Plan model was implemented in phases. The first phase of creating of a uniform Child's Plan of Service used by all residential providers is complete. The second phase of developing a DFPS-led collaborative meeting model that includes all stakeholders involved with the child to develop the initial Child's Plan of Service is also complete. The last phase of implementation will be joint development of the Child's Plan of Service by DFPS and the provider through IMPACT. This phase is being explored with the external stakeholders to determine the best time frame for full implementation.

Family Plan of Service

When creating the Family Plan of Service, the caseworker conducts a Family Strengths and Needs Assessment (FSNA) with the parents to help identify areas of strengths and needs to assist in developing the Family Plan of Service. Both custodial and noncustodial parents are invited to participate in all service planning efforts. After information is gathered using the FSNA, a meeting is conducted to create the Family Plan of Service. The meeting may occur with 1) the parents only; 2) the parents and any significant people the parents invite; or 3) the parents, relatives, extended family, fictive kin, and other significant people. The Family Plan of Service identifies the permanency goals for children and the services provided to the parents. DFPS uses a Family Group Decision Making model and invites families to participate in service plan development in a format chaired by a Family Group Decision Making trained facilitator. Meeting formats are family group and permanency conferences with a focus on helping family, extended family, and kinship members develop, review, and modify a service plan to address the abuse and neglect issues identified by those present, including CPS. The results are used as the service plan, provided the concerns of DFPS and the court are addressed.

Under the Texas Family Code, courts review the service plan at a 60-day Status Hearing and determine whether it is narrowly tailored to meet the needs of the family. At the conclusion of the hearing, the plan, with any necessary modifications, is incorporated into an order of the court. Ongoing review of compliance with the service plan occurs at subsequent permanency hearings.

Family Plan of Service Reviews

At a minimum, the Family Plan of Service is reviewed in the fifth and ninth months a child is in care and every four months thereafter. It is reviewed more frequently, as needed and as circumstances change. If the child is returned home, a review is completed, noting any remaining issues to be addressed so DFPS can exit the case. Reviews may be done in one or more of the same formats as noted above. If DFPS is given permanent legal custody (i.e., permanent managing conservatorship), and if the permanency goal is no longer family reunification, the open family (FSU) stage is closed, and no further Family Plan of Service review is completed. If parental rights were not terminated when DFPS was given permanent managing conservatorship, family service planning continues for an additional six months. After the initial six months of DFPS permanent managing conservatorship, the Family Plan of Service is reviewed and updated every six months. If siblings remain in the home and DFPS either has an active legal case for those children or at the parents' request, DFPS may provide services to those children.

Child's Plan of Service

A child's unique needs and the means to address those needs are identified in the Child's Plan of Service. The Child's Plan of Service identifies the permanency goals for the child. The caseworker involves the child in the development of the plan, and the child signs the written plan, if old enough. The caseworker also involves the child's caregiver, parents (if parental rights have not been terminated), relatives, caring adults, and other professionals involved with the child (e.g., guardian ad litem, child's attorney ad litem) in the development of the child's plan and subsequent reviews.

Child's Plan of Service Reviews

At a minimum, the Child's Plan of Service is reviewed in the fifth and ninth months a child is in care and every four months thereafter. If DFPS has permanent managing conservatorship and a child's service level is above basic, the Child's Plan of Service is reviewed every three months; otherwise, the review is at least every six months. Since contracted providers (e.g., child-placing agencies and residential care facilities) use a single child plan form, DFPS attaches that form to the plan from CPS records. In those circumstances, the combined plan is used for the review of the Child's Plan of Service. The worker does not update the Child's Plan of Service after every placement but does update it within 30 days of a significant change in the case or a change in the child's permanency goal, in addition to the above timeline.

For permanency hearings both before and after a final order, court reviews are used to monitor compliance with the case plan, using the court reports, testimony, and other evidence provided at those hearings. Pursuant to the Texas Family Code, courts must review the reports and evidence and make specific findings related to multiple safety, permanency, and well-being outcomes. DFPS measures and monitors compliance with completion of these plans within appropriate time frames, as well as the number of children who do not have an identified goal.

Periodic Reviews

Analysis

Periodic reviews are conducted through the court review process in Texas during the following: the initial and subsequent permanency hearings while the case is in temporary legal status; hearings in which permanent orders are issued naming DFPS as the permanent managing conservator (final merits hearing); and hearings held after final orders are entered. The Texas Children’s Commission offers an “At a Glance” checklist for judiciaries and child advocates that goes over requirements at various stages of a legal case. The checklist can be found at: [2023-at-a-glance-chart.pdf \(texaschildrenscommission.gov\)](https://www.texaschildrenscommission.gov/2023-at-a-glance-chart.pdf).

The following charts show the median time to permanency review hearings before and after final order for the last three fiscal years. The data shows periodic reviews are held no less frequently than once per every six months between the two types of hearings, thereby meeting the federal requirement for periodic hearings.

All Children in Temporary Managing Conservatorship with an Initial Permanency Review Hearing (Median Number of Days to Hearing)

	2021	2022	2023
Initial	169	169	168
2nd	108	105	105
3rd	98	98	92
4th	95	91	86
5th	84	78	77
6th	79	77	76
7th	71	63	58

**Source: Special data request #111480 on the chart provided for median time to permanency reviews before/after final orders.*

All Children in Permanent Managing Conservatorship with an Initial Placement Review Hearing (Median Number of Days to Hearing)

	2021	2022	2023
Initial	88	87	85
2nd	161	160	154
3rd	161	159	154
4th	161	154	154
5th	154	154	154
6th	154	154	154
7th	154	154	154

**Source: Special data request #111480 on the chart provided for median time to permanency reviews before/after final orders.*

Chapter 263 of the Texas Family Code requires that permanency review hearings are held with enough frequency to ensure that the federal requirements are met. This includes a mandate to have a periodic review at least once every six months and a permanency

review hearing at least once every 12 months. The Texas Family Code requires that the initial permanency hearing be held no later than the 180th day after the date the court renders a temporary order appointing DFPS as temporary managing conservator of a child. Subsequent permanency hearings must be held no later than the 120th day after the date of the last permanency hearing in the suit. If DFPS has been named as a child's managing conservator in a final order (includes cases managed by a Community-Based Care SSCC) that does not include termination of parental rights, the court is required to conduct a permanency hearing after the final order is rendered at least once every six months until DFPS is no longer the child's managing conservator. This is the minimum required by statute in Texas, but various courts throughout the state conduct more frequent review, based on the case circumstances, local practice, or child's legal status (i.e., PMC).

In the IMPACT system, each child's individual substitute care stage includes a tab for Legal Status and Legal Actions. Legal Status allows the caseworker to update the child's legal status, as it changes throughout the case, including temporary managing conservatorship, permanent managing conservatorship with or without termination of parental rights, adoption consummation, and DFPS legal responsibility terminated. All substitute care stages also include a "Legal Status for Case" tab, which allows the user to see all legal status entries for any siblings associated with the same case ID number. The Legal Action tab allows caseworkers to enter all hearings and court orders associated with the child's case, and there is a comment section to let the caseworker include any special information from the hearing, including when the next hearing was set. In Texas, it is common practice for judges in CPS cases to give verbal notice in court of the next hearing, and that information is usually incorporated in the court order for that hearing. All substitute care stages also have a "Legal Action for Case" tab, which allows the user to see all legal actions for any sibling associated with the same case ID number.

If DFPS has been named in a final court order as a child's permanent managing conservator, the court must hold a permanency hearing to review DFPS's permanent managing conservatorship every six months until DFPS is no longer the permanent managing conservator (either because the child is adopted, leaves DFPS conservatorship for the managing conservatorship of another individual or becomes an adult).

If all parental rights have been terminated, the first permanency hearing regarding DFPS's permanent managing conservatorship must take place no later than 90 days after the court appoints DFPS as the permanent managing conservator. Subsequent reviews are held every six months thereafter, as they are in cases in which parental rights have not been terminated.

Permanency Hearings

Analysis

The following chart shows the median time to permanency review hearings for children in foster care in Texas. The data was compiled internally for the last three fiscal years. The data shows permanency review hearings occur no less frequently than every 12 months,

as required.

**All Children in Temporary Managing Conservatorship with an Initial Permanency Review Hearing
(Median Number of Days to Hearing)**

	2021	2022	2023
Initial	169	169	168
2nd	108	105	105
3rd	98	98	92
4th	95	91	86
5th	84	78	77
6th	79	77	76
7th	71	63	58

**Source: Special data request #111480 on the chart provided for median time to permanency reviews before/after final orders.*

If a child remains in foster care after 12 months (and possibly including a one-time court ordered six-month extension), the child's permanency status may be changed from temporary managing conservatorship to permanent managing conservatorship, while the agency continues to work on achieving positive permanency for the child. At that point the court begins holding permanency review hearings that were previously referred to as placement review hearings. If all parental rights have been terminated, the next permanency hearing must take place no later than 90 days after the court appoints DFPS as the permanent managing conservator. Subsequent reviews are held every six months thereafter, as they are in cases in which parental rights have not been terminated.

The following chart shows the median time to placement review hearings for children in foster care in Texas. The data was compiled internally for the last three fiscal years. The data shows placement review hearings occur no less frequently that every 12 months, as required.

**All Children in Permanent Managing Conservatorship with an Initial Placement Review Hearing
(Median Number of Days to Hearing)**

	2021	2022	2023
Initial	88	87	85
2nd	161	160	154
3rd	161	159	154
4th	161	154	154
5th	154	154	154
6th	154	154	154
7th	154	154	154

**Source: Special data request #111480 on the chart provided for median time to permanency reviews before/after final orders.*

Termination of Parental Rights

Analysis

Federal law requires that DFPS request termination of parental rights if a child has been in foster care for 15 of the last 22 months unless certain exceptions apply. In Texas, the DFPS practice is called "pleading in the alternative." This practice is to request termination of parental rights as an alternative in the original petition filed at the time of removal. This approach puts the parents on notice from the beginning of the case that if the problems that led to removal are not resolved, DFPS may ask the court to terminate parental rights. Therefore, Texas meets the federal requirement for filing a petition to terminate parental rights when a child meets the 15 of 22 months in care requirement by filing a joint termination to include the possibility of termination at the onset of the case. DFPS does consider the special exceptions to filing a petition to terminate parental rights on a case-by-case basis.

Texas adopted the practice of pleading in the alternative in part because at the beginning of a case, it is more likely that the agency can effectuate legal service on all parents, and this prevents potential barriers that may occur if the agency waits until later in the case to file the termination petition. A single case may experience changes in caseworkers and attorneys from the time of removal to the time the agency makes the decision to pursue termination, which could lead to time barriers when the agency decides to pursue termination if the alternative language had not been included in the original petition. This practice is intended to eliminate any potential barriers to permanency and decrease the amount of time a child is in the agency's conservatorship. To be clear, DFPS only moves forward with setting a termination hearing when and if it becomes evident that adoption is the most appropriate permanency goal for the child.

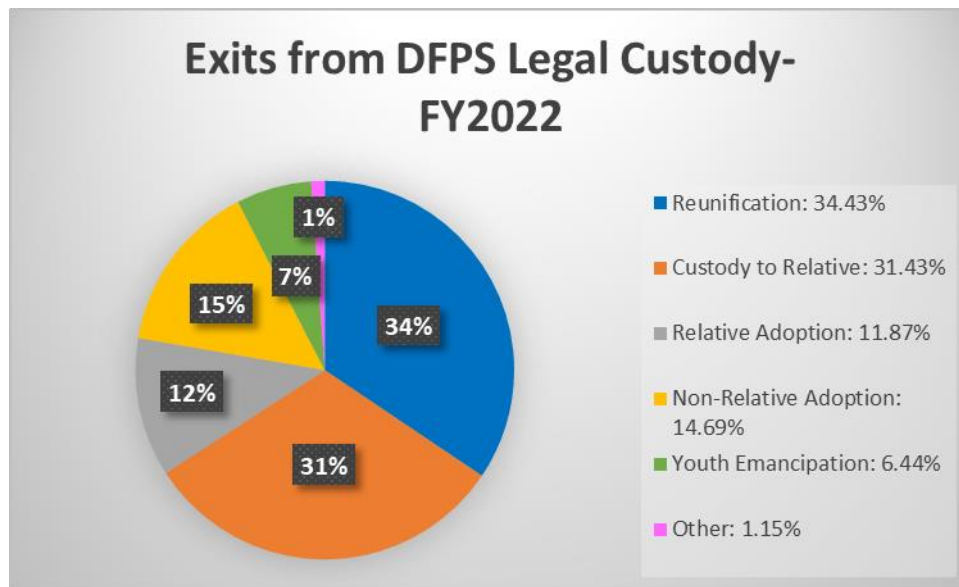
DFPS's practice of pleading in the alternative to include language to terminate parental rights at the time of removal was analyzed after CFSR Round 3 and operates under the following principals:

- Although the federal provision on point is not about requiring a concurrent petition, there is nothing to prohibit it. The congressional intent surrounding the provision was clearly to ensure that children do not languish in foster care. There is no indication Texas's practice is inconsistent with that in any way.
- To argue that the statute precludes filing for termination because doing so fails to take into account the specifically enumerated exceptions is to invert the purpose of the statute. The purpose of the statute is to ensure that in cases of a long foster care stay, the state makes reasonable efforts to achieve permanency by terminating parental rights, unless certain circumstances exist. There is nothing to prohibit the state from seeking termination because the child is being cared for by a relative. If termination is not in a child's best interest, the agency would not pursue it. Similarly, the agency could not obtain termination prior to making reasonable efforts to reunify. The agency does not pursue termination simply because it is printed on the petition. The agency pursues termination when it makes a careful determination based on the circumstances in the case that it is the appropriate goal for the child.
- State statutory schemes and the progress of litigation through the system vary widely. In Texas the practice is generally to plead in the alternative. It is common in litigation to plead in the alternative and then depending on the progression of the case, focus

on a particular type of relief sought. Simply because termination is listed as a possibility does not mean that the state is actively pursuing it. This decision comes when the agency sets a termination hearing after deciding adoption is the most appropriate permanency goal for the child.

- The Texas Rules of Civil Procedure, Chapter 48, states: "A party may set forth two or more statements of a claim or defense alternatively or hypothetically, either in one count or defense or in separate counts or defenses. When two or more statements are made in the alternative and one of them if made independently would be sufficient, the pleading is not made insufficient by the insufficiency of one or more of the alternative statements. A party may also state as many separate claims or defenses as he has regardless of consistency and whether based upon legal or equitable grounds or both."
- Indeed, the data indicates that there is nothing anomalous about Texas pleading in the alternative. If Texas were an outlier and attempted to terminate at the beginning of the case, this would be reflected in the data. However, the data shows the following for fiscal year 2022:

Exits from DFPS Legal Custody FY2022



Source: [Child Protective Services \(CPS\) Conservatorship: Children Exiting DFPS Legal Custody \(texas.gov\)](https://www.texas.gov/child-protective-services/cps-conservatorship/children-exiting-dfps-legal-custody)

Texas continues to prioritize reunification with parents when able and has improved in its rates. In fiscal year 2022, 9,623 children entered the legal custody of DFPS, and 5,811 children were returned home to a parent.

	FY20	FY21	FY22
Entries into Care	16,522	16,028	9,623
Reunifications	6,285	5,774	5,811

Source: [DFPS Data Book: Child Protective Services \(CPS\) \(texas.gov\)](https://www.texas.gov/dfps-data-book/child-protective-services-cps)

- Simply by filing a joint petition to include termination language at removal does not

mean termination will occur. DFPS remains subject to the requirement that there must not only be a ground for termination but that the court must determine termination is in the child's best interest.

- Texas took great strides in advancing permanency by instituting a mandatory dismissal in statute. DFPS feels by jointly filing a petition at removal which includes termination language we are removing potential time barriers later in the case when it becomes evident that adoption is the most appropriate permanency plan for the child.

In cases where a petition is pled in the alternative for removal and termination, the agency ultimately makes a decision to move forward with setting a termination hearing if the agency decides to pursue adoption for the child. This occurs after the agency determines family reunification or guardianship is not the best permanency plan for the child. The plan to terminate parental rights is an ongoing discussion throughout the court hearings, permanency conferences, and meetings with the parents. The time frame for setting the hearing is decided through permanency meetings with the caseworker, supervisor, attorney for DFPS, and attorney ad-litem, based on what grounds for termination are present in the case. At times, the judge makes the decision to set a termination hearing before the agency does, based on the parent's failure to comply with services. Parents are entitled to court-appointed counsel if they are indigent and appear in opposition to the suit. If a termination hearing is set, the parents will be assigned an attorney if they do not already have legal representation. Parents are entitled to a jury trial and their attorney will submit a jury demand to the court.

Termination of parental rights is the most severe outcome for a civil legal proceeding. Following termination, the parent and child no longer have a legal relationship. Conversely, terminating parental rights is a prerequisite to adoption and broadens the array of permanency outcomes available to the child. Whether termination is voluntary or involuntary, it is weighed seriously for each parent and child. In general, if DFPS pursues termination, it does so with both parents. In rare circumstances, after conferring with the attorney representing DFPS, the agency may determine that termination on only one parent is appropriate because one parent is such a danger to the health and safety of the child that legal avenues to the child must be closed.

In assessing best interest, caseworkers always bear in mind the emotional effect that termination may have on a child. Ultimately, if the parent's performance in establishing a safe home for the child is inadequate, DFPS may consider asking the court to set a final hearing at which DFPS seeks termination of parental rights. If termination of one or both parent's rights is a permanency goal, it is essential that the caseworker confer with the attorney representing DFPS to assess whether there is sufficient evidence to support termination.

In addition to evidence that termination is in the child's best interest, there must be evidence of at least one ground for termination. Grounds for involuntary termination of parental rights are listed in the Texas Family Code, Chapter 161: Termination of the Parent-Child Relationship. In 2023, a requirement regarding reasonable efforts was also

added to the termination statute. The attorney representing DFPS decides which of the many grounds for termination of parental rights to use in each specific case. While only one termination ground is necessary, lawyers typically plead and prove more than one ground to increase the likelihood of proving the case at trial or on appeal.

**All Children Who Exited DFPS Responsibility
(In Months)**

	2021	2022	2023
Family Reunification	13.63	14.03	13.93
Relative Care	15	15.63	16.13
Adoption	25.07	25.63	26.33
Emancipation	33.57	34.8	42.3
Exit to Long Term Care: Other	11.07	13.8	12.63

**Median Days Between Adoption Goal and Permanent Managing Conservatorship
(PMC) Legal Status
(In Days)**

Median Days Between Adoption Goal and PMC Legal Status	2021	2022	2023
blank	206	196	190

Notice of Hearings and Reviews to Caregivers

Analysis

DFPS ensures notices regarding court hearings are given to parents, the caregivers, and children. Workers encourage these key participants to attend. Children must be present at court hearings unless excused by the judge. The court consults with the child in a developmentally appropriate manner regarding the child’s permanency plan, if the child is four years old or older and if the court determines it is in the best interest of the child. Some courts schedule time to meet with children outside the court hearing to accommodate school and other scheduling needs, as well as meet with the child in a less formal court setting. After consulting with their attorney, some children submit letters to the court.

DFPS continues to focus on ensuring proper notifications are sent in a timely manner. The following persons are entitled to at least 10 days' notice of a hearing, per the Texas Family Code Section 263.002, and are entitled to present evidence and be heard at the hearing:

- DFPS;
- the foster parent, pre-adoptive parent, relative of the child providing care, or director or director's designee of the group home or general residential operation where the child

is residing;

- each parent of the child;
- the managing conservator or guardian of the child;
- attorney ad litem appointed for the child under Chapter 107, if the appointment was not dismissed in the final order;
- guardian ad litem appointed for the child under Chapter 107, if the appointment was not dismissed in the final order;
- a volunteer advocate appointed for the child under Chapter 107, if the appointment was not dismissed in the final order;
- the child, if:
 - the child is 10 years of age or older; or
 - the court determines it is appropriate for the child to receive notice; and
- any other person or agency named by the court to have an interest in the child's welfare.

Notice may be given:

- as provided by [Rule 21a, Texas Rules of Civil Procedure](#) (service in person, by mail or commercial delivery service, fax, or electronic service);
- in a temporary order following a full adversary hearing;
- in an order following a hearing under this chapter;
- in open court; or
- in any manner that would provide actual notice to a person entitled to notice.

The licensed administrator of the child-placing agency responsible for placing the child or the licensed administrator's designee is entitled to at least 10 days' notice of a permanency hearing after final order.

Because the person responsible for providing notice varies across jurisdictions, it is the caseworker's responsibility to either:

- send the notice; or
- consult with the attorney representing DFPS, if the caseworker is not certain who is responsible for providing notice.

It is common practice in Texas courts for judges to pre-set the next hearing date verbally in the court room before the conclusion of each child welfare hearing. The dates of the next hearing are then incorporated into the actual text of the court order, of which all parties receive a copy. Courts utilize "e-filing" (electronic filing) to generate email notifications when court orders are available.

The Office of Court Administration (OCA) provides a Notice and Engagement tool for 31 statutory child protection courts. The tool involves using non-confidential case data to provide email or text notice to users about upcoming hearings. OCA markets the Notice and Engagement tool and periodically re-issues announcements, surveys users on the usefulness and effectiveness of the system and monitors the system login and search information. The number of Notice and Engagement system users continues to increase. One hundred and twenty-seven new users signed up in FY 2023 (from October 1, 2022,

to September 15, 2023) through the Notification and Engagement system to receive hearing notifications, bringing the total number of users to 2,203. Hearing notifications were sent for 7,441 hearings with a total of 20,845 notifications sent in FY 2023. OCA created an Application Programming Interface to allow courts other than those using the Child Protection Case Management System (CPCMS) to upload their hearing data into the system. Currently, all child protection courts are enrolled in this system. The goal is to expand the hearing notification tool beyond the child protection courts to all courts hearing child welfare cases to provide parties with up-to-date hearing information and courts with an alternate means of no-cost notification. OCA is working to identify jurisdictions interested in adopting the interface.

DFPS works closely with the Children's Commission and OCA in making improvements to the child welfare court system. The Children's Commission funded the collaborative video conferencing project to allow youth to remotely participate in court proceedings. In March 2020, the OCA provided licenses for the Zoom video conferencing tool to all Texas courts. The necessity of virtual hearings and universal court access to video conferencing technology allowed more parents and youth to attend hearings virtually and for courts to engage families and determine how to make best use of the virtual environment. For the past three years, Zoom has been used for video conferencing hearings, and the child protection courts have provided feedback to support Zoom as the preferred video conferencing application. The Children's Commission also funded upgraded technology to support hybrid hearings in six pilot courts to identify what equipment may be needed for other courts to maintain the benefits of virtual participation even though the pandemic has concluded.

During the October 2023 Judicial Conference, the judicial attendees discussed the importance of children attending court hearings. DFPS plans to continue working in partnership with stakeholders such as the Children's Commission and CASA to increase the number of children who attend their court hearings, which will include efforts to expand the use of technology in this area. DFPS will also continue to participate in the annual judicial conferences to communicate and share ideas with judges who hear CPS cases.

C. Quality Assurance System Analysis

Continuous quality improvement is a foundation to programs within the Texas child welfare system. Dedicated staff are in place to support practice improvement. The state utilizes both qualitative and quantitative data to make informed decisions. Some of these divisions and systems are highlighted below.

Texas Quality Assurance Systems

Texas Quality Assurance Systems



Division of Federal and Program Improvement Review

Through its Federal and Program Improvement Review division, CPS has institutionalized a statewide quality assurance process that mirrors the case review process used in the federal CFSR process. The DFPS Quality Assurance/Continuous Quality Improvement system has the required foundational administrative structure through the CPS Federal and Program Improvement Review division. This division conducts the following on a quarterly basis: CFSR structured case reviews, screened intake reviews, open and closed Parental Child Safety Placement case reviews, and Family Based Safety Services (FBSS) case reviews. When a child’s safety can be reasonably assured in the home with services provided to help stabilize the family and reduce risk of future abuse or neglect, cases can be referred to FBSS to prevent or remove the need to remove the children. There are also ad hoc reviews, as requested. These case reviews are completed from a random statewide sample and include cases from legacy and single source continuum contractor (SSCC) areas. The term “legacy” refers to when DFPS caseworkers provide case management services for cases where youth are in the conservatorship of the state. The term “single source continuum contractor” or “SSCC” refers to those areas in Texas where a contractor is providing case management services for youth in the state’s conservatorship with DFPS oversight.

The CPS Federal and Program Improvement Review division consists of 26 quality assurance specialists, five quality assurance leaders, a program specialist, a team lead, and a division administrator, all of whom ultimately report to the CPS Director of Services. The division is comprised of two different teams, Child and Family Services Review (CFSR) team and an ad hoc case review team. The CFSR Quality Assurance team conducts quarterly case reviews using the federal Child and Family Services Review On-Site Review Instrument; screened intake reviews based on policy; and special reviews involving children in DFPS conservatorship, as requested by DFPS leadership. Reviews

conducted by the ad hoc review team include a sample of newly opened Parental Child Safety Placements and recently closed cases in which a Parental Child Safety Placement remained in place.

The CFSR Quality Assurance team uses the most current federal review instrument in the case review process consistently for all Texas regions. The team received training on the federal Round 4 CFSR Onsite Review Instrument and began using the instrument in 2023. DFPS uses an internal database for the CFSR reading instrument in which to store ratings for each case, stratify the cases by region and by stage of service, and monitor rating changes over time. The DFPS internal case review system is currently undergoing enhancements to update the case review tool to match the Round 4 federal instrument. This is anticipated to be completed by September 2024. For Round 4, Texas will use the federal system, known as the Online Monitoring System, or OMS, to enter the cases for the CFSR. There are at least 100 cases reviewed per quarter, composed of 60 foster care cases and 40 FBSS/Alternative Response cases, for a total of 400 CFSR structured case reviews annually. The reviews mirror the federal process, including the use of interviews with key stakeholders involved in the cases. The staff review, analyze, and evaluate data pertaining to the seven outcomes for safety, permanency, and well-being for children in Texas.

The CPS Federal and Program Improvement Review division helps to evaluate CPS effectiveness in providing for the safety, permanency, and well-being of children and families receiving services. This team coordinates with other staff in specific program areas and staff assigned as subject matter experts for all stages of service. The division contributes to developing, adapting, and continually improving tools for the qualitative and quantitative evaluation of CPS programs. The team also serves as a training resource for CPS.

Regional and statewide reports containing trend and data information from the CFSR case reviews are compiled quarterly and shared with staff through email, by posting the reports for all staff on the CPS Federal and Program Improvement Review division intranet page, and through presentations to regional staff by the quality assurance leaders. All CFSR cases reviewed are also presented individually to regional staff responsible for the case through case debriefings. The team shares quarterly results with CPS leadership and recommends practice improvement initiatives. The case review results, and trend analyses are shared quarterly in regional leadership meetings and used when regional leadership are completing their annual business plans. These plans identify regional goals and plans for improvement. Statewide structured case readings, outcome-related data analysis, reports of findings, case debriefings, and periodic focused training activities continue to be key quality improvement activities.

The division can supplement the CFSR instrument with additional program-specific case review questions and enter results into the internal database. This is a way for CPS program to further investigate an area with data for continuous quality improvement. Examples of targeted reviews during this fiscal year include:

- recent photograph of the child in conservatorship is contained in the case record;

- visitation plans were developed within 30 days of a child's entry into foster care;
- CANS Assessment was completed;
- information for children who exhibit Sexually Aggressive Behaviors was included in common applications;
- whether Texas Health Steps checkup documentation was contained within the child's Health Passport;
- and youth in care COVID-19 vaccination records and any barriers to receiving the vaccine were contained in record.

The results and data are pulled separately from the CFSR data and information, although each type of review produces case specific reports, uses aggregate data, and involves randomly selected cases. Trend reports are sent to staff involved for each case, as well as regional and statewide management. These reports share specific needs and strengths of each case and identify system-wide positive trends and areas to improve upon.

The CPS Federal and Program Improvement Review division incorporates continuous quality improvement into the quarterly case review process. As a result of receiving data, trends, and information from the case reviews in the form of reports, presentations, and production of improvement tips, here are examples of how various regions have taken the information and made positive changes to practice to improve outcomes for children and families:

- Including CFSR performance data in the regional business plans;
- Using CFSR item-specific data to help regional managers develop strategic efforts to improve children's movement towards permanency;
- Using CFSR data to guide staff on importance of increasing in-person visits with parents whose parental rights are intact and the child is DFPS permanent managing conservatorship;
- Using CFSR data to guide staff on importance of requesting courtesy contacts for incarcerated parents located in other regions;
- Conducting ongoing discussions with staff through case-specific debriefings on strategies for case work actions that will lead to improved outcomes;
- Using special ad hoc case reviews to gain qualitative information to focus on a particular practice area of concern;
- Developing strategic regional plans to address permanency delays;
- Emphasizing re-evaluation of permanency goals by the time the child has been in care for five months and concurrent planning from the beginning of the case;

DFPS developed written policy and manuals as training for new Quality Assurance/Continuous Quality Improvement staff, as well as to help provide sustainability to the continuous quality improvement process. Many DFPS staff completed the Continuous Quality Improvement Academy sponsored by the federal Children's Bureau prior to this reporting period. DFPS has quality data collection through IMPACT which allows staff to input, collect, and extract data, as well as the staff capacity, including staff with the skill set and knowledge base, to collect and report the quantitative data needed for federal reports.

The CPS Federal and Program Improvement Review division completes the following case reviews annually:

- 400 cases annually using the CFSR OSRI
- 304 cases have been reviewed on open parental child safety placements
- 36 cases have been reviewed where the case closed with a parental child safety placement in place
- 133 caregivers have been contacted after case closed with a parental child safety placement
- 1,859 cases have been reviewed on closed alternative response cases
- 639 cases were reviewed for eligibility assistance
- 1,932 screened intakes were reviewed and
- 349 Family Based Safety Services cases have been reviewed

Division of Permanency Quality Assurance Team

In November 2019, DFPS created an additional quality assurance team that reports to the Director of Permanency. The team was expanded in March 2023. This team completes case reviews and provides technical assistance to field staff in order to ensure increased compliance on identified items. This team completes the following case reviews:

- Sexual Behavior Problem
- Sexual Victimization
- Child Sexual Aggression
- Home History Reviews and Staffing's
- Ensuring youth obtained the Bill of Rights within the last six months

Quality Assurance specialists ensure that the following information is updated:

- Sexual Incident History page
- Trafficking page
- Sexual Behavioral Problem indicator

During these reads the specialists also review to ensure the child's caregiver received:

- Child Sexual History Report (Attachment A)
- Placement Summary Form 2279 (or SSCC equivalent)

This team provides training to field staff on what information needs to be documented as it relates to sexual victimization, sexual aggression behaviors, and home history reviews. They discuss the importance of ensuring that caregivers receive the Child Sexual History Report and that each child's case file is accurate and up to date.

This team completed the following reviews from September 2022-July 2023:

- 14,324 Placement moves for youth in Permanent Managing Conservatorship
- 505 Placement moves for youth in Temporary Managing Conservatorship
- In July 2023, a case review was completed to ensure that youth in Permanent Managing Conservatorship (PMC) received a copy of their Bill of Rights. 8,151 (43.97%) youth of the 19, 245 youth in care were reviewed.

Regional System Improvement Division

DFPS implemented the Regional Systems Improvement team as a part of the Office of Data and Systems Improvement which reports to the data and systems improvement director and consists of one division administrator and 11 regional systems improvement specialists who work directly with regional management to embed continuous quality improvement within regional operations. Each regional director is assigned a regional systems improvement specialist, to help regional leadership take the "what" of the data universe, translate it into a useable format, determine "why" issues are occurring, and develop action plans that address "how" to improve. Action planning is happening continuously throughout the year. The Regional Systems Improvement division has four strategic goals:

1. Use knowledge of systems improvement and regional data to help local leaders strategically improve the functioning of their systems;
2. Embed continuous quality improvement into management operations and help leaders sustain changes made;
3. Work with regional management to prevent problems from becoming crises and crises from recurring; and
4. Work side-by-side with regional management during crises to ensure mechanisms to address immediate concerns do not create crises for other areas.

Statewide Intake Quality Assurance Unit

The DFPS abuse/neglect reporting hotline, known as Statewide Intake, has a quality assurance unit that looks at the quality of abuse/neglect reports to analyze trends to determine if a policy or practice change is needed. Statewide Intake uses a system called Verint, that provides information related to the intake specialists essential job functions to provide feedback on their performance. This dashboard allows leadership to quickly identify areas of concern and plan activities, create resources, provide training, etc. to address any concerns.

In addition to Verint, Statewide Intake uses the following tools to continually evaluate performance:

- Customer Feedback Survey
- Interrater Reliability activities through calibration exercises
- Consistency Sessions
- Policy Sessions
- Data Dashboards

System Level Administrative Data Collection

DFPS has a variety of methods to collect data including a DFPS Data and Decision Support division that serves all DFPS programs. Its Management and Reporting Statistics team is responsible for the non-budget related reporting and statistical requirements of the agency. The team produces reports, analyses, and data sets for DFPS staff and external requestors and produces statistical data for publication in support of the DFPS mission, management, oversight, and performance measurement. The Management and Reporting Statistics team quality assures any data published by DFPS and is designated

as the official source of all DFPS statistical reporting. The Management Reporting and Statistics team compiles data from DFPS' five main Oracle databases (i.e., IMPACT, CLASS, DPEI, Reporting and FPS) to produce statistical reports. These reports make the data more accessible to users and help the program areas and other departments with decision-making and research. Additionally, IMPACT provides required data to the federal government. The DFPS Data and Decision Support division tests the efficacy of the data captured in IMPACT for various data warehouse reports and federal data submission. DFPS, IT runs the AFCARS extraction file monthly through the AFCARS validation tool. Items evaluated as being a concern due to data quality or data entry are addressed on an ongoing basis. ACF has confirmed with DFPS that the AFCARS and National Child Abuse and Neglect Data System data are reliable.

DFPS uses both an executive dashboard report and a CPS placemat report to consistently and quantitatively measure progress regarding safety, permanency, and well-being. The executive dashboard is available at the state and regional level; the data placemat is available state, region, and unit level. Both monthly reports are accessible to all DFPS staff. The executive dashboard contains key measures for each DFPS division and contains workforce data. The placemat assists in consistent review of key performance measures for each stage of service to target strategies for improvement and assess progress over time.

DFPS continues to build capacity in the areas of analysis and dissemination of data, including with external stakeholders, as well as train staff and external stakeholders on the use of data and identify opportunities for stakeholders to be involved in data analysis. Since 2016, DFPS has produced the interactive Data Book, as described above and as available at: http://www.dfps.state.tx.us/About_DFPS/Data_Book/default.asp. Data in the interactive Data Book is updated regularly and allows the general public to search and configure charts and graphs across many years of data. Complete data sets are available on the Texas Open Data Portal and updated regularly. As DFPS protects the privacy of both victims and perpetrators, there is no personal information contained in the statistics online, and all data has been summarized to the state, region, and county levels. Data is without regard for Legacy or Single Source Continuum Contractor area. Information is withheld for privacy when it regards people (i.e., victims and perpetrators), but not with regard to processes such as investigations. In some circumstances, the data must be limited to ensure everyone's privacy is protected. Care is taken with sparsely populated counties where the number of people involved is small.

The centralization of data collection and management of the data warehouse contributes to the accuracy and ability to produce a data book, dashboards, and ad hoc reports upon request. DFPS has a significant number of data reports and legislative performance measures used historically to analyze performance related to safety, permanency, and well-being.

Stakeholder Input

DFPS regularly collaborates with and provides feedback to a variety of internal and external stakeholders. The communication among these stakeholders is considered

when reviewing current programs and making needed adjustments. External stakeholders with whom DFPS collaborates, as described in the collaboration section of this document, are used to exchange feedback, remove barriers, and adjust programs to strengthen the Texas child welfare system.

Staff and Provider Training

Initial Staff Training

Analysis

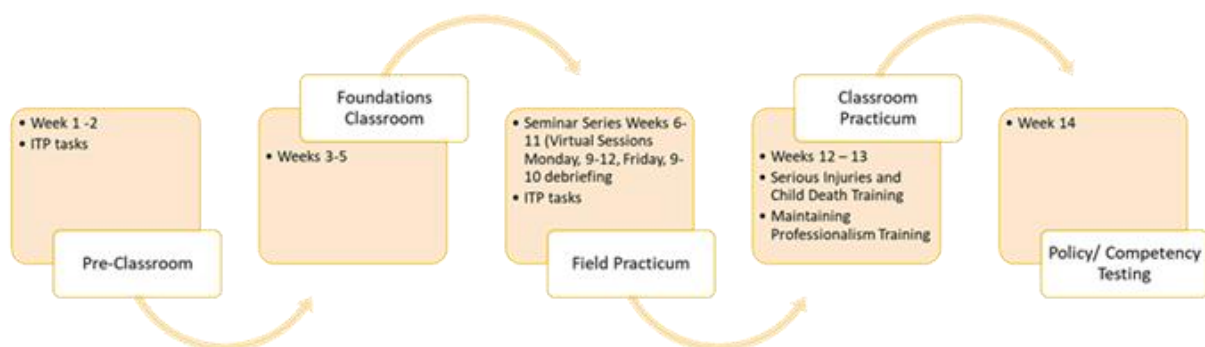
DFPS has its own training division called the Center for Learning and Organizational Excellence (CLOE) which works with DFPS programs and divisions to provide training and professional development for the more than 12,000 DFPS staff. In addition to DFPS staff, CLOE provides initial training to the staff of the Community-Based Care providers. The CLOE mission is to equip those who "protect the unprotected", and it ensures workers are prepared to competently perform their assigned tasks.

New training for investigation caseworkers is called CPI Training Academy and new training for ongoing caseworkers is called CPS Professional Development (CPD). Training begins on the new caseworker's (called a protégé) first day and extends over the first nine months of their career. All caseworkers receive the same core training regardless of specialty or region. The model then increases time spent in the caseworker's respective specialty areas. The model includes using mentors, revised classroom training and increased time spent on field-based specialty training (specific to investigations, FBSS, and conservatorship stages of service).

The CPI training is 14 weeks in length. Rolled out in 2021, this model added testing requirements and updated scenarios. The model was further refined and began to be used December 11, 2023. It requires more IMPACT training, demonstration of competencies, and hands-on experience. The model utilizes an individualized training plan and competency evaluation. This figure shows the integration of the CPI model classroom and field experience over a protégé's first 14 weeks of training. The training model requires proteges to complete 563.5 hours of coursework. Courses contain the following (this list is not all inclusive):

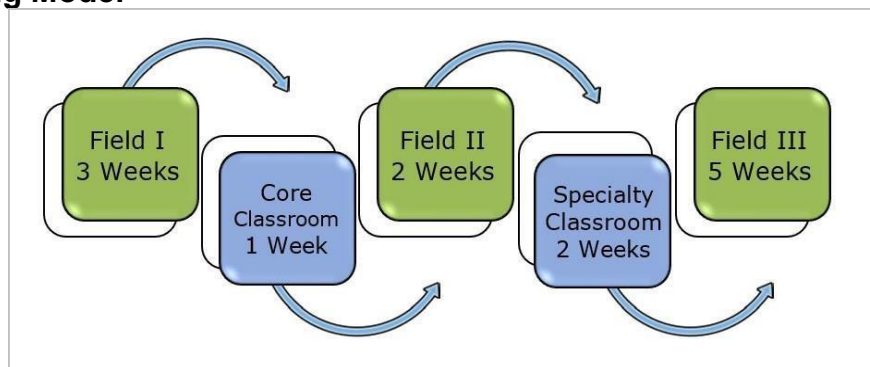
- Practice Model
- Culturally Responsive Practice
- Assessing Child Safety
- Child Interview Assessment and Evaluations
- Drug Endangered Children
- Assessing for Domestic Violence
- Types of Placements

CPI Training Model



Also rolled out in 2021, the CPS training model is 13 weeks in length and provides more hands-on training and specified training to the stage of service, as well as updated scenarios. This model also provides more IMPACT training. This figure shows the integration of the CPS model classroom and field experience over a protégé’s first 13 weeks of training.

CPS Training Model



The CPS training model is used statewide and was evaluated by the Lyndon B. Johnson School of Public Affairs at the University of Texas. Satisfaction surveys confirmed the evaluation findings. The evaluation concluded:

- CPS professional development-trained caseworkers are 18 percent less likely to leave within their first year than caseworkers trained under the old model. This results in 340 fewer caseworkers leaving DFPS, and an estimated annual cost savings of about \$18 million.
- CPS professional development-trained investigators are more likely than their basic skills development counterparts to meet critical casework deadlines.

In addition to field and classroom training, both DFPS models have a statewide mentoring program to ensure protégés receive technical and personal support throughout their

training. Staff report that the mentor model provides them with a better understanding of knowledge and skills. Key features of the program include:

- A one-to-one pairing of mentor and protégé, beginning as early as the protégé’s first day;
- A shared caseload, where the protégé works real cases and gradually assumes more responsibility;
- A realistic job preview, where the protégé adopts the same on-call schedule as the mentor; and
- Mentor compensation with a monthly stipend.

CLOE supports Community Based Care and is involved with each catchment area roll out. Phase I support consists of providing a one day in person training for Investigations, and Family Based Safety Services (FBSS) staff as well as a two day in person training to all Conservatorship and Single Source Continuum Contractor (SSCC) staff in the catchment area.

During readiness for Phase II, CLOE provides an additional one-day training to CPI and FBSS staff to educate on new protocols. After implementation, this training becomes a part of the CPS Professional Development (CPD) model for all staff located in a catchment area with an SSCC and is offered monthly. CLOE gives Train-the-Trainer sessions to SSCC staff and shares all curriculum, supportive materials, calendars, tracking tools, and videos used in training. The training materials shared are updated as policies change, or legislative mandates are implemented.

CLOE supports the SSCCs for readiness with an overview of the CPD training model and offers computer-based training information and technical support for online training requirements. Training compliance tracking systems are shared and taught to the SSCC staff. Support is given to SSCC staff for online Basic Skills Lab system use. CLOE provides training records to the SSCCs.

All DFPS new hires and transfers have training requirements that must be completed before case assignability. CLOE tracks all training progress for timeliness, and on-time completions and delays are tracked in the learning station. Training is tracked through official transcripts on the CAPPs system. This data is tracked monthly with each cohort. Successful completion consists of passed tests, full attendance, demonstration of field tasks and completion of a competency evaluation.

On average DFPS proteges completed training and were made case assignable on time at a rate of 95% in FY22.

Stage of service	Timely Case Assignability (defined as 2 weeks from end of training) FY22
CVS/ADO/KIN	92%
FBSS	98%
CPI	96%

Data collected through evaluations and assessments show that proteges learned from their training. For Fiscal Year 2022, 1,233 CPI staff and 1,075 CPS staff completed evaluations that were then analyzed. The evaluation completed by proteges shows that over 96% agreed with each statement about their classroom learning. Based on the proteges experience reported, it shows favorable data that proteges feel the concepts were communicated clearly during their training, content increased their knowledge, and they anticipate using what they learned in class on the job.

In CPI, 97% of all proteges got to the needed 100% on all assessments by the second attempt.

Ongoing Staff Training

Analysis

Meeting In A Box

CPS/CPI programs have established a process to educate and notify agency staff of all policy and procedural changes. This process provides valuable information and policy changes designed to improve the work environment for caseworkers and supervisors. Leadership must use the materials to discuss policy and procedural changes with staff and ensure they understand all materials. Meeting In A Box material is disseminated by email to all staff at all levels, as well as, available on the agency intranet page that is accessible to all agency staff. After reviewing the materials, all staff must certify that they have reviewed and understand the material. By combining policy and procedural changes into a monthly mechanism for storage and archiving the information for accessibility, changes previously sent out in multiple emails are not overlooked or lost.

Certification

There are three levels of specialist certification: specialist, advanced specialist, and senior advanced specialist. All levels and supervisors must meet specific program tenure, training, and performance requirements to be eligible for certification. Specifically, CPI and CPS employees must meet the following tenure to certify to the next level:

CERTIFICATION LEVEL	TENURE REQUIREMENT
Specialist II	*9 months as Specialist I
Advanced Specialist III	*9 months as a Specialist II
Senior Advanced Specialist IV	*24 months as a Specialist III

In addition to tenure requirements, CPS and CPI employees must complete the required courses for their respective certifications.

Required Continuing Education Hours for Certification

	Agency Required	Program Required	Cultural Competency	General Elective	Management Elective
FBSS Specialist II	12.5	32	6	N/A	N/A

FBSS Specialist III	5.5	58	6	12	N/A
FBSS Specialist IV	5.5	27.5	6	12	N/A
CPS Specialist II	12.5	73.5	6	N/A	N/A
CPS Specialist III	5.5	31	6	12	N/A
CPS Specialist IV	5.5	27	6	12	N/A
CPI II	12.5	40	3	N/A	N/A
CPI III	5.5	28.5	6	6	N/A
CPI IV	5.5	41.5	6	12	N/A

Supervisors:

CERTIFICATION LEVEL	TENURE REQUIREMENT
Supervisor II	Two years' experience as a supervisor (16 months if MSW or human services related master's degree)

Required Continuing Education Hours for Certification

	Agency Required	Program Required	Cultural Competency	General Elective	Management Elective
CPS Supervisor II	23.5	187	6	N/A	4
CPI Supervisor II	23.5	163			
Alternative Response Supervisor II	23.5	161	6	4	4

CLOE has both an online learning station and a registration section. The Learning Station is a site where employees can access online courses, including webinars, course evaluations, and course completion certificates. CLOE registrars maintain all internal training records for DFPS employees and external training upon request and per policy.

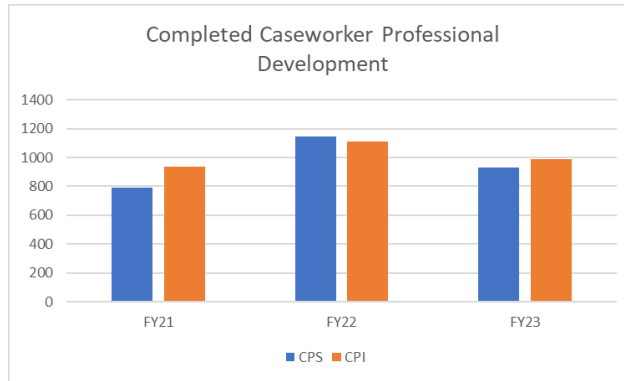
A measure for ongoing training is DFPS Certification: Climb the Ladder. For certification, caseworkers attend and complete continuing education courses. Upon successful completion, caseworkers receive a certificate for each class and complete the application for their next-level certification. There are minimum tenure guidelines to complete the various certification levels. Staff can complete continuing education courses as their schedule allows. All time sensitive and required courses are dispersed through the Meeting in a Box.

Their supervisor is responsible for the following:

- Review applications for thorough completion;
- Assess staff's professional development and growth;
- Ensure that staff are not on any performance restrictions.

After reviewing to ensure staff have completed the application and met qualifications, the supervisor signs off on the application to approve certification completion. Additionally, supervisors must assess their staff's professional development and growth throughout the work history and training processes. Data for completion of CPS/CPI professional development and all ongoing training is stored in the CAPPs Systems on each caseworker's training transcript. In 2021, CPI added a transfer of learning activities. These activities show the demonstration of competencies required for certification.

Below is the number of employees that completed caseworker professional development training:



- In FY2021, CPS had 794 proteges complete training, 142 proteges who resigned or were dismissed, and zero proteges transition to an SSCC.
- In FY2021, CPI had 934 proteges completed training, 198 proteges who resigned or were dismissed, and zero proteges transition to an SSCC.
- In FY 2022, CPS had 1143 proteges complete training, 186 proteges who resigned or were dismissed, and 13 proteges transition to an SSCC.
- In FY2022, CPI had 1111 proteges completed training, 294 proteges who resigned or were dismissed, and zero proteges transition to an SSCC.
- In FY2023, CPS had 933 proteges completed training, 210 proteges who resigned or were dismissed, and zero proteges transition to an SSCC.
- In FY2023, CPI had 989 proteges completed training, 230 proteges who resigned or were dismissed, and zero proteges transition to an SSCC.

CPS/CPI Certification numbers for the past three fiscal years:



DFPS makes trainings available to external stakeholders, including CASA, faith-based community members, child-placing agency staff, members of the judiciary, and community leaders. DFPS has an agreement in place with the three federally recognized Tribes in Texas that allows Tribal representatives to attend trainings across the state. The tribal focus group provided feedback that they enjoyed being able to attend DFPS trainings. Additionally, they discussed Preparation for Adult Living (PAL) staff have come to the reservation and provided training and resources to staff and youth. DFPS routinely

invites external stakeholders to participate in trainings when opportunities become available. External stakeholders may request to attend any training listed in the CLOE catalog. DFPS also strives to seek input from external stakeholders when developing curriculum, such as The Inside Scoop on the Indian Child Welfare Act.

CLOE provides ongoing training and support to the Community Based Care providers. When providers develop training, CLOE provides technical assistance and aides in curriculum development and design. Training materials, resources, and Individual Training Plans are shared with providers.

All CPS/CPI training curriculums and web-based trainings are reviewed and approved by the relevant program. These trainings meet DFPS accessibility standards and are Americans with Disabilities Act compliant. Online training is reviewed for functionality and best practices; and tested against accessibility, usability, and network/server performance standards. When online training is deployed, CLOE can monitor training completion and update stakeholders with compliance rates. For newly developed classroom training, CLOE hosts Tabletop reviews of the training for stakeholders and/or DFPS State Office prior to deploying the training to ensure quality of curriculum, content, and delivery.

Courses include the following:

- Trauma Informed Care
- Psychotropic Medication Training
- Ethics: Permanency Values
- Safety & Well-Being of Children with PMN
- Utilizing Adult Mental Health Evaluations
- Advanced Interviewing Skills for Investigations

Training compliance coordinators monitor newly hired staff completion of assessments and tasks included in their professional development program. These participants and their supervisors are prompted to attend to incomplete assignments in near real time to ensure timely completion of requirements. Academy managers monitor and assess the delivery of training on a quarterly basis with each trainer. Results are shared with trainers and CLOE management. These results are used to coach and support training delivery and make improvements to ongoing trainings as needed. Training compliance coordinators monitor case assignability and ensure all training requirements in classroom, computer- based trainings, individualized training plans, and competency evaluations have been satisfied and reflected on the protégé's transcript.

The CLOE quality assurance specialist analyzes end-of-course evaluations and creates reports about overall course and instructor quality. Quality scores created from these reports are monitored for compliance within quality standards. Scores below quality standards trigger additional analysis designed to uncover the cause of the poor scores. The development manager and curriculum developers are enlisted in improving curriculum needing revision or updates. Academy managers are enlisted in improving instructor performance for those that need to improve.

Management Training

Agency success depends heavily on supervisor ability to become proficient in their new responsibilities, with an increased level of decision-making, requiring a field-based learning model for staff training, and emphasis on safety and risk assessment tools. Effective supervisors are also critical to improving staff retention. DFPS selected strengths-based supervision as the first initiative to strengthen the skills of supervisors. Through a combination of classroom sessions and group coaching led by management (i.e., program directors and administrators), the curriculum provides practical and emotional support and highlights the importance of clinical supervision essential to child welfare work. CLOE offers the strengths-based supervision course in all regions. Quality management and distinctive organizational performance ultimately results in improved services to and outcomes for vulnerable Texans served by DFPS. Along this continuum, staff at each stage engage in a series of courses to develop skills in each of the eight competencies identified as essential for all DFPS managers: collaboration; communication; cultural competence; decision making; professional development of others and self; integrity; managing change; and strategic thinking. In 2021, supervisor basic skills development was revamped and renamed Foundations of CPS/CPI Supervision. Changes to the improved courses included updating information on applications and tools, creating new data warehouse reports, making changes to IMPACT, and updating scenarios. This course is required for new supervisors. There are a number of specific courses required for supervisor development.

As of October 2023, below are the CPS/CPI Supervisors that are eligible for certification:

Position Title	Certification Level Eligible	Total #
CPI Sup I	Supervisor	75
CPS Sup I	Supervisor	51

CPS/CPI Supervisors who have certified in the past three years:

	FY21	FY22	FY23
CPS	82	60	70
CPI	37	36	46

Leadership Training:

In 2021, CLOE's Leadership for Advanced Management Team (LAM) partnered with internal CPS/CPI training divisions to facilitate required leadership workshops for newly hired program administrators and program directors. The two main courses are listed below:

- The Leadership Challenge
- The Five Fundamentals to Strengthening DFPS Leadership

Both courses are designed to help leaders identify their leadership strengths and opportunities for improvement as well as create a healthy environment that promotes cohesive teamwork.

Since beginning this initiative, close to 300 leaders have gone through either one or both workshop initiatives.

The LAM Team also facilitates Change is the Only Constant for CPS/CPI leaders to help leaders prepare their staff for the transition to Community-Based Care.

CPS and CPI Supervisors must meet tenure requirements along with completion of required courses for certification.

Supervisors:

CERTIFICATION LEVEL	TENURE REQUIREMENT
Supervisor II	Two years' experience as a supervisor (16 months if MSW or human services related master's degree)

Required Continuing Education Hours for Certification

	Agency Required	Program Required	Cultural Diversity	General Elective	Management Elective
CPS Supervisor II	23.5	187	6	N/A	4
CPI Supervisor II	23.5	163			
Alternative Resposne Supervisor II	23.5	161	6	4	4

Courses consist of the following (this list is not all inclusive):

- Supervision for Retention
- Developing Workers Critical Thinking
- Strengths Based Supervision
- Developing Workers Competency
- Trauma Informed Care Refresher

Opportunity for Improvement

In meeting with the tribal partner focus group, it was identified that they would benefit from refresher trainings on topics such as completing a home visit and being able to review a home study template. Tribal partners have been invited to in-person trainings, but the request was for the ongoing training material and opportunities that occur virtually. The tribal partners identified a desire to have their practice closely align with the state and federal expectations to ensure their practice is consistent. The agency is exploring options to ensure the requested information, resources, forms, and trainings are on a shareable platform for tribal partners.

Foster and Adoptive Parent Training

Analysis

All caregivers, except those designated as kinship caregivers, must complete a minimum 35 hours of competency-based pre-service training before becoming verified to foster

and/or approved to adopt. The Parent Resources for Information Development Education (PRIDE) curriculum is the prescribed training used for DFPS foster and adoptive home applicants. This curriculum is a competency-based training program that meets a majority of the pre-service training requirements specified in Minimum Standards. DFPS may exceed 35 hours of pre-service training based on the needs of the child placed, including training regarding treatment of children with complex medical needs, sexual victimization, sexual aggression, emotional disorders, intellectual and developmental disabilities, the treatment of victims of human trafficking, and any other situation DFPS determines would require additional training.

The PRIDE model of practice is built upon five core competency categories developed through comprehensive role analysis:

1. Protecting and nurturing children;
2. Meeting children's developmental needs and addressing their delays;
3. Supporting relationships between children and their families;
4. Providing trauma-informed care;
5. Connecting children to safe, nurturing relationships intended to last a lifetime(permanency); and
6. Working as a member of a professional team.

Since September 1, 2022, DFPS has held 28 PRIDE foster/adoptive parenting classes with 361 prospective foster/adoptive parents in attendance. In addition, DFPS holds training for Foster/Adoptive staff and other child-placing agency staff on the PRIDE training model. Since September 1, 2022, three PRIDE Train-the-Trainer classes were held with 23 participants.

DFPS is currently editing the National Training and Development Curriculum to replace PRIDE as the pre-service training. The National Training and Development Curriculum is a new curriculum based on research and input from experts, families who have experience with fostering or adopting children, and former foster and adoptive youth. The National Training and Development Curriculum is funded through a five-year cooperative agreement with the United States Department of Health and Human Services, ACF, Children's Bureau, and Spaulding for Children. The National Training and Development Curriculum became available to all child-placing agencies in June 2022, and DFPS rolled out the DFPS-specific curriculum developed for Texas in June 2023.

Training of prospective foster parents is required by the United States Department of Health and Human Services, through the Minimum Standards and Guidelines for Child-Placing Agencies. These standards require all foster parents to receive an orientation and additional training in areas, such as the developmental stages of children, fostering self-esteem of children, constructive guidance and discipline of children, strategies and techniques for monitoring and working with children, and normalcy. Other required pre-service training topics include trauma-informed care; different roles of caregivers; measures to prevent, identify, treat, and report suspected occurrences of child abuse (including sexual abuse), neglect, and exploitation; emergency procedures, such as

emergencies related to weather, volatile persons, or severe injury or illness of a child or adult; and preventing the spread of communicable diseases.

Foster parents are also required to complete cardiopulmonary resuscitation and first aid training. Prospective foster and adoptive parents caring for children under 2 years of age must be trained in Shaken Baby Syndrome, Sudden Infant Death Syndrome, and early childhood brain development. Foster and adoptive parents caring for children taking psychotropic medications must be trained on the administration of psychotropic medications.

Child-placing agencies require each caregiver to complete a minimum of eight hours of trauma-informed care training before being the only caregiver responsible for a child. Training must include at least one of the DFPS-approved trauma-informed care trainings, a component on adverse child experiences, and training and resources related to prevention and management of Secondary Traumatic Stress (Compassion Fatigue).

Contracted Child Placing Agencies must ensure the completion of an annual refresher of trauma-informed care training by their foster parents. This training must be at least two-hours, and providers can use the approved DFPS online training or their own curriculum to build upon the training already received. Each foster family's ongoing training hours are monitored by the assigned foster/adoption home development caseworker or child-placing agency case manager. DFPS basic foster family homes are required to complete two hours of pre- service trauma- informed care training and two hours of an annual refresher training.

Service Array and Resource Development

Array of Services

Analysis

DFPS has a comprehensive service array that extends to all regions and counties across the State. The state has in place methods that assess the strengths and needs of all children and families to determine the services necessary to create a safe home environment, enable children to remain safely with their parents when reasonable, and help children in foster and adoptive placements achieve permanency. The family-focused culture collaborates with families to build on their strengths in developing individualized family plans that include the types of supportive resources they identify as necessary to care for their children within their own homes and communities.

The DFPS Purchased Client Services division assists in purchasing direct services for CPS children and families served by DFPS. Purchased Client Services staff plan for services, assist with the procurement of services, manage and monitor contracts, and resolve contracting issues. Purchased Client Services includes the Regional Contracts, Residential Contracts, Prevention and Early Intervention Contracts, and Contract Performance divisions. DFPS has a strong collaborative relationship with residential providers who serve children in care and developed a formal workgroup called the

Committee on Advancing Residential Practices that regularly meets to strategize how best to improve outcomes and discuss service needs.

Average Number of Children and Families Receiving Purchased Services per Month Fiscal Year 2022

Region	Adults	Children	Total Clients	Children		
				Living at Home	Living in Substitute Care	Post Adoption
01	909.1	498.3	1,407.4	164.7	338.1	8.9
02	702.2	379.3	1,081.5	150.3	237.1	5.8
03	3,316.3	1,672.6	4,988.8	512.2	1,121.8	86.2
04	1,125.1	419.8	1,544.9	185.3	240.9	5.5
05	626.4	280.8	907.3	76.8	208.1	3.5
06	2,366.3	1,421.0	3,787.3	513.7	947.8	35.7
07	2,413.8	1,283.0	3,696.8	516.6	797.3	13.8
08	2,442.9	1,134.7	3,577.6	432.0	734.7	14.1
09	534	213.8	747.8	58.1	156.7	5.1
10	338.3	244.3	582.6	129.2	122.7	1.7
11	1,548.3	536.3	2,084.7	165.5	391.3	1.0
Total	16,322.8	8,084.1	24,406.9	2,904.3	5,296.4	181.2
Total	22,871.3	9,283.9	32,155.2	3,827.9	5,647.1	130.6

Texas has a statewide healthcare delivery model for children in foster care. This program, known as STAR Health, was implemented in April 2008 and recently re-procured. Under the managed care model, HHSC contracts with managed care organizations, also known as health plans, to coordinate and reimburse providers for health services for Medicaid members enrolled in their health plan. Each child in DFPS conservatorship receives Medicaid services through Superior Health Plan, the managed care organization for the STAR Health program. The services include medical and behavioral health, dental, vision, and pharmacy benefits.

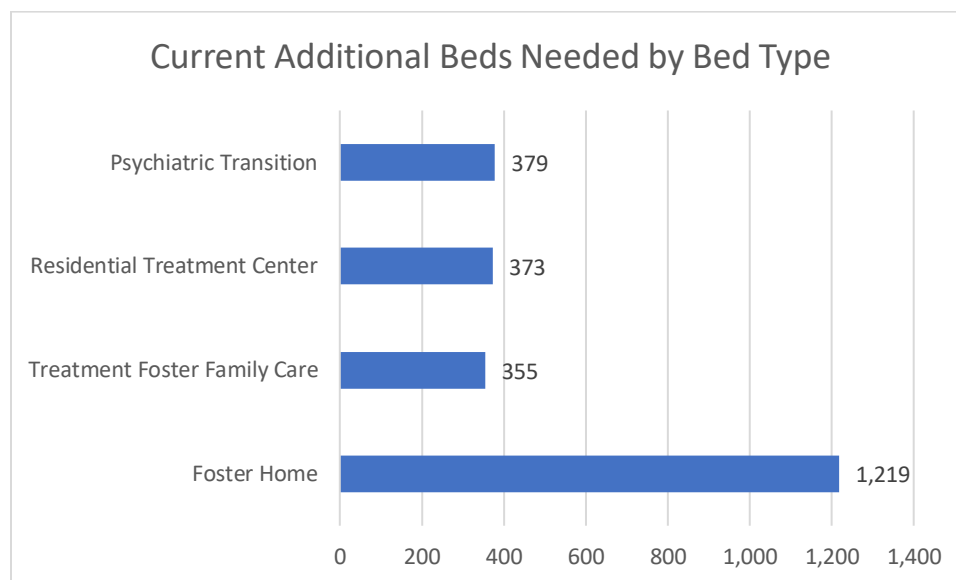
HHSC provides contract oversight to ensure STAR Health provides access to covered services on a timely basis for children in foster care and monitors performance on quality measures to improve the health outcomes and quality of life for children receiving benefits in the STAR Health program. In compliance with federal regulations, HHSC provides contracts with an external quality review organization to monitor quality of care provided by Medicaid managed care organizations. The reports from the external quality review organization are used to hold the STAR Health program accountable and develop continuous improvement in the quality of care for healthcare provided to children in foster care.

The CPS Medical Services division consists of a geographically dispersed team with nurse consultants and well-being specialists covering all regions. This team provides guidance and support to field staff, whether legacy or provided through an SSCC to ensure children in foster care have their medical needs met. These staff act as liaisons between caseworkers and STAR Health and routinely participate in staffing's for discharge, transition, or challenging cases. Additional members of the Medical Services team assist field staff in managing authorizations and denials of healthcare services and troubleshooting complex medical and behavioral health cases. CPS also has a board-certified pediatrician serving as the DFPS medical director to provide support, guidance,

and consultation for the Medical Services division, as well as other divisions and direct delivery staff.

The DFPS Behavioral Health Services division provides staff training and technical assistance on behavioral health services, including the CANS assessment, information on trauma-informed care, mental health resources, and substance use disorder treatment available throughout the state. The division provides contact information for the local mental health authorities and Outreach, Screening, Assessment and Referral (OSAR) centers who offer a wide array of services and provide access to substance use services when needed. DFPS assists in service planning for youth with complex mental health needs and/or substance use disorders, individualizing the service plans based on the needs of the child or youth. CPS Medical and Behavioral Health services team members are certified in Mental Health First Aid training, and certification expansion is planned throughout the Child Protective Investigations (CPI) Best Practice team. These staff provide Mental Health First Aid training to direct delivery staff (Legacy or SSCC, when requested) as a skill building opportunity for staff working directly with children and youth.


The Texas child welfare system continues to be challenged with meeting the needs of children and youth in conservatorship with high acuity and complex needs due to their parents' inability to access sufficient services to meet their behavioral health needs. Services are limited for children who have complex behavioral health and medical health needs, particularly in the youth's home community. Clinical coordinators, specialized staff assigned to assist with youth who have complex needs and for whom placements and services are difficult to obtain, resulting in DFPS-supervised settings, are dedicated to serving the needs of these youth and building capacity. According to the Foster Care Needs Assessment ([Workbook: Foster Care Needs Assessment Story \(texas.gov\)](#)) the following types of beds are needed to meet the current capacity needs as of August 2023.



Source: [Workbook: Foster Care Needs Assessment Story \(texas.gov\)](#)

Stakeholders and the new Office of Behavioral Health Strategy have identified gaps in the services continuum for youth with complex needs.

The Behavioral Health Division of HHSC contracts with a network of 37 Local Mental Health Authorities and Local Behavioral Health Authorities (LMHA and LBHA) across the state. LMHAs and LBHAs provide crisis services and access to specialized mental health services, including evidence-based practices, promising practices, and other supportive services for children and youth who have a serious emotional disturbance. Using a Texas Resiliency and Recovery Model, they provide a continuum of services, and most are STAR Health credentialed service providers. The diagram below provides the continuum of care used.

LOC	LOC-0 Crisis Services	LOC-1 Medication Management	LOC-2 Targeted Services	LOC-3 Complex Services	LOC-4 Intensive Family Services	LOC-YES Youth Empowerment Services	LOC-RTC Residential Treatment Center	LOC-YC Young Child Services	LOC-5 Transition Services	LOC-8 Waitlist	LOC-9 Ineligible	
CANS Scores	CANS Completion Not Required	Severity & Complexity of Symptoms 					Medicaid Waiver	RTC Criteria	Full Range of Scores	Temporary Services	Full Range of Scores	Not Eligible for Services
LOC Indicator	Crisis	Low Emotional, Behavioral, Life Domain Needs	Emotional Needs OR Behavioral Needs	Emotional, Behavioral, and/or Life Domain Needs	Multi-System Involvement	Ages 3-18 Meets YES Wavier Eligibility	Ages 5-17 Meets RTC Eligibility AND Admitted to RTC	Ages 3-5 with Behavioral and/or Emotional Needs	Ages 3-17 Temporary Services for Transitioning Individuals	Wait List	Ineligible	
Profile of Youth	Youth currently in crisis situation without current LOC authorization Expected to be a brief intervention to resolve crisis and prevent additional crisis events Following stabilization of the crisis, youth will be reassessed & assigned new LOC	Stable youth whose only identified treatment need is for medication management, with an occasional need for routine case management	Youth with behavioral OR emotional needs, but NOT BOTH	Youth with complex behavioral AND emotional needs May have multiple life domain functioning and/or caregiver needs	Youth with severe risk behaviors, threatened community tenure, risk of juvenile justice involvement, expulsion from school, displacement from home, and/or serious injury to self/others or death, along with significant caregiver needs, and behavioral and/or emotional needs	Youth enrolled in YES Services Includes all Medicaid services which the youth is entitled	Youth referred to DSHS by Child Protective Services due to risk of parental relinquish- ment of custody Referred youth have severe risk behaviors, potential involvement of multiple child-serving systems, and significant caregiver needs	Child between 3 & 5 years of age or is develop- mentally within this age range and has emotional and/or behavioral needs	Assists youth & caregivers in maintaining stability, preventing additional crises, and engaging youth into appropriate LOCs or accessing appropriate community services Highly individualized and length of stay is based on individual need	Youth that has received a full Uniform Assessment, but is currently waiting for services Individuals with Medicaid may not be placed in LOC-8	Youth whose assessment scores or other service eligibility criteria do not qualify the youth to receive services other than Crisis Services (LOC-0) should a psychiatric crisis occur	
Core Services	Crisis Intervention Services	Medication Management	Routine Case Management Counseling Skills Training	Routine Case Management Counseling Skills Training	Intensive Case Management (Wraparound) Family Partner Counseling Skills Training	In addition to TRR services, youth has access to additional Medicaid services within YES Waiver	Family Case Management Family Partner	Routine Case Management Counseling Skills Training				

Source: Health and Human Services Behavioral Health Team

A System Navigator Pilot Program managed by HHSC supports children and families as they navigate the local mental health system to access services and treatment. Their priority populations include children and youth from four population groups:

- Children and youth with complex behavioral health needs;
- Children in DFPS conservatorship and lacking a placement;
- Children at risk of entering conservatorship lacking placement; or
- Children at risk of parental relinquishment.

There were six system navigators established, resulting in increased coordination with DFPS to enable youth to meet service needs. The six pilot programs cover El Paso, five

counties in the Texas panhandle, Travis County, six counties in the Dallas area, and two programs covering large geographic areas in south Texas.

Local Mental and Behavioral Health Authorities provide access to the HHSC RTC Project. This project helps to divert children and youth from entering foster care due to inability to access behavioral health services. During the 87th Texas Legislature, statute was amended to allow the LMHA or LBHA to refer a child directly to the RTC Project without first contacting DFPS, especially in circumstances where a family would otherwise be placing their child into conservatorship because of the seriousness of the youth's mental health needs. The legislation was designed to reduce trauma to families associated with becoming involved in an investigation of abuse or neglect as they attempt to address their child's needs.

The DFPS Prevention and Early Intervention (PEI) division assists communities in identifying, developing, and delivering high quality prevention and early intervention programs. These programs are designed to promote opportunities for partnerships with families that capitalize on the strengths of parents and children together to build healthy families and resilient communities. In fiscal year 2022, PEI served 60,077 unique children, youth, and families through evidence-based home visiting programs, parent education, counseling, and support services. Nearly all (97.4 percent) of children and youth remained safe while enrolled in PEI services, and their parents, who were at risk of child abuse and neglect, did not become confirmed perpetrators in a DFPS abuse or neglect investigation. PEI programs also provided mentoring, youth-employment programs, career preparation, and alternative recreational activities to prevent delinquency and improve overall youth outcomes. A total of 97.3 percent of youth between ages 10 and 16 years old, who were served by PEI-funded programs, did not enter the juvenile justice system in fiscal year 2022 (Services to At-Risk Youth & Community Youth Development).

In fiscal year 2021, PEI worked with many stakeholders across the state to develop a five-year strategic plan, as required by Texas statute. The plan includes seven objectives designed to support the creation of safe, stable, and nurturing environments for Texas children, youth, families, and communities. These objectives are intentionally broad to allow for continued partnership and collaboration to meet the needs of Texas communities over the next five years. PEI strategic plan is found at: [DFPS - Prevention and Early Intervention \(PEI\) - Strategic Plan \(texas.gov\)](#)

Service array is also addressed through the following initiatives and strategies outlined further within the annual report:

- Alternative Response;
- Strengthened Family-Based Safety Services;
- Transitional Living Services Program;
- Effective prevention services;
- Procurement of services by community-based entities;
- Provision of direct services and support to relative or kinship caregivers;
- Educational support services;
- Child abuse/neglect and juvenile delinquency prevention services to children, youth,

- and families via an array of programs that span the prevention continuum;
- Service delivery to families transitioning from conservatorship to family reunification;
- Service planning and delivery to meet the needs of the complete family;
- Services and supports to youth aging-out or have aged-out of foster care to help them to successfully achieve self-sufficiency and permanency;
- Behavioral health services provided through a network of local mental and behavioral health authorities, provided by HHSC and the Texas Department of State Health Services.

Source: [DFPS - Annual Reports \(texas.gov\)](#)

For fiscal year 2022, there were 3,263 DFPS Client Services Contracts, including:

- 41 DFPS State Office managed contracts;
- 1,118 CPS managed contracts;
- 1,966 residential child-care managed contracts with 426 distinct residential providers;
- 5 Community-Based Care (formerly known as Foster Care Redesign) SSCC contracts; and
- 133 Prevention and Early Intervention grants.

Capacity Building Initiatives

Texas Child-Centered Care (T3C)

More fully described below, this project was initially known as Foster Care Rate Modernization. By defining the foster care service continuum, the methodology that goes into calculating the cost of foster care, and collectively establishing a new system, residential providers will be reimbursed based on individual service packages. The impact on the strengthening of the residential services array will be profound, as recognized by the 88th Texas Legislature fully funding the cost of the initiative.

A web page dedicated to the collaborative process, beginning with an external study in 2020, is available on the Agency's public website: [DFPS - Foster Care Rate Modernization \(texas.gov\)](#). The goal of Texas Child-Centered Care (T3C) is to improve outcomes for children, youth, and young adults through the establishment of a well-defined service continuum that meets the needs of the foster care population and recognizes and compensates the caregiver for delivering high-quality services.

Qualified Residential Treatment Program Pilot

The DFPS CPS Placement Division has worked on several projects and initiatives designed to increase and improve placement options for children and youth in the child welfare continuum of care. One of these initiatives is a Qualified Residential Treatment Program (QRTP) Pilot for children and youth with complex mental and behavioral health needs in a residential treatment setting. On April 1, 2022, DFPS published an Open Enrollment opportunity for licensed General Residential Operations (GRO) to apply to become contracted QRTP providers. DFPS achieved readiness to serve the first youth in July 2022. As of May 2023, the agency has two contracted QRTP providers and has begun prescreening youth. The Agency continues to accept contracted providers in order to accept referrals for QRTP placement. As providers become available, the DFPS

Placement Division will issue a statewide broadcast to DFPS staff that QRTP referrals may begin. Source: [Qualified Residential Treatment Program \(QRTP\) \(texas.gov\)](https://www.texas.gov)

Inpatient Psychiatric Stabilization Program

The Inpatient Psychiatric Stabilization Program (IPSP) serves youth without placement with behavioral health needs or who have a history of placement instability due to psychiatric hospitalizations. These youth need a stronger continuum of inpatient services to stabilize and enable them to step down into placements that accommodate their needs. IPSP is a time-limited 90-day program intended specifically for youth who require significant support with their mental health stabilization in order to transition into a less restrictive placement setting. Currently there are four programs throughout Texas that are piloting the program.

Strategic Behavioral Health Planning

To ensure a coordinated and outcome-based approach to meeting the behavioral health needs for youth in DFPS conservatorship, DFPS proposed and the 88th Texas Legislator appropriated funding for a dedicated team at DFPS solely focused on addressing the strategic, coordinated care of youth in conservatorship. The DFPS Chief Strategist for Behavioral Health and her inaugural team work closely with DFPS leadership and other child-serving institutions, stakeholders, and partners to strengthen service delivery for youth and families engaged with the DFPS system. Efforts began with a SWOT analysis of gaps within the Texas system, conducted with surveys and focus-groups for internal and external stakeholders, discussed earlier in this section.

Individualizing Services

Analysis

DFPS uses the Child and Adolescent Needs and Strengths Assessment (CANS) to help decision-making, drive service planning, facilitate quality improvement, and allow for outcomes monitoring. CANS is used to gather information about the strengths and needs of the child to plan for services that will help the child and family reach their goals. CANS is a comprehensive trauma-informed behavioral health assessment intended to promote communication within a child's care team, prevent duplicate assessments by multiple parties, decrease unnecessary psychological testing, aid in identifying placement and treatment needs, and inform case planning decisions. The CANS is required to occur within thirty (30) days of the child coming into foster care and then annually if they remain in care. Further information about CANS can be found at [DFPS - CANS Assessment - A Guide to Medical Services at CPS \(texas.gov\)](https://www.texas.gov). Note, as part of T3C and described in the next item, a new version of the CANS for children and youth in foster care will be developed.

In addition, the agency uses the Child Plan of Service and the Family Plan of Service to identify the needs and services for the family. Further information on the child and family plans of service can be found in Item 20: Written Case Plan of this assessment.

During the October 2023 judicial conference, judges were asked to provide feedback on the top reasons for delayed permanency. Delay in services was the top reason provided. In further discussion, some judges shared difficulties in obtaining the needed services in the parent's language as a barrier. Judiciaries noted the growing need for services in languages other than English across the state.

Initiatives to Individualize Services

DFPS uses data captured on the Foster Care Needs Assessment to develop a capacity building plan. The regions collaborate with foster care providers, faith-based entities, and child advocates to develop the plan. The regional plans can be reviewed at [FY 2024 Capacity Building Plan Based on the Foster Care Needs Assessment \(texas.gov\)](#).

Qualified Residential Treatment Program Pilot

The DFPS CPS Placement Division has worked on several projects and initiatives designed to increase and improve placement options for children and youth in the child welfare continuum of care. One of these initiatives is a Qualified Residential Treatment Program (QRTP) Pilot for children and youth with complex mental and behavioral health needs in a residential treatment setting. On April 1, 2022, DFPS published an Open Enrollment opportunity for licensed General Residential Operations (GRO) to apply to become contracted QRTP providers. DFPS achieved readiness to serve the first youth in July 2022. As of May 2023, the agency has two contracted QRTP providers and have begun prescreening youth. The Agency continues to accept contracted providers in order to accept referrals for QRTP placement. As providers become available, the DFPS Placement Division will issue a statewide broadcast to DFPS staff that QRTP referrals may begin. Source: [Qualified Residential Treatment Program \(QRTP\) \(texas.gov\)](#)

Inpatient Psychiatric Stabilization Program

The Inpatient Psychiatric Stabilization Program (IPSP) serves youth without placement with behavioral health needs or who have a history of placement instability due to psychiatric hospitalizations. These youth need a stronger continuum of inpatient services to stabilize and enable them to step down into placements that accommodate their needs. IPSP is a time-limited 90-day program intended specifically for youth who require significant support with their mental health stabilization in order to transition into a less restrictive placement setting.

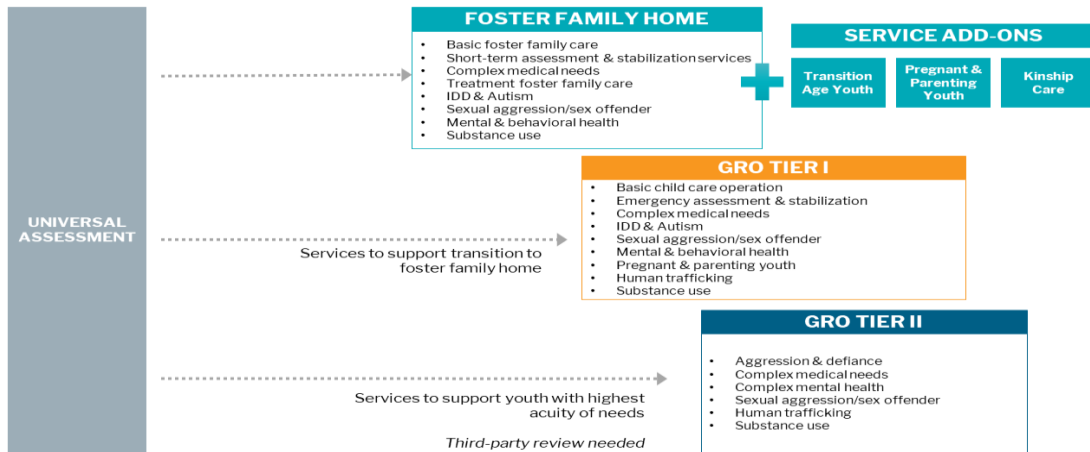
Strategic Behavioral Health Planning

To ensure a coordinated and outcome-based approach to meeting the behavioral health needs for youth in DFPS conservatorship, DFPS proposed and the 88th Texas Legislator appropriated funding for a dedicated team at DFPS solely focused on addressing the strategic, coordinated care of youth in conservatorship. The DFPS Chief Strategist for Behavioral Health and her inaugural team work closely with DFPS leadership and other child-serving institutions, stakeholders, and partners to strengthen service delivery for youth and families engaged with the DFPS system. Efforts began with a SWOT analysis of gaps within the Texas system, conducted with surveys and focus-groups for internal and external stakeholders. Results of the analysis can be reviewed in the Well-Being section of this assessment.

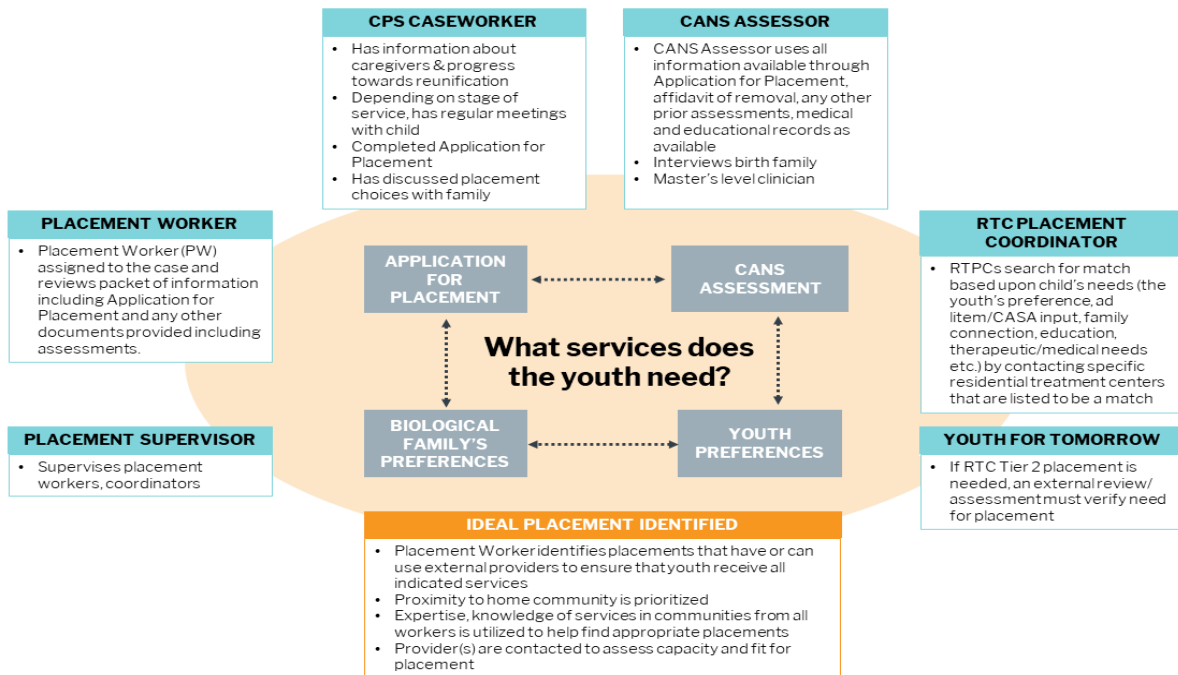
Texas Child-Centered Care (formerly known as Foster Care Rate Modernization)

With little modification, the existing foster care rate methodology and Texas Service Level System structure has been in place since September 1988. The Texas Child-Centered Care (commonly referred to with the acronym T3C) System represents a complete transformation of the foster care system that includes an evidence-informed universal assessment of child need, clearly defined service packages tailored to meet the specific needs of the children, and a new fully funded foster care rate methodology that aligns payment with the cost of care. To successfully transition to the T3C system, modifications must be made to the IT infrastructure, policy, procedures, contracts, contract monitoring, and the process for assessing, matching, and placing children under the new modernized system. The infrastructure/readiness work that must be done to implement the T3C is planned for 19 months (June 2023-December 2024). In January 2025, children and youth will begin to transition under the new foster care continuum and the state will operate with the old and new systems. DFPS anticipated that children receiving services like Basic, and Treatment Foster Family Care will be the first to move to T3C, as these services are most closely aligned to what is offered in the system today. For other services that are brand new to the system, more time will be needed to develop the appropriate capacity across the state. Based on the current plan, it is likely that a full transition of children under the new continuum will occur by state FY 2028. Successful implementation and transition to the T3C System is anticipated to result in overall improvement to safety, permanency, and well-being outcomes for children in the foster care system. T3C will strengthen assessment of individual needs, matching needs to services, and funding fully the delivery of services.

For T3C, a universal assessment protocol will include a new version of the CANS assessment that will inform the child's primary setting. There will be a determination of the service package and any add-ons that are specific to the child, in order to match with a corresponding placement. A diagram outlines the T3C model:



Ultimately, T3C will result in a better match for services to be provided to youth in foster care. The model below shows the complexity involved with determining this match for services.



A high-level overview of the implementation plan and key milestones for the T3C project can be found beginning on page 28 of the [Foster Care Rate Modernization: Pro Forma Modeled Rates and Fiscal Impact report and DFPS companion report \(texas.gov\)](#).

Texas is currently analyzing performance on Round 4 CFPSR case reviews in anticipation of the Children’s Bureau final report. The state intends to gather input from various stakeholders to include (parents, youth, tribes, courts, and other partners) when establishing actionable items for achievement of the Service Array Systemic Factor during the Program Improvement Plan.

Agency Responsiveness to the Community State Engagement and Consultation with Stakeholders Pursuant to CFSP and APSR

Analysis

Building community relationships and partnerships is an integral part of the Texas Department of Family and Protective Services (DFPS) work and is critical to providing clients with needed support. DFPS continues to utilize all available community support to provide for the safety, well-being, and permanency of Texas children and help ensure the successful implementation of the goals, objectives, and strategies listed in the 2025-29 Child and Family Services Plan (CFSP). Details of collaboration efforts and engagement of stakeholders are outlined in the Collaboration sections of this document.

Coordination of CFSP Services with Other Federal Programs

Analysis

Building community relationships and partnerships is an integral part of the work of DFPS and are critical to providing needed services and supports to the children and families served by DFPS. The agency actively engages with community partners to increase communication, understanding, and collaboration strategies across service systems to strengthen families, as well as to enrich communities. DFPS works diligently to build and strengthen alliances and networks at all levels and continues to utilize all available community support to provide for the safety, well- being, and permanency of Texas children. Partnerships and collaborative efforts with other entities serving the same population are outlined in the Collaboration sections of this document.

Foster and Adoptive Parent Licensing, Recruitment, and Retention

Standards Applied Equally

Analysis

As Community-Based Care is implemented statewide, the number of foster/adoptive homes contracted with DFPS continues to decrease as private child placing agencies

work with the SSCC to build the needed capacity in the local communities. This is a planned and ongoing transition. DFPS foster homes only serve children with basic service level needs. With the reduction in numbers of children in conservatorship, there are less children entering care with basic service level needs and more of these children are being placed with non-verified kinship caregivers.

DFPS verifies foster and adoptive families through its own certified child-placing agency in areas where the role has not transitioned to an SSCC to help ensure there are enough foster and adoptive homes for children in DFPS custody. Most DFPS administrative regions hold a certificate issued by Texas Health and Human Services Commission (HHSC) Residential Child Care Regulations to operate as a child-placing agency. As a child-placing agency, CPS adheres to the same minimum standards and is monitored in the same way as any other child-placing agency.

Based on the child population in each region, DFPS develops an annual recruitment plan to address the need for homes for children requiring basic childcare services or any regional priority for adoptions.

DFPS staff and foster parents work as a team to develop and identify the best permanent home possible for children in substitute care. Foster parents may also become approved as an adoptive home.

Additionally, private licensed child-placing agencies verify their foster, adoptive, and foster/adopt homes and general residential operations, including residential treatment centers, to provide out of home care to children who may have specific needs.

DFPS Foster and Adoptive Home Development staff verify CPS foster homes while private child-placing agencies verify their foster homes. Child-placing agency means a person, including an organization, other than the natural parents or guardian of a child who plans for the placement of or places a child in a child-care facility, agency foster home, or adoptive home. Private child-placing agencies provide all treatment services and foster home care for children in DFPS conservatorship. Each child placing agency and general residential operation determines what treatment services their operation will provide. These operations cannot take treatment services for which they are not permitted. Residential child-care facility means a facility licensed or certified by HHSC that operates for 24 hours per day. The term includes general residential operations, child-placing agencies, foster homes, and agency foster homes.

DFPS contracts with more than 340 licensed-residential childcare providers to provide substitute care to children in DFPS conservatorship. Through these contracts, DFPS establishes the qualifications, standards, services, expectations, and outcomes for 24-hour child-care facilities and child-placing agencies. DFPS has residential contract managers who assess, monitor, and manage these contracts. Residential contract managers serve as liaisons between DFPS staff and residential providers to improve communication, gather input, and resolve conflicts. They also work closely with a DFPS third party reviewer (Youth for Tomorrow), CPS and the HHSC Child Care Regulation

division (formerly Child-Care Licensing) to ensure contractors comply with service level requirements, contracts expectations, and minimum standards.

In multiple areas of the state, DFPS contracts with SSCCs to develop a network of substitute care providers through a model known as Community-Based Care. Each SSCC subcontracts with licensed residential childcare providers for substitute care services. The goal is to contract for a continuum of services that better identifies and responds to the needs of local children. The SSCC, with DFPS oversight, is responsible for contract management, service level reviews, and coordination with HHSC Child Care Regulation division. The model introduces greater flexibility, with the SSCCs not bound to the same level of care system and payment rates, but able to establish these locally to best incentivize development of needed residential capacity and positive outcomes. Whether a residential provider is contracted through DFPS or an SSCC, licensing requirements are consistent and regulated across the state through Texas HHSC Child Care Regulation (Source: [Child Care Regulation | Texas Health and Human Services](#)). Each child placing agency and general residential operation may implement their own policies that extend above the requirements outlined in Minimum Standards. However, all Child Placing Agencies (CPA) and General Residential Operations (GRO) are required to abide by Minimum Standards and private agencies adhere to the DFPS residential contract.

Residential Child Care Regulation

[Chapter 42 of the Texas Human Resources Code](#) requires HHSC to regulate child care and child-placing activities in Texas and to create and enforce minimum standards ([Minimum Standards for Child-Placing Agencies \(texas.gov\)](#)). Chapter 42 also requires DFPS to investigate alleged child abuse and neglect in child-care facilities.

Charged with this task, the HHSC Child Care Regulation Department (CCR), Regulatory Services Division, develops rules for child-care in Texas which, once adopted, become part of the Texas Administrative Code. ([Read the child care licensing rules.](#)) Each set of Minimum Standards is based on a particular chapter of the Texas Administrative Code and the corresponding child-care operation permit type(s). For example, Chapter 746 is the Minimum Standards for Child-Care Centers and Chapter 749 is the Minimum Standards for Child-Placing Agencies. Minimum Standards mitigate risk for children in out-of-home care settings by outlining basic requirements to protect the health, safety and well-being of children in care. Each of the Minimum Standards has been assigned a weight — high, medium, medium-high, medium-low or low — based on the risk that a violation of that standard presents to children. Weights are noted at the end of each standard or subsection. Only those standards which can be cited as a deficiency are weighted. For example, definitions are not weighted.

During the 88th Legislative Session, Senate Bill 593 was passed which requires Residential Child Care Regulations to contract with an Independent Entity to evaluate statutes, rules and minimum standards as well as DFPS Contracts requirements and make recommendations as to how the state can reduce barriers to becoming a foster/adopt home or licensed operation. The Independent Contractor will also evaluate any duplications between HHSC and DFPS oversight requirements and streamline the

minimum standards. Currently, HHSC has attended negotiations with a vendor and foresees the contract with the vendor being completed soon.

The vendor will complete the assessment by September 30, 2024, and HHSC will then have 90 days to submit a response with our recommendations from the assessment to the legislature and Office of the Governor. Changes to rule, minimum standards and DFPS contract requirements may be amended at this time and funding for updates will be requested during the 89th Legislative Session to implement recommendations from the Independent Contractor's assessment.

Assigning weights to the Minimum Standards take into account the relative importance of standard violations and help facilitate a clear and common understanding of risk among providers, consumers and CCR staff. With a clear and common understanding regarding the risk associated with each standard deficiency, child-care providers and CCR staff can use this information as a guide in correcting deficiencies and setting priorities when making corrections.

The Texas Human Resource Code (HRC) 42.044(e) requires Residential Child Care Regulation to inspect a random sample of agency foster homes. Information gained during these inspections is used to determine a child-placing agency's compliance with the law, rules and minimum standards.

Residential Child Care Inspections for FY2022 and FY2023

	Count of Inspections Completed	Count of Standards Associated with Inspection	Count of Deficient Standards
FY2022			
Child Placing Agency	2957	4548	1167
General Residential Operation	1743	3077	758
Residential Treatment Center	1468	3360	612
FY2023			
Child Placing Agency	2749	4645	1183
General Residential Operation	1687	3980	941
Residential Treatment Center	1542	3787	693

The Children’s Bureau identified two issues in a federal review of Texas foster family licensing standards. Issue number one was a deficiency relating to required limiting of the reasons for Title IV-E standards for exception to the limit of six foster children that may be cared for in a family home. The policy in Texas had an additional exception not specified in federal law. The second issue was the lack of specificity that a waiver or variance of any standards may be made only on a case-by-case basis for non-safety standards (as determined by Texas) in relative foster family homes for specific children in care. DFPS negotiated a Program Improvement Plan and worked to remedy the issues in close collaboration with HHSC Regulatory staff. For Issue #1, the rule process aligning the exception reasons with federal law was completed and is in 26 TAC §749.2551, effective November 23, 2022. For Issue #2,–HHSC developed new rules, effective October 16, 2023 with the required specificity (Source: [Texas Administrative Code, Title 26, Part 1, Chapter 745, Subchapter J](#)). FPS made amendments to the residential contract on March 15, 2023, to reflect the requested language.

Foster Parent Resource Study

In 2020, DFPS conducted a study to evaluate whether the Department provides foster parents with adequate resources to ensure that foster parents are able to comply with all of the regulations relating to providing care for a child in the conservatorship of the department. The survey respondent information statuses were broken into four categories: Placement Recency, Kinship Status, Verification, and Dual Foster-Adoption Status.

Table 1. Information About Survey Respondents Foster Parent Statuses (N=1460)

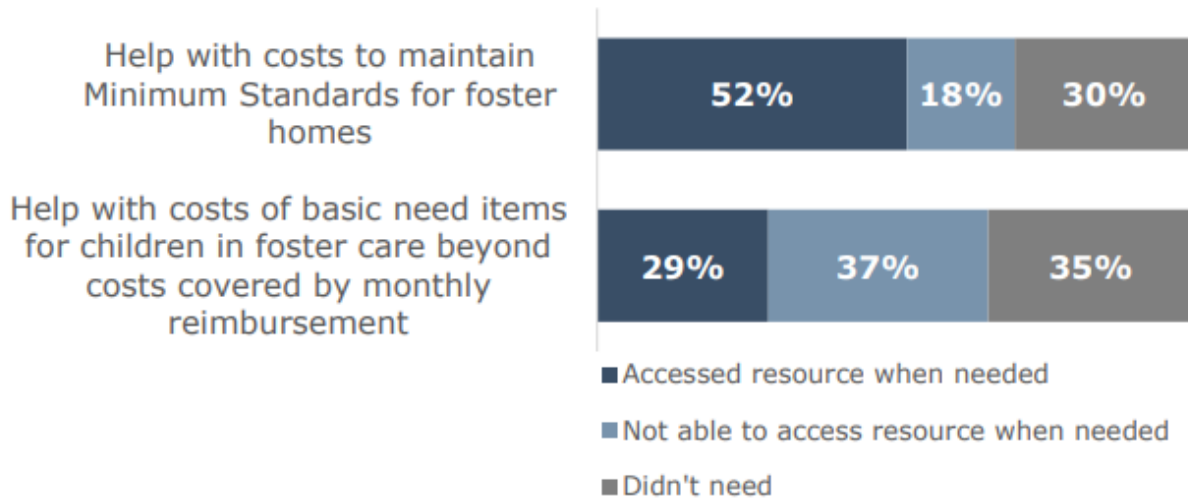
Table 1. Information About Survey Respondents Foster Parent Statuses (N = 1460)

Placement Recency	%
Currently has one or more placements	81%
Does not currently have placement(s) but has had one or more placements in the past year	19%
Kinship Status	%
Kinship caregiver who is a verified foster parent	12%
Not a kinship caregiver	88%
Verification	%
Foster parent verified by a child placing agency	85%
Foster parent verified by DFPS FAD	13%
Foster parent not sure	2%
Dual Foster-Adoption status	%
Foster parent verified to foster and adopt children	81%
Foster parent is verified to foster children	14%
Foster parent not sure	5%

Source: [DFPS Foster Parent Resources Study - September 2020 \(texas.gov\)](https://www.texas.gov/newsroom/2020/09/23/dfps-foster-parent-resources-study)

When a child is first placed in a foster home, DFPS Rainbow Rooms are also utilized to provide basic care items such as food, clothing, hygiene products, school supplies, and infant care items. Foster parents can also utilize the Women, Infants, and Children (WIC) Program for infant care resources. There is currently no funding for the reimbursement costs related to health inspections, fire inspections, FBI fingerprints, or pet vaccinations required during the verification process. Foster parents were surveyed to determine if they were able to access basic care resources when they needed them. The Relative and Other Designated Caregiver assistance program can be used if the family seeking verification is a kinship caregiver and staff work with families and the family's community to seek resources that address remaining verification barriers.

Figure 3. Percent of Foster Parents Able to Access Resources for the Basic Care of Children in the Past 12 Months (N = 1460)



Source: [DFPS Foster Parent Resources Study - September 2020 \(texas.gov\)](https://www.texas.gov/newsroom/2020/09/23/dfps-foster-parent-resources-study)

Most foster parents (52%) indicated that they successfully accessed help with costs related to meeting Minimum Standards for foster home.

Requirements for Criminal Background Checks

Analysis

Each child-placing agency (CPA) must request a background check for each current or prospective foster parent. Each child-placing agency must request a background check for each prospective adoptive parent seeking to adopt through the child-placing agency (Source: [HRC Chapter 42.056](#)). The CPA may request additional background checks on adoptive parents to comply with federal and state laws and rules. Texas Health and Human Services Commission (HHSC) Child Care Regulation (CCR) department conducts background checks to determine whether a background check subject's presence at the childcare operation complies with federal law, state law, administrative rules and minimum standards in order to protect the health or safety of children.

CBCU staff communicate background check results to:

- the background check subject; and
- the operation that submitted the background check when the background check subject is a foster or adoptive parent or household member at a foster/adoptive home and the operation is a CPA.

All required background checks include a Central Registry check (See: [10121 Persons for Whom Operations Must Submit Requests for Background Checks](#)). For the full list of

required background checks, refer to: [10000, Background Checks | Texas Health and Human Services](#)

The types of criminal history and out-of-state background checks that CCR requires depends on:

- a. the type of operation submitting the request for a background check;
- b. the subject's role at the operation;
- c. whether the subject is supervised with children; and
- d. whether the subject has lived out of state in the five years prior to the background check request.

The different types of background checks are described in the following table:

Type of Background Check	Description of Background Check
(1) Fingerprint-based criminal history check	A comparative search between the fingerprints of the subject of the background check and the: (A) DPS database of arrests for alleged crimes committed in Texas and dispositions; (B) FBI database of arrests for alleged crimes committed anywhere in the United States and Territories and dispositions; (C) DPS database of the Texas sex offender registry; and (D) FBI database of the National Sex Offender Registry.
(2) Name-based Texas criminal history check	A comparative search between the subject's name and the: (A) DPS database of arrests for alleged crimes committed in Texas and dispositions; and (B) DPS database for the Texas sex offender registry.
(3) Central Registry check	A comparative search between the subject's name and the Central Registry.
(4) Out-of-state criminal history check	A comparative search between the subject's name or fingerprints and another states or territory's database of arrests for alleged crimes committed in the other state or territory and dispositions. *Applies to Daycare Providers
(5) Out-of-state child abuse and neglect registry check	A comparative search between the subject's name and another states or territory's database of persons who have been found to have abused or neglected a child.
(6) Out-of-state sex offender registry check	A comparative search between the subject's name and another states or territory's sex offender registry.
(7) National Sex Offender Registry check	A comparative search between the subject's name and the National Sex Offender Registry. This name-based check is separate from the check of the National Sex Offender Registry that is included in the fingerprint- based criminal history check. *Applies to Daycare Providers

Figure: 26 TAC §745.607

In July 2022 (revised in March 2023), Texas HHSC Child Care Regulation composed a document titled *Background Check Rules* that provides the process, policy, statute, and answers frequently asked questions (Source: [Background Check Rules \(texas.gov\)](#)). The rules within this document reflect the minimum standards for background checks outlined in [26 TAC Chapter 745, Subchapter F](#). The document provides minimum standards on the following:

- Requesting Background Checks,
- Determinations Regarding Background Checks,
- Criminal History, Sex Offender Registry, and Child Abuse or Neglect Finding,
- Evaluation of Risk Because of Criminal History or a Child Abuse or Neglect Finding,
- Designated and Sustained Perpetrators of Child Abuse or Neglect,
- Immediate Threat or Danger to the Health or Safety of Children,
- Administrator’s Licensing

The CBCU uses [26 TAC §745.661](#) and [26 TAC §745.671](#) to determine the background check subject’s eligibility to be present at a regulated childcare operation, based on the results of their background check. If the background check results allow the background check subject to be present/affiliated with a regulated operation, the CPA makes the decision to license the home.

Depending on the results of the background check, the background check subject may be required to complete a risk evaluation prior to having access to children in regulated childcare. The background check results that require a risk evaluation are outlined within [26 TAC §745.661](#) and [26 TAC §745.671](#). Additional requirements regarding risk evaluations are found within [26 TAC §§745.681-745.699](#). The CBCU also reviews background check results to determine if the background check subject is an immediate threat to the health and safety of children, using factors outlined in [26 TAC §745.751](#).

Residential Childcare Background Checks for Foster and/or Adoptive Parents

September 1, 2021 - August 31, 2023

Data as of 12/10/2023 - Report Created 12/11/2023

Background Check Activity	Fiscal Year 2022		Fiscal Year 2023	
	Relative/Fictive Kin Foster/Adoptive Parents	Unrelated Foster/Adoptive Parents	Relative/Fictive Kin Foster/Adoptive Parents	Unrelated Foster and/or Adoptive Parents
Background Checks Submitted ¹	5,139	19,871	4,737	18,270
Eligible Background Check Result	3,639	16,324	3,421	15,156
Ineligible Background Check Result	190	343	185	226
Risk Evaluations Completed	175	145	152	114
Risk Evaluation Results - Conditional	170	141	143	106
Risk Evaluation Results - Eligible	0	0	1	1
Risk Evaluation Results - Ineligible	5	4	8	7

¹ The count of Background Checks Submitted includes all eligibility statuses: Eligible, Ineligible, Conditional, Provisional, Cancelled, and Pending.

Since the last Child and Family Services Review, significant changes were made to the background checks required for Child Care Regulation. In 2019, the additional check types of the Out-of-State Child Abuse and Neglect Registry Check (OSAN) and the Out-of-State Sex Offender (OSSO) Registry Check were added to the required background

check types for Residential Care Operations. Prior to 2019, CPAs were responsible for obtaining the OSAN check results from other states and territories when the prospective foster or adoptive parent lived in another US state or territory in the five years prior to the background check. In 2019, the CBCU became responsible for completing both the OSAN and OSSO when the prospective foster or adoptive parent lived in another US state or territory in the five years prior to the background check. Additionally, background check results were previously provided only to the regulated childcare operation that requested the background check. In 2019, processes changed where only the background check subject receives the results and the only childcare operation that receives the background check results is a CPA if the subject is a foster/adoptive parent or household member.

Monitoring Operations for Compliance with Background Check Requirements

During inspections and investigations, the CCR monitoring inspector determines if the operation is complying with all background check requirements, including:

- a. Submitting background check requests for all persons required to have a background check according to the appropriate time frames;
- b. Ensuring that persons who are present at the operation have an eligibility determination of “Eligible,” “Eligible with Conditions” or “Provisionally Eligible with Conditions”;
- c. Adhering to conditions placed on a person’s presence at an operation;
- d. Inactivating a person’s role or employment; and
- e. Validating the operation’s employee list.

Source: [10700, Monitoring Operations for Compliance with Background Check Requirements | Texas Health and Human Services](#)

When conducting application, initial and monitoring inspections, the CCR monitoring inspector asks the operation for a list of all persons at the operation who are required to have a background check (See: [10121](#) Persons for Whom Operations Must Submit Requests for Background Checks and [10122](#) Persons for Whom Operations Do Not Submit Requests for Background Checks). For child-placing agencies, this list must include any foster or adoptive parents who have been verified or approved since the last inspection, including household members ages 14 years and older. The CCR monitoring inspector then compares this list with the *People List* in CLASS or CLASSMate. During investigations, CCR monitoring inspectors compare principals and collaterals with the *People List*.

The purpose of these comparisons is to determine compliance with background check requirements, including whether the operation:

- a. failed to submit any names timely (including renewal checks);
- b. allowed anyone with a *Pending* employment status to be present at the operation unless the subject is present for the sole purpose of attending orientation or preservice training and does not have contact with children in care;
- c. is complying with conditions placed on a subject’s presence; and
- d. has allowed anyone who is ineligible to be present at the operation.

Source: [10711, Determining Whether the Operation Submitted All Required Checks | Texas Health and Human Services](#)

Diligent Recruitment of Foster and Adoptive Homes

Analysis

DFPS maintains a contract with Texas Foster Family Association (TFFA) to recruit and provide training opportunities to Texas foster families to promote the well-being of children in foster care. The TFFA also assists in providing training opportunities and support to adoptive, kinship, and General Residential Operation/Residential Treatment Center caregivers across the state. This non-profit organization holds an annual training conference, co-sponsors regional training and recruitment events, and provides information to members via a public website, www.tffa.org, and social media (the Texas Foster Family Association Facebook page, regional foster parent Facebook pages, and the Texas Foster Care Association's "X" or Twitter and Instagram accounts.)

The TFFA Board is made up of foster parents, a DFPS State Office liaison, private child-placing agencies, as well as former foster parents who serve on the Executive Committee and head other committees. SSCC representatives are invited to join TFFA if they choose and run for a position on the board. The full board and Executive Committee hold at least three meetings per year to ensure goals are set, communication between participants occurs, and productive relationships between foster families and staff are increased. The DFPS State Office liaison, foster parents, and private-agency staff review proposed policies and make recommendations to improve foster family recruitment and retention and services to children in foster care. Input is incorporated into the agency's strategic and programmatic planning process.

DFPS maintains a contract with the Texas Council on Adoptable Children (COAC), which is a statewide organization whose purpose is to connect, train, engage, and support adoptive families for the purpose of maintaining and unifying a successful adoptive family. COAC also helps adoptive families adjust to adoption and cope with any history of abuse and trauma to the child. This support is provided through a COAC State Board and regional branches throughout the state. The State Board meets at least twice, but as many as four times a year with a liaison from DFPS to review current policies and provide feedback on the needs of adoptive families. Members of the organization advocate and share information with DFPS regarding issues of concern to adoptive parents and their families. COAC holds events to provide support and community for their adoptive families. During these events, COAC also provides specialized training for their adoptive children and parents.

In 2020-2021, DFPS updated its *Why Not You?* recruitment campaign materials. In 2022-2023, DFPS utilized CAPTA funds to purchase an abundance of foster/adoption recruitment items and foster/adoption support materials, distributed to DFPS Foster and Adoptive Development (FAD) staff and DFPS and Community-Based Care Adoption staff throughout the state. The FAD regions transitioning to Community Based Care were instructed to disperse any remaining materials to their local CASA and foster parent organizations.

Community stakeholders and organizations collaborate with DFPS and SSCCs and host adoption matching events to help recruit foster and adoptive homes for children in DFPS care. Local organizations use Memorandums of Understanding to assist with targeted recruitment in areas where children reside and seek local permanent homes, foster placements, and respite care.

Despite the efforts described above, Texas continues to experience challenges in recruitment of foster and adoptive homes able to meet the needs of children in conservatorship. Community-Based Care expansion of multiple providers/regions occurring closely can slow down capacity building during the early stages of transition. Ultimately, as Community-Based Care expands, the number of DFPS agency homes decreases and the CBC provider builds their own capacity to meet the needs of the youth locally.

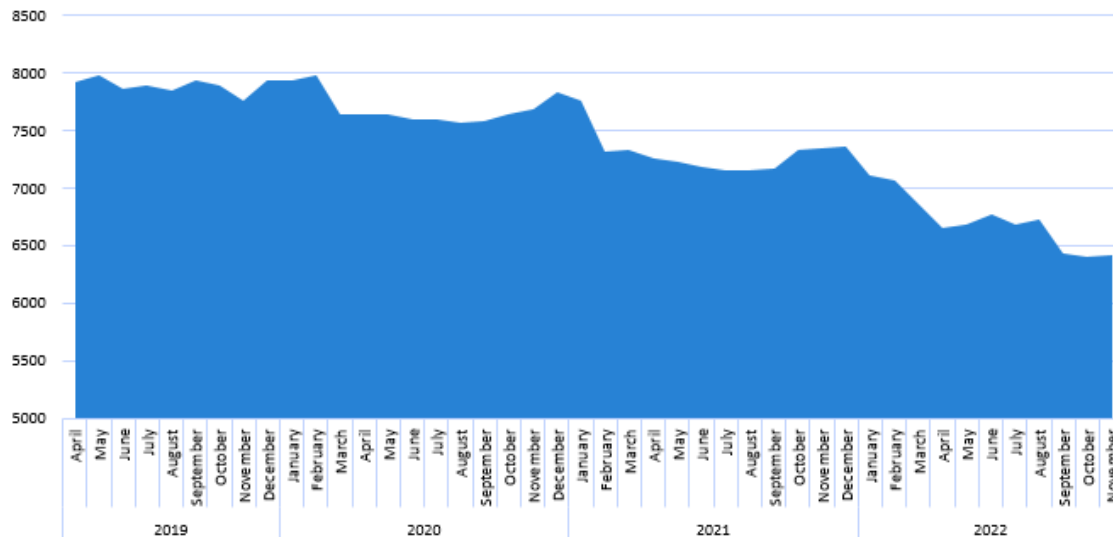
The data below demonstrates the decrease in foster and adoptive homes, statewide, over Fiscal Year 2023 as one catchment area moved into stage II and three other catchment areas were awarded.

	DFPS Agency Homes	Private Agency Homes
Sep-22	527	8546
Oct-22	515	8481
Nov-22	505	8392
Dec-22	489	8321
Jan-23	477	8152
Feb-23	458	8010
Mar-23	458	7931
Apr-23	426	7795
May-23	420	7495
Jun-23	403	7418
Jul-23	358	7383
Aug-23	302	7331

Source: Data Warehouse- fad_09 DFPS Agency Homes vs. Private Agency Homes

The data below further demonstrates the state’s General Residential Operation (GRO) capacity over time. In the November 2023, the Partners for Children and Families Committee engaged in a discussion around the challenges of recruiting and retaining foster and adoptive homes. Committee members shared multiple factors they believe are affecting recruitment and retention. These factors include the increasing population of youth with complex needs and a changing population of prospective foster and adoptive parents. Members believe individuals who are older and have long term experiences have decreased, with new prospective families committing to shorter time periods, having advanced education (i.e., nurses, doctors, etc.), and increasingly working outside of the home.

General Residential Operation: Capacity Over Time: April 2019 – November 2022



Source: [Presentation to the House Committee on Human Services, February 28, 2023 \(texas.gov\)](https://www.texas.gov/presentation-to-the-house-committee-on-human-services-february-28-2023)

During the November 2023 Public Private Partnership stakeholder meeting, SSCC providers discussed their efforts to recruit capacity. Providers were asked about their efforts in recruiting providers from out of state to open operations in Texas. SSCC providers shared the barriers they encountered related to the operations cost and available space to setup an operation in Texas. Additional feedback indicated concerns related to the regulatory environment in Texas.

In Fiscal Year 2023, DFPS completed and published a disproportionality and disparity analysis of youth in conservatorship in fiscal years 2022 and 2023. This analysis was completed at the statewide and county levels. Statewide, the largest disparity was seen in African American children, who are 1.9 times more likely to be reported, 2.1 times more likely to be investigated, and 1.8 times more likely to be removed than White children. The disparity between African American children and White children is slightly higher in FY2023 compared to FY2022. For African American children investigated or removed, the disparity index increased by 0.1 from FY2022 to FY2023.

The full report can be accessed through the following link: [Fiscal Year 2023 Disproportionality and Disparity Analysis \(texas.gov\)](https://www.texas.gov/fiscal-year-2023-disproportionality-and-disparity-analysis)

In 2020, a foster parent resource study was conducted. The survey was sent to 10,621 active foster families. 1,460 surveys were received upon review and analyzed. Of the respondents, 14% were African American while 68% of respondents were White.

Table 2. Survey Respondent Demographics (N = 1460)

Race	%
White	68%
Black or African American	14%
Asian	1%
Native American or American Indian	0%
Native Hawaiian or other Pacific Islander	0%
Two or more races	3%
Prefer to describe race	2%
Did not answer	12%
Hispanic Origin	%
Of Hispanic Origin	16%
Not of Hispanic Origin	72%
Did not answer	12%

Source: [DFPS Foster Parent Resources Study - September 2020 \(texas.gov\)](#)

In the November 2023, the Partners for Children and Families Committee engaged in a discussion regarding recruitment of foster and adoptive parents and identified the need to have more African American foster and adoptive parents.

Improvement Efforts

Texas Permanency Outcomes Project (TXPOP)

In collaboration with DFPS, The University of Texas implemented a federal grant, the Texas Permanency Outcomes Project or TXPOP. TXPOP develops sustainable best practices utilized by child welfare agencies across Texas to connect children to their birth families, regardless of their permanency outcome. TXPOP has a three-pronged approach: TXPOP Practice Model, Statewide Capacity Building, and System Engagement. As it pertains to capacity building, TXPOP provides trainings and support to professionals with certificates in child welfare and child protection services from the Steve Hicks School of Social Work. TXPOP also offers an online resource hub that provides child welfare workers with resources, tools, and materials on engaging birth families and ensuring the child’s voice is at the heart of the work. TXPOP has developed a multimedia campaign for foster, adoptive and kinship caregivers called [Compassionate Caregivers](#).

This campaign provides resources and tools on how to engage with a child’s family in a meaningful way.

Source: [Texas Permanency Outcomes Project \(TXPOP\) - Texas Institute for Child & Family Wellbeing \(utexas.edu\)](#)

SSCC Joint Capacity Building

In the 87th Texas Legislature, Single Source Continuum Contractors (SSCCs) were provided funding designed to implement a joint capacity building plan to address inadequate placement capacity for children in substitute care. The plan was meant to

build quality capacity to strengthen the system and advance the goals of Community-Based Care in improving child safety, permanency, and well-being outcomes. The project goals are to create new capacity, engage top national programs in serving youth with complex needs, obtain specialized consultation and support for providers, recruitment for foster parents, and support expansion of kinship and reunification services. In late 2021, the SSCCs contracted with the Texas Center for Child and Family Studies (the Center), a supporting arm of the Texas Alliance of Child and Family Services (TACFS), to evaluate the implementation and outcomes of the SSCC joint capacity building projects. The evaluation launched in January 2022 and concluded in August 2023. In collaboration with TACFS and the consulting firm Daley Solutions, the SSCCs implemented targeted online foster parent recruitment toward the goal of recruiting and licensing new foster families in each SSCC catchment. The effort utilized social media advertising campaigns and a dedicated recruitment website, FosterTX.

- FosterTX reached over 2,200 potential foster parent leads and connected nearly 500 prospective foster parents statewide with valuable information and a clear path to becoming licensed with a local child placing agency.
- Important lessons were learned in this process that the SSCCs can use moving forward.

Kinship

The agency continues to emphasize kinship placements when appropriate. DFPS continues to support kinship placements and evaluate ways to increase these placements. Per Senate Bill 593 of the 88th Regular Session, the Health and Human Services Commission (HHSC) and the Department of Family and Protective Services (DFPS) will contract with a vendor to provide an assessment of foster care and adoption rules and regulations and provide recommendations for how the state may streamline regulations while both prioritizing child safety and reducing barriers to entry for potential child-placing agencies, residential child-care facilities, foster families, kinship families, and adoptive families. New federal rules were released in October 2023 providing recommendations and guidelines related to provisional licenses for Kinship, including Fictive Kinship, caregivers.

These federal rules include creating a separate set of standards and regulations to these caregivers. CPS is currently working alongside HHSC to ensure an implementation to these rules and recommendations.

Texas Child-Centered Care

The existing Service Level System has been in place for 35 years. With the support of Legislative appropriation received in 2023, Texas is transitioning to a new child-centered system. Texas is currently developing required infrastructure to be completed by December 2024. Beginning in January 2025 children and youth will transition to the new foster care continuum, with the plan for all children being served by August 2027. The goal of Texas Child-Centered Care (T3C) is to improve outcomes for children, youth, and young adults through the establishment of a well-defined service continuum that meets the needs of the foster care population and recognizes and compensates the caregiver

for delivering high-quality services. Source: [Foster Care Rate Modernization Semi-Annual Progress Report, August 2023 \(texas.gov\)](#)

State Use of Cross-Jurisdictional Resources for Permanent Placements

Analysis

The Interstate Compact on the Placement of Children is a uniform law enacted by all fifty states, the District of Columbia and the US Virgin Islands. The Purpose of the Interstate Compact on the Placement of Children is to ensure that children placed out of their custodial home state receive the same protections and services that would be provided if they remained in their custodial home state.

State Office Interstate Compact on the Placement of Children (ICPC) specialists process incoming and outgoing home study requests, home study decisions, placement 100B's and supervision reports. State Office ICPC provides DFPS/SSCC field staff with training related to submitting a home study request, placing children out of state and guidance on Interstate Compact on the Placement of Children policy and regulations.

There are barriers to the use of cross jurisdictional resources that delay placement across state lines and permanency for children. One barrier is the completion of parent, relative, foster and adoption home studies to include the completion of foster and adoptive licensing requirements. Completion of a home study is contingent upon obtaining FBI, child welfare and DPS background checks timely, available staff to conduct and complete home studies and accessible training to become a licensed and approved foster or adoptive family.

To assure that Texas children receive prompt permanent placements, out of state families studied for foster or adoption will be considered for placement on an equal basis with families studied by the agency and living in the same geographic area. The selection of a family is based on the best interests of the child.

The Safe and Timely Interstate Placement of Foster Children Act of 2006 contains assurances that the State will make effective use of cross-jurisdictional resources to facilitate timely foster and adoptive or permanent placements for children. Each state is required to complete a preliminary report on foster and adoptive home studies requested by another State within 60 days. An exception to the 60-day requirement is provided if the State's failure to complete the home study within 60 days is due to circumstances beyond the State's control (e.g., delays in receipt of Federal agency background checks). This exception gives the State 15 more days to complete and report on the home study. The parts of the home study involving education and training of prospective foster and adoptive parents do not have to be completed within the same 60 (or 75) day timeframe.

The data below illustrates the incoming public requests and the amount of those studies that are completed within 60 days

	FY23-Q1	FY23-Q2	FY23-Q3	FY23-Q4
Parent	82	75	63	67
Relative	143	165	163	155
Public Adoption	63	44	0	0
Foster Care	119	183	144	146
Residential Treatment Center	23	31	42	33
Total	430	498	412	401
% of studies done in 30 days	33.40%	42.60%	48.30%	75.90%
% of studies done in 31-60 days	18.50%	19.10%	25.50%	15.20%
Total % completed in 60 days	51.90%	61.70%	73.80%	91.10%

Over the last fiscal year, Texas has showed improvement by ensuring that home studies are completed within the 60-day timeframe provided and is currently performing at 91.1% in the most recent quarter. The home study requests received through the Texas Interstate Compact Office are separated into three distinct categories: Parent/Relative, Foster Care, and Adoption.

Texas, as a Compact member state, sends and receives requests from all 50 states, the District of Columbia and the U.S. Virgin Islands. The data below illustrates the total amount of home study requests processed by the Texas Interstate Compact Office for FY 2023 (September 1, 2022, to August 31, 2023):

Type of Request	Texas is the Receiving State	Texas is the Sending State
Parent/Relative	960	767
Adoption	126	224
Foster	493	441
Total	1579	1432

In Federal Fiscal Year 2022, Texas sent 2,069 outgoing requests. Of those requests, 736 were for relative placements and 353 were for public adoptions. The other requests were for parents, foster care placements, and residential treatment centers. 280 private adoptions were completed out of the state. In Federal Fiscal Year 2023, Texas sent 1,646 outgoing requests. Of those requests, 670 were for relative placements and 170 were for public adoptions. 150 private adoptions were completed out of the state (Source: Data Warehouse Report: AAICPC Interstate Data Form Reporting- icpc_01).

Texas participated, with other states, in the federal transition from the ICAMA Blue Iron system to the ICAMA eCARE Vault, which occurred in September 2023. Designed to better serve families with youth subject to an adoption assistance agreement from Texas and located in other states or entering Texas from another state, all CPS adoption assistance specialists statewide have been trained to use the newly designed system.

The Texas Adoption Resource Exchange ([TARE Home \(texas.gov\)](https://www.tarehome.texas.gov)) is an online tool that helps match adoptive parents and children awaiting adoption. It allows prospective adoptive parents to quickly and easily give DFPS information regarding their adoption preferences and interest in adopting a child from Texas. DFPS staff can then look at the family's profile and adoption preferences, including child characteristics, family skills, and

whether prospective adoptive parents are willing to parent a child with a disability. Once the family creates a login profile for Texas Adoption Resource Exchange, they can request information about children who are available for adoption. They can also view their status and get updates on inquiries made on children listed in Texas Adoption Resource Exchange.

The Texas Adoption Resource Exchange website provides:

The Texas Adoption Resource Exchange website provides:

- Steps and requirements for becoming an adoptive parent.
- Lists of upcoming adoption meetings in the area.
- Lists of private adoption agencies in the area.
- The ability to search for children waiting to be adopted.

The TARE online system is currently undergoing an enhancement to make the system more user friendly. The TARE contractors anticipate completion of this project in 2025. DFPS continues to utilize national social media platforms (Facebook and Instagram), as well.



TEXAS
Department of Family
and Protective Services

The State of Texas

**2025-2029 Child and Family Services Plan
Requirements**

PART 3

3. Plan for Enacting the State's Vision

**Texas Department of Family and Protective
Services ACYF-CB-PI-24-02**

2025-2029 Title IV–B Child and Family Services Plan

2025-2029 CFSP Progress and Services Report (APSR) Goals, and Objectives

3. Plan for Enacting the State’s Vision

Goals

- *Specify the goals that the state child welfare agency seeks to accomplish to achieve their vision during the five-year period of the 2025-2029 CFSP.*
- *The goals are to be based on the vision statement; an assessment of underlying causes; the assessment of CFSR outcomes and systemic factors and other reported data ; engagement with families, children, youth, and other partners including Tribes and courts; and joint planning with CB. Identify several broad goals that address priority concerns and focus on a few significant areas of improvement to be addressed during the five-year period. CB encourages states to include one or more goals focused on primary prevention of child abuse and neglect.*
- *States must include a goal for continued improvement of its CQI system if the child welfare agency does not have a comprehensive CQI system as described in [ACYF-CB- IM 12-07](#), or does not have accurate and complete information to assess its performance on outcomes consistent with the requirements outlined in the CB resource “[Criteria for Using State Case Review Process for CFSR Purposes](#),” or systemic factors. States should refer to their assessment of capacity of their QA/CQI system to inform logical goals to strengthen their system of review and oversight .*
- *Express goals in terms of improved outcomes for safety, permanency, and well-being of children and families, improved systemic capacity and in terms of a more comprehensive, coordinated, and effective child and family service delivery system.*
- *Include a rationale for the selection of each goal, including data and analysis that supports the decision and indicate how the goal is supported by the CFSR and/or CFSR PIP.*

Objectives

Once the state has determined the goals to be achieved, it must identify the objectives.

Objectives may also be conceptualized as strategies.

- *Identify realistic, specific, quantifiable, and measurable objectives/ strategies that will be undertaken to achieve each goal. Each objective must describe the strategies or interventions to be implemented to accomplish the goal.*
- *For each objective/ strategy, identify the outcomes for children, youth, and/or their families or elements of service delivery, such as systemic capacity, expected to be improved by implementing the selected strategy or intervention.*
- *Include a rationale for selection of each of the strategies or interventions, including the data and analysis that supports the decision and the evidence, research or experience that shows that the intervention is likely to achieve the identified goals.*
- *Ensure that the objectives/ strategies selected are designed to make progress in expanding and strengthening the range of culturally responsive, linguistically*

appropriate services, developing new types of services, covering additional political subdivisions or communities, and reaching additional children in need of services.

Measures of progress

- For each goal, identify the measures to be used and the amount of progress to be made over the next five years. Include information on current measures in the CFSR PIP to align the progress in the CFSR PIP to the five-year planning. Examples of measures include improvements stated in terms of data indicators for safety and permanency, case record review items, or other available data identified through joint planning. Data used to measure progress must be valid and reliable.*
- For each objective, include both interim benchmarks and a timetable for achieving the objective during the CFSR PIP (as appropriate) and over the five-year period of the CFSP. These benchmarks should contain sufficient detail to support reporting in subsequent APSRs on the progress the state is making in implementing the improvements. Benchmarks may be stated in terms of implementation milestones, such as key activities completed or process measures. The state is encouraged to identify interim targets for improvement of outcome measures.*

Staff Training, Technical Assistance and Evaluation

- As detailed in section D6 (Training Plan), the 2025-2029 CFSP must include a staff development and training plan in support of the goals and objectives of the CFSP. Explain how the training activities identified in the training plan are designed to support the goals and objectives in the plan.*
- Describe technical assistance activities the state will provide to counties and/or other local or regional entities that operate state programs and its impact on the achievement of the goals and objectives of the plan.*
- Describe technical assistance and capacity building needs that the state anticipates needing to support achievement of CFSP and CFSR goals and objectives. Describe how capacity building services from all partnering organizations or consultants will assist in achieving the identified goals and objectives. (See 45 CFR 1357.16(a)(5).)*
- Describe any evaluation and research activities underway or planned with which the state agency is involved or participating and how they support and are related to the goals and objectives in the plan.*

Implementation Supports

To promote successful implementation of its goals and objectives, all states are encouraged to: 1) align implementation support across the CFSP, CFSR and CFSR PIP; 2) identify the additional supports needed to implement, achieve and sustain each goal and objective; and 3) plan a timeline for ensuring the supports are or will be put in place. Examples of implementation supports include staffing, training and coaching, financing, data systems, policies, physical space, equipment, and memoranda of understanding with Tribes, other agencies and organizations.

Note: The Texas Child and Family Services Review Round 4 process is underway. A Program Improvement Plan to address negotiated areas is projected for completion during federal fiscal year 2025, during December 2024 at the earliest. Thus, cross-cutting Program Improvement Plan goals are not identified.

Goal 1: Child Protection Evolution

Rationale: The nature of the child protection system requires that we continuously improve to better support children and families. This need for constant improvement means we must examine every aspect of our operations – from how we handle a report of suspected abuse or neglect, to the investigation of that allegation, to helping ensure the best outcomes for children who have been victims of abuse and neglect. This goal encompasses multiple operational areas. It includes:

- Activities to help improve the understanding of how SWI evaluates information to determine how best to help.
- Reviews of our investigations process to maximize resources and the use of alternative responses to support families and avoid unnecessary disruption.
- Development and implementation of a new reimbursement and service provision structure for providers based on meeting the individual needs of a child.
- Continuing the aggressive expansion of Community-Based Care (CBC), which is a new model of care that empowers Texas communities to care for and serve their children who are in state conservatorship.

Beginning in 2010, DFPS launched an effort known as Foster Care Redesign (FCR), which enabled community providers to offer placement services and capacity/network development to serve children in foster care and kinship care, and their families, under a single source continuum contractor (SSCC).

Foster Care Redesign was developed by DFPS, in partnership with stakeholders, as a community-based, shared-decision-making model that relied on collaboration between Child Protective Services (CPS) and the SSCC on individual cases. Implementation of the CBC model moves the Texas child protection system from a statewide, "one-size-fits-all" approach to a community-based model designed to meet the individual and unique needs of children, youth, and families. CBC allows local communities to do this by tapping into the strengths and resources of each community.

Communities have a deep understanding of the unique challenges faced by families in their areas and can design interventions that are sensitive and responsive in that local context. In Fiscal Year (FY) 2022, 25 percent of children in state custody were served by a local SSCC. In FY 2024, CBC expanded to Regions 03 East, 04, and 05. Also in FY 2024, a Request for Application was released to Regions 06A, 06B, 08A, and 10. Further analysis provided in the states federal CFSR Round 4 Statewide Assessment beginning on page 24 and throughout the assessment regarding permanency and well-being outcomes.

Objectives that improve SAFETY of children, youth and families:

Objective 1.1: Increase the number of families served through Alternative Response.

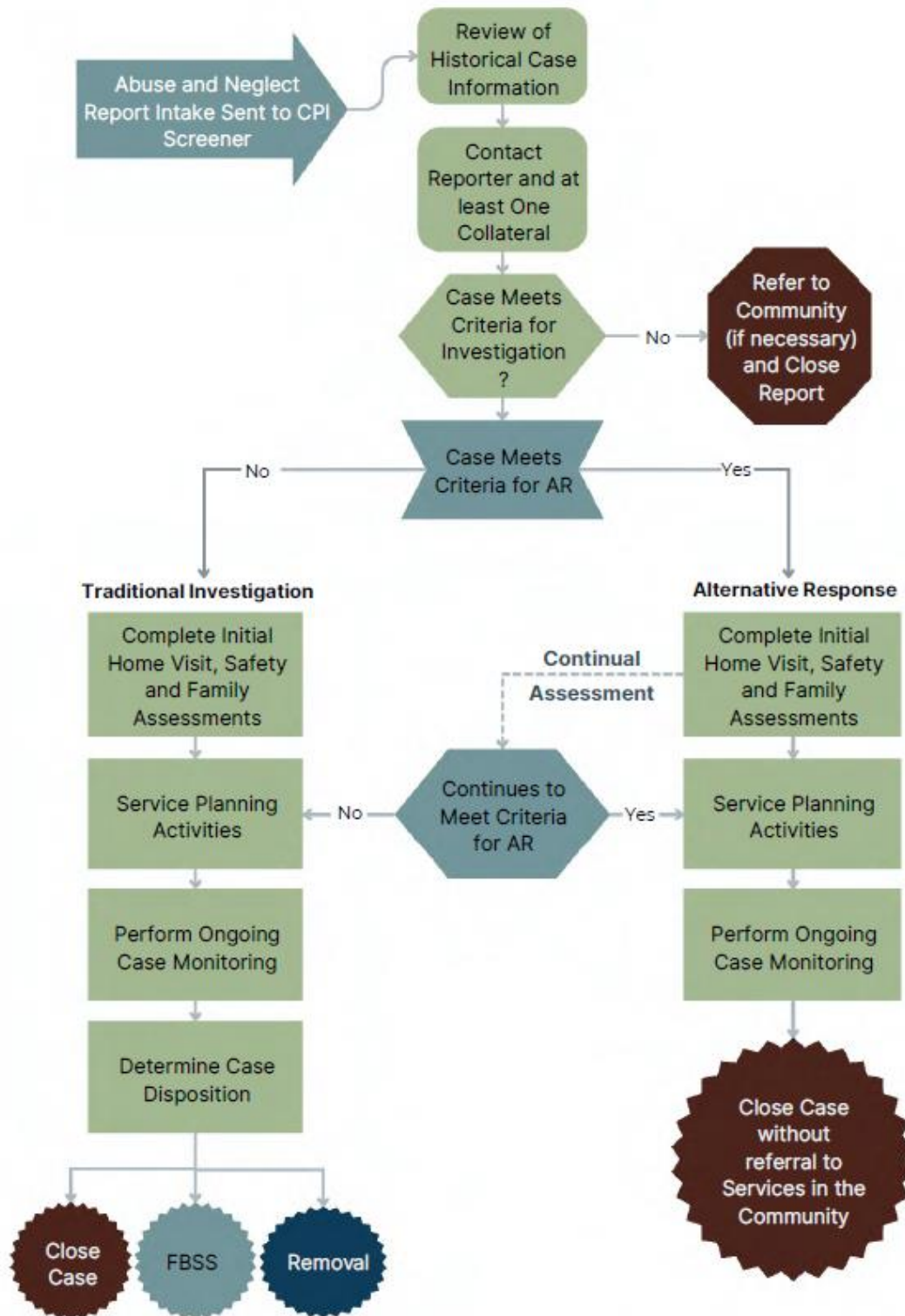
Rationale: Starting in the 1990s, the idea of child protection agencies using different models to respond to different types of cases emerged. Child protection agencies noticed most neglect cases referred for investigation did not show evidence of deliberate acts of harm, and formal investigations did little to help families meet their children’s needs. Nationally, long-term success was seen when child protection systems sought to understand why parents could not safely care for their child, then provided services to address those problems. This process became known as differential response. Texas implemented a more comprehensive version of differential response — Alternative Response (AR).

DFPS phased in AR between 2014 and 2021. The AR approach works with the family in a collaborative and non-judgmental manner, allowing DFPS to meet the needs of the family while keeping children safe. In AR, there is no alleged perpetrator, no disposition, and no entry into the Central Registry. Currently, 20 percent of cases assigned to investigations are designated for AR. The goal for AR expansion is to increase the number of families served and reduce the number of families who go through a traditional investigation. Expansion improves engagement with families — specifically, for those with younger children in the home — because policy updates will be updated to provide AR to families that have children in the home under the age of 6.

Generally, cases are eligible for AR if the allegations meet the criteria for abuse or neglect but don’t require an immediate response to protect the child. Statewide Intake CPI screeners decide which stage of service the report goes to — AR or traditional investigations — by following a pathway assignment tool and policy guidelines. If the AR caseworker and supervisor determine the case is not appropriate for AR, the case will be worked as a traditional investigation.

The process is portrayed in the following diagram:

GENERAL OVERVIEW ALTERNATIVE RESPONSE (AR) MODEL



Expected Outcomes:

- Improve engagement with families
- Increase families served by Alternative Response
- Engage more families in community-provided services
- Decrease the removal rates of children 0 – 5 years old
- Increase worker satisfaction and staff retention

Outcome Measures:

- Family satisfaction surveys
- Agency data reports that capture the increase of AR cases
- Agency data reports that capture referral to services in the community
- Agency data reports that capture and compare the number of children removed between the ages of 0-5years old
- Worker satisfaction surveys

Interim Benchmark/Milestone	Target Completion
Create policy changes to reflect expansion efforts.	FY2025
Develop a data collection and assessment mechanism to review the progress made and identify any challenges in implementation.	FY2025
Cross-train all Child Protection Investigations staff to work Alternative Response cases.	FY2026
Pilot the new practices in a designated region to test all recommended changes in policies and practices, develop new screening process, and establish all needed parameters related to expansion.	FY2025
Update the Texas Administrative Code through the rulemaking process to include alleged victims younger than six years.	FY2025
Divert intakes that meet certain criteria to alternative response for assessment and referrals to identified services.	FY2026

Objective 1.2: Improve Mandatory Reporting in the State of Texas through Training and Resources.

Rationale: This initiative will provide comprehensive resources and consistent messaging regarding mandatory reporting to DFPS.

A significant number of reports received by Statewide Intake (SWI) do not meet the legal definition of abuse and neglect. The revamping of the public facing DFPS Mandatory Reporting course (a guide for professionals) includes an update of the legal definitions of abuse and neglect, potential signs of abuse and neglect, examples of appropriate prevention referrals, instructions for reporting by phone and online, and a call for

prevention. Reaching the correct audience is important for the Mandatory Reporting course.

DFPS Faith-Based and Community Engagement (FBCE) staff statewide provide the Mandatory Reporting training in person and virtually upon request from professional groups and the general public. FBCE will continue to provide Reporting 101 training quarterly via webinars. These trainings are also provided by local CPI supervisors and SWI screeners. This initiative will better train reporters on the proper use of the electronic report system, reducing instances of incomplete information and sparse narratives that delay SWI. By providing more detailed guidance and the legal definitions of abuse and neglect, DFPS jurisdiction in specific situations, and resources available prior to contacting DFPS, SWI hotline reports can be reduced.

Expected Outcomes:

- Potential mandatory reporters will have increased understanding of reporting requirements

Outcome Measures:

- Number of CPS Child Abuse/Neglect Reports
- Number of CPS Child Abuse/Neglect Reporters, by reporter group

Notes: Source of reporting grouped (DFPS staff, medical, school)

Interim Benchmark/Milestone	Target Completion
Ongoing course availability notification and communication to stakeholders will reinforce course messaging and resource availability.	2025
Screeners and Faith-Based Community Engagement staff will deliver in person presentations, as requested.	2026

Objective 1.3: Evaluate the DFPS intake and child protective investigations process to assess its impact and ability to serve Texas children and families.

Rationale: Business process redesign describes the effort of capturing an organization’s hidden capacity, reducing activities that do not add value, and decreasing cycle times required to process work. DFPS is contracting with a third-party entity to assess the investigations process, and work with key stakeholders and staff to develop a model to increase efficiencies, promote consistency, and maximize capacity in the intake and investigations processes. A comprehensive review of the current business processes is a critical need for the agency because it will improve effectiveness, result in improved business outcomes, and lay the groundwork for future automation efforts. By continuously looking for the potential for improvement and innovation, DFPS strives to constantly improve client outcomes and delivery of services.

Expected Outcomes:

- Implementation of improved SWI processes
- Enhance processes and policies to ensure quality, consistency, and

- efficiencies in the investigations process
- Streamline all necessary documentation
- Identify opportunities for additional efficiencies that could be obtained through improved automation and technology.

Outcome Measures:

- Close INV timely (data warehouse reports)
- Lower INV turnover rate (HR report)
- Consistent resolutions in investigations (QA reads)
- Review case documentation and quality (QA reads)

Interim Benchmark/Milestone	Target Completion
Request for Proposal to be released and vendor selected.	FY2025
Initial process review and business mapping.	FY2025
Continue phases of business mapping to redesign SWI and CPI.	FY2026

Objectives that improve PERMANENCY for children, youth and families within their home community:

Objective 1.4: Expand Community-Based Care across Texas

Rationale: In 2017, the Texas Legislature directed DFPS to contract with community-based nonprofits and local governments to provide child protection services. These services must include direct case management to ensure child safety, permanency, and well-being in accordance with state and federal child protection goals. Senate Bill 11 codified Community-Based Care (CBC) in Texas Family Code, Section 264.151, Subchapter B-1. The intent of the legislation is not to change the vital work done by caseworkers but to shift from a state-run child protection system to a community-based system with more flexibility.

CBC provides many services that Child Protective Services (CPS) now provides, including foster care, case management, kinship care, and reunification services. A single organization, typically a nonprofit or local government, in each community area (usually a collection of counties) creates a network of services, foster homes, and other living arrangements for children and youth.

As CBC is implemented across the state, it will require coordination and collaboration with many DFPS divisions to ensure the successful transformation of child protection into our communities. Contingent upon funding, the Office of Community-Based Care Transition (OCBCT) and DFPS seek to request the expansion of CBC across Texas. This includes four Stages I and four Stage II appropriations for each biennium through full

implementation, now projected to be 2029. OCBCT is an independent agency that is administratively attached to DFPS and tasked with working alongside DFPS to implement CBC across the state.

CBC expanded in multiple stages to provide a smoother transition for the children and families it serves:

- In Stage I, the SSCC develops a network of services and places children in its foster homes or other living arrangements. The focus in Stage I is improving the overall well-being of children in foster care and keeping them closer to home and connected to their communities and families.
- In Stage II, the SSCC provides case management, kinship, and reunification services. Stage II expands the continuum of services to include services for families and to increase the number of children and youth who find permanent homes. This stage typically lasts 18 months.
- Stage III begins at least 18 months after the contractor began providing case management to all children and families in the community area. In this stage, DFPS can assess the contractor fiscal incentives and remedies for outcomes related to performance, including permanency outcomes.

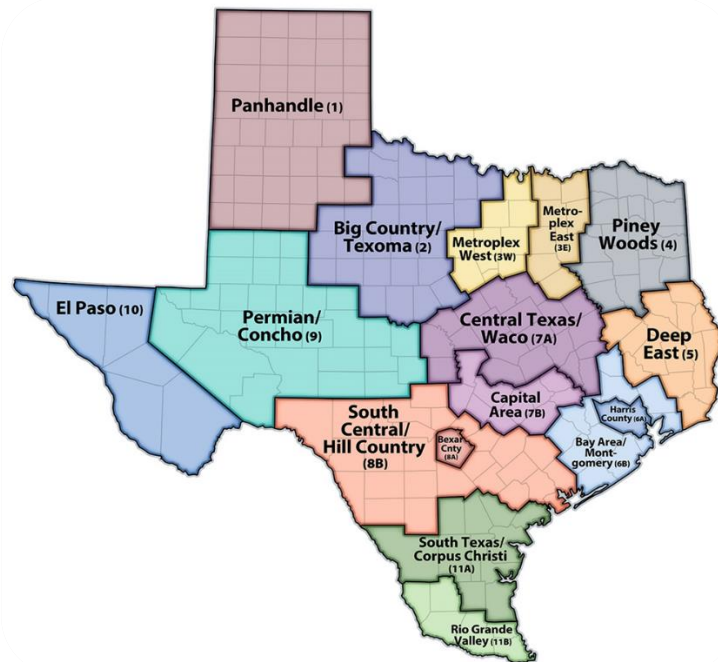
This graphic shows Community-Based Care Expansion by Fiscal Year:



During FY24, EMPOWER (Metroplex East, R3E), 4Kids4Families (Piney Woods, R4), and Texas Family Care Network (Deep East, R5) will move into Stage I and Stage II of CBC. Additionally, Saint Francis Ministries (Panhandle, R1), 2INgage (Big Country and Texoma, R2), and Our Community Our Kids (Metroplex West, R3W) will move into Stage III of CBC. During FY24, a Request for Application (RFA) will be released for expansion

of CBC into new designated community areas. Additionally, the Legislature has given DFPS the opportunity to accept unsolicited proposals for community areas that are not currently a part of an RFA or currently under an SSCC contract.

Geographically, catchment areas are designated in the following graphic:



Expected Outcomes:

- Community-Based Care will be fully implemented statewide.
- Regional and state office structure will be redesigned and implemented.

Outcome Measures:

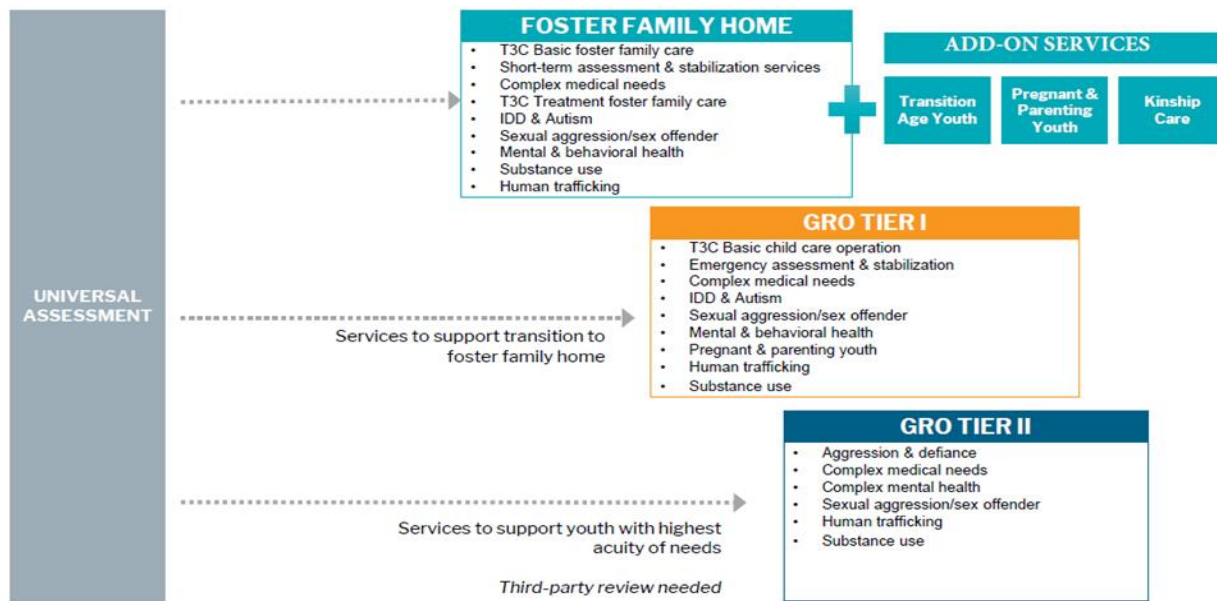
- Percentage of children served in CBC
- Percentage of children with Placement Stability
- Percentage of children in least restrictive placement setting
- Percentage of children placed in foster care placement within 50 miles of home community
- Percentage of children in sibling groups placed together in foster care
- Percentage of children placed in Kinship Placement
- Percentage of youth turning 18 with Preparation for Adult Living completed.

Interim Benchmark/Milestone	Target Completion
Develop the “to be” vision for state office and regional structure in the CBC world.	2025
Mature contract processes and streamline communications and oversight.	2026
Advance interoperability and data exchanges with the SSCC’s.	2027
Implement and continue to refine contract performance measures and thresholds.	2027
Collect comprehensive cost report data from the SSCC’s, creating a foundation for a better-informed methodology to develop the financial model for CBC.	2028
Release requests for applications and award contracts for Stage I, II, and III to new designated community areas for Regions in published phases and based on outcomes of Readiness Review Tools.	Ongoing until statewide.

Objectives designed to improve child, youth, and family WELL-BEING.

Objective 1.5: Implement the new Texas Child-Centered Care (T3C) foster care system transformation.

Rationale: The Texas Child-Centered Care (T3C) system represents a complete transformation of the foster care system. T3C is designed to improve outcomes for children, youth, and young adults by establishing a well-defined service continuum that meets the needs of the foster care population and compensates the caregiver for delivering high-quality services. This includes an evidence-informed universal assessment of child need, clearly defined service packages tailored to meet the specific needs of the children, and a new foster care rate methodology that aligns payment with the cost of care.



To successfully transition to T3C, modifications must be made to IT infrastructure, policy, procedures, contracts, contract monitoring, and the process for assessing, matching, and placing children under the new modernized system. The infrastructure and readiness work to implement T3C is underway and estimated to take approximately 19 months (June 2023-December 2024).

Beginning in January 2025, children and youth will begin to transition under the new foster care continuum. DFPS anticipates that children receiving services like Basic, and Treatment Foster Family Care will be the first to move to the new system, as these services are most closely aligned to what is offered today. For other services that are brand new to the system, more time is needed to develop the appropriate capacity across the state. Based on the current plan, it is likely that a full transition of children under the new continuum will occur by FY 2028

Expected Outcomes:

- The infrastructure required for T3C placements to begin will be complete.
- All children receiving foster care services will transition to the new foster care continuum.
- The service needs of children in foster care will be aligned with services received.

Outcome Measures:

- Percentage of children served in a T3C placement
- Number of providers credentialed for T3C services

Interim Benchmark/Milestone	Target Completion
Complete policy, procedure, resource tool, and Texas Administrative Code rule modification.	2025
Provide ongoing technical assistance in the form of broadcasts, individual outreach, agency-supported webinars, and training plan development for providers.	2025
Meet Qualified Residential Treatment Program (QRTP) compliance to support Tier II services.	2025
Enable increased Title IV-E federal funding to the state.	2026
Assess readiness and credential existing and new providers so they may offer one or more T3C service packages.	2026
Transition all children in DFPS conservatorship to the new continuum.	2027

Training, Technical Assistance and Evaluation

Texas is in the process of analyzing the specific staff training and technical assistance needs in anticipation of the receipt of the Children Bureau’s CFSR Round 4 Final Report. Within each goal/objective, a milestones chart is provided that includes target completion timeframes. Specific measurements of progress are currently being analyzed pending the Children Bureau’s CFSR Round 4 Final Report to ensure consistency in goal measurements across the Program Improvement Plan and the CFSP.

The DFPS Office of Data and Systems Improvement is responsible for supporting DFPS field and State Office in achieving safety, permanency, and well-being for abused and neglected children by providing strategic analysis and guidance on agency operations, policies, processes, and initiatives around child abuse and neglect.

The Regional Systems Improvement team is part of the division and exists to implement continuous quality improvement within the regional operations of the various DFPS systems. By embedding systems improvement principles and making data consumable at the local level, the team helps regional leadership strategically improve the functioning of their programs and increase safety, permanency, and well-being for the children and families DFPS serves. Regional systems improvement specialists engage in strategic planning, data monitoring and analysis, process analysis and improvement, and practice improvement in partnership with regional leadership.

The Regional Systems Improvement team continues to partner with the DFPS Division of Federal and Program Improvement Review to implement findings of root cause analysis meetings in each region to continue to overcome barriers to achievement of items below target in the Child and Family Service Review (CFSR) Program Improvement Plan. Staff continues to provide regular feedback and information about progress on ongoing plans that help program move toward in meeting their goals.

The Data and Decision Support team is another component of the DFPS Office of Data

and Systems Improvement that provides internal and external reports and data to all DFPS divisions, programs, the legislature, federal government, and other external stakeholders. This data provides insight and empowers staff and stakeholders to make the best decisions backed by timely, high-quality information.

The Analytics and Evaluation team is another component of the DFPS Office of Data and Systems Improvement that provides strategic guidance on child welfare processes, tools, and reports to improve decision making and child safety. The team uses analytics to target high risk populations, analyze statewide program patterns and trends, and evaluate new program initiatives. Some of their work includes:

- Providing strategic analysis and guidance on child welfare assessments, models, and quality assurance instruments and process;
- Evaluating the effectiveness of major program initiatives and significant programmatic changes around child abuse and neglect; and
- Conducting data analysis to better understand how the reporting, investigation and services systems that serve abused and neglected children are operating and impacting outcomes for children and families.

The DFPS Visualization and Interpretation of Performance Outcomes team uses data and decision support, analytics and evaluation reports, and reports developed within their team to craft, track, and analyze the performance of CPS contractors to support contract managers and program in understanding and improving the quality of contracted services. They provide ongoing support of the CPS placement system, quarterly updates on performance measures, and helping facilitate discussions regarding data with contractors. They also play a crucial role in heightened monitoring efforts associated with providers who meet certain criteria concerning licensing.

Each goal provided in the 2025 – 2029 plan will require data analysis to understand progress on the outcomes and whether objectives are achieved. All teams within this division identify training needs and will provide technical assistance and support to help the Texas child welfare system understand its performance, challenges, and progress.

External Technical Assistance and Evaluation

DFPS will also utilize external assistance to support the achievement of Goal 1 in the 2025 – 2029 CFSP. Specifically:

- Texas Child Centered Care (T3C) is the name of the new foster care system under design to replace the antiquated service level system. DFPS continues to work with the University of Kentucky's Center for Innovation and Population Health, specifically Dr. John Lyons and his team, to update the Texas Child and Adolescent Needs and Strengths (CANS) assessment tool. The CANS 3.0 version will be a key component in the universal assessment, designed to best inform service and placement needs for children in conservatorship. The team will continue to analyze the new Decision Support Model using CANS 3.0 assessment results, provide training of staff performing the new CANS 3.0 assessments, and provide ongoing training and technical assistance as the T3C project is implemented during 2025 – 2029.

- Annually, regional directors facilitate a collaborative discussion about data from the foster care needs assessment. Through these meetings and other collaborative efforts, DFPS continues to partner with contracted providers and other stakeholders (e.g., judges, politicians, advocacy groups, church leaders, universities) to address substitute care capacity needs by identifying new strategies and evaluating current ones for improvement, as appropriate.
- The Capacity Center for States Learning Resources website (<https://capacity.childwelfare.gov/states/>) and its library of resources are routinely shared with DFPS leadership and utilized to support improvements and strengthen skills of staff and stakeholders.
- The University of Kentucky hosts a national series with six states, including Texas, for strengthening the use of the CANS tool in child welfare. This series began in 2021 and continues as needed. Additionally, the University of Kentucky provides technical assistance by assessing the decision-support model (formerly referred to as the algorithm) behind the Texas CANS tool and provided a latent class analysis of initial CANS results for children to assist with use in strengthening the service planning process. Technical assistance from the University of Kentucky was also provided to the assessment workgroup on human trafficking and foster care rate modernization efforts.
- DFPS is collaborating with the Capacity Building Center for States, Region VI Administration for Children and Families, the federal Child and Family Services Review team, and the Measurement and Sampling Committee to resolve data quality issues experienced during Round 4 of the federal review process, due to the significant federal changes to the AFCARS system. This has included training, collaborative calls, and speakers to support Texas' work. The Capacity Building Center for States is also assisting Texas in its root cause analysis of results from the Round 4 review.
- The Office of Community-Based Care Transition (OCBCT) is an independent agency that is administratively attached to DFPS. OCBCT works closely with DFPS and the Single Source Continuum Contractors (SSCCs) to provide consultation and support throughout all stages and phases of CBC implementation and oversight. The team consists of:
 - Two OCBCT implementation teams that work alongside DFPS and the SSCCs to move CBC forward in each community area.
 - Community-Based Care Administrators (CBCAs) are local to the community area and serve as liaisons between regional DFPS programs and the SSCC. CBCAs help facilitate the transition to CBC.
 - OCBCT Contract Administration Managers (CAMs) are responsible for acquiring contractors. This includes but is not limited to contract renewals, unsolicited proposals, and requests for application.
 - The Community Outreach and Legislative team focuses on reports, special projects, project management, education and outreach, and legislative inquiries.

Goal 2: Strengthen Families and Communities

Rationale: The Strengthening Families and Communities goal focuses on the critical areas that will Expand Support for Screening Functions and Meet the Growing Needs of Children and Families By prioritizing reports and employing specialized screening resources, DFPS strives to ensure that every child's safety and well-being remains paramount. Establishing a dedicated behavioral health strategy team addresses the complex intersection of behavioral health issues within our communities, ensuring that families have access to the support they need. This includes strengthening existing resources and pioneering innovative strategies to enhance placement capacities and support in-home services. By fortifying these areas of focus, DFPS continues efforts toward strengthening families and communities. Further assessment was provided in the states federal CFSR Round 4 Statewide Assessment on pages 16 and 22. There is also analysis throughout the assessment and in the permanency and well-being Outcomes.

Objective that relates to SAFETY

Objective 2.1: Expand support for screening functions.

Rationale: This objective will enhance collaborative relationships between Child Protective Investigations (CPI) and Residential Child Care Investigations (RCCI) field staff to increase communication and knowledge of changing policies and procedures.

State law requires DFPS to maintain a flexible response system. The system requires DFPS to screen all reports of abuse and neglect and assign a lower priority to less serious cases. A case is considered less serious if the circumstances reported do not indicate immediate risk of serious harm to the child. In 2005, Senate Bill 6 established screeners as a program. Screeners identify less serious reports of abuse and neglect if they determine after contacting a professional or other credible source that the child's safety can be assured:

- Without an investigation or referral to Alternative Response.
- If the report wasn't initially a Priority 1 (P1). Only Priority 2 (P2) reports can be screened. In these situations, the reported information does not involve severe harm or does not require an immediate response.
- The report does not involve a child younger than 6.
- There are no open investigations, Alternative Response, or other stages involving direct delivery services to the family.

In 2019, screening for RCCI was created. RCCI screening reviews all P1 and P2 RCCI intakes to ensure the correct initial priority was assigned. RCCI screening can only close intakes when all current allegations have been previously investigated or the intake is under the jurisdiction of another DFPS program or another agency.

Both screening functions were moved to SWI in November 2020. Since that time, the number of cases meeting screening eligibility has consistently grown.

To help CPI screening handle the increased volume of intakes, the screening program has established a small group of hybrid screeners trained to screen for both CPI and RCCI. Since Sept. 1, 2023, CPI screening has 64 screeners covering all 254 Texas counties. RCCI screening has 8 screeners. CPI screening has generally seen a yearly increase in the number of intakes screened, and in FY 2022, CPI saw a 40 percent increase in the number of intakes screened compared to FY 2021. By adding screening resources, the SWI Screening Division will make better use of Alternative Response, refer more families to community resources instead of an investigation, and ensure CPS caseworkers promptly get necessary information regarding children on their caseload.

Expected Outcomes:

- The screening function and Alternative Response expansion will operate effectively together.

Outcome Measures:

- Number of intakes with screening.

Interim Benchmark/Milestone	Target Completion
SWI will coordinate with CPI to increase awareness about the Alternative Response expansion and update training for Alternative Response Field staff.	2025
Provide ongoing staff development and annual training to complement the Alternative Response expansion.	2026

Objectives to enhance child, youth and family PERMANENCY.

Objective 2.2: Stabilize and develop placement capacity, while mitigating Child Watch.

Rationale: This initiative will continue to advance the DFPS placement capacity strategy to ensure licensed placements for all children in conservatorship, with a focus on individual service needs in the least restrictive setting.

DFPS has worked to expand new capacity and stabilize existing capacity to reduce the use of congregate care. While DFPS has increased overall foster care capacity, we lost capacity for children with complex needs. Capacity stabilization includes increasing support and oversight for residential providers, helping providers develop programming to meet complex needs of children, limiting new providers to children with lower levels of treatment needs, and increasing monitoring of new providers.

DFPS is also focused on efforts to keep children with family, when possible, by increasing support for kinship caregivers. DFPS uses the Foster Care Needs Assessment to forecast placement service needs and regularly assesses child placement outcomes for areas of improvement and continued growth.

Most children and youth in DFPS conservatorship without an appropriate placement have complex mental and behavioral health needs. These children and youth require placement into settings with an elevated caregiving capacity, including a stable, trained workforce and specialized programming. Capacity development efforts are focused on filling identified gaps in the foster care continuum, including capacity for older youth with the most complex needs.

With the significant loss of capacity for children with complex needs over the past few years, DFPS recognizes that capacity stabilization is as important as capacity building. DFPS has taken steps to partner with residential providers that contract with DFPS to stabilize existing capacity and continue to expand.

Provider workgroups have uncovered other factors that affect capacity stabilization, including the ability to hire and retain qualified staff. DFPS also uses the capacity building specialist and new contract application specialists to facilitate a smooth transition working with children in DFPS conservatorship. DFPS will evaluate efforts to stabilize residential capacity and build upon efforts to create a statewide strategic plan for legacy and CBC areas.

Per Senate Bill 593 of the 88th Legislative Session, HHSC and DFPS will contract with a vendor to assess and streamline foster care and adoption rules and regulations. The bill also calls for the reduction of barriers to entry for potential child placing agencies, residential childcare facilities, foster families, kinship families, and adoptive families.

Expected Outcomes:

- Increase in capacity to meet needs of children in conservatorship
- Identified barriers to capacity building will be reduced.

Outcome Measures:

- Number of placements moves per 1,000 days in substitute care
- Number of children placed in regions
- Beds needed by bed type
- Reduction of children supervised by DFPS

Interim Benchmark/Milestone	Target Completion
Increase communication, support, and engagement with residential providers. This will include a collaborative approach to assist in addressing providers' reported concerns.	2025
Monitor and evaluate contracted residential provider services and performance metrics using the DFPS Provider Risk Tool, to include technical assistance or referral to resources.	2026
Limit the number of children that a new residential provider can accept for placement or stagger admissions until stability is demonstrated with children who have lower levels of treatment needs and the provider feels comfortable	2026

Interim Benchmark/Milestone	Target Completion
handling more complex needs. This includes increased monitoring and tracking of new provider progress and addressing concerns with the provider as they occur.	
Complete a third-party evaluation of DFPS Residential Child Care Contracts and Residential Child Care Regulation Minimum Standards.	2026

Objective 2.3: Expand the contracted residential continuum for youth in foster care in order to meet individual needs of children in their home communities.

Rationale: Components of the continuum will be developed or expanded, including:

Treatment Foster Family Care Treatment Foster Family Care (TFFC) is a program designed to provide innovative, multi-disciplinary treatment services to a child or youth in a highly structured, family home environment. It is a cost-effective and less restrictive alternative to residential treatment. DFPS has an ongoing open enrollment application for the expansion of this program.

The DFPS legacy system currently has seven contracted TFFC providers, an increase from four providers since the beginning of FY 2023. Additional providers have submitted applications to DFPS to add TFFC to their contract. The SSCCs each have a capacity building plan that includes increasing the number of TFFC homes in CBC catchment areas by working with their provider community. As of Nov. 13, 2023, there are 96 active TFFC homes in legacy regions and 108 active TFFC homes in SSCC regions.

As stated above, during the 87th Texas Legislative Session, DFPS was appropriated \$19 million for targeted capacity building through House Bill 5. DFPS awarded grants to providers to expand their capacity to serve children with the highest level of need. Four child placing agencies (CPAs) applied to expand the TFFC program across the state with a projected increase of 100 TFFC families and 200 beds by the end of FY 2025. Prior to the open enrollment for TFFC in July 2022, DFPS had 173 active TFFC homes statewide. DFPS projects the number of children being served by TFFC to double by the end of FY 2025.

Qualified Residential Treatment Program In February 2018, the Family First Prevention Services Act (FFPSA) was enacted to change the way states are paid for congregate care, limiting Title IV-E federal funding. For states to receive this critical funding, residential placements must meet Qualified Residential Treatment Program (QRTP) requirements after the initial two weeks of placement into a congregate care facility.

The requirements include individualized child assessments, case planning, documentation, judicial approval, and ongoing review and permanency hearing requirements. The intention was to reduce the use of congregate care and use these

settings for temporary and individualized treatment, then discharge youth to a family-like environment with aftercare support.

In September 2020, DFPS released the FFPSA Strategic Plan, which included a plan to pilot a QRTP to serve Texas' most complex youth in foster care. DFPS achieved the program model readiness in July 2022, with the first two contracts executed in May 2023 and a third in August 2023.

A QRTP under the Texas model is designed to meet the needs of children and youth with complex emotional, mental, and behavioral health needs in a residential treatment setting using short-term, trauma-informed treatment models. The process involves an assessment and determination by a qualified individual, building of a permanency team, and family collaboration. Also, the Texas-specific QRTP model has increased therapeutic and supervision requirements.

Currently, contracts are held by DFPS in Region 1, 2, and 7, for a total bed capacity of 90. The first youth was placed into a QRTP on June 5, 2023. As of October 2023, 48 youth are in QRTP placements under the Texas model. DFPS will complete the assessment and placement for all QRTP placements during the pilot period, with the goal of transitioning to the SSCCs for CBC catchment areas after the pilot period ends. DFPS will work to increase capacity at the existing QRTPs with staggered admissions and will continue to work with the SSCCs and provider community to increase the number of QRTPs in Texas.

In Summer 2024, DFPS will evaluate data from the pilot period to make needed changes or enhancements and move to full implementation. The evaluation will inform any modifications to the process, protocol, or procedure and any changes to the open enrollment for final contract terms. DFPS hopes to see children and youth successfully discharging from QRTPs within the limited time frames under federal requirements and a decrease in level of care. DFPS will seek approval on the Texas-specific QRTP assessment model from the Administration on Children and Families in FY 2025 and is on target for full implementation by FY 2026.

Temporary Emergency Placement Program DFPS is also focused on expansion of the Temporary Emergency Placement (TEP) program. Temporary emergency placements provide highly structured, short-term residential care and services for a child without a placement while seeking a longer-term placement. The TEP program serves youth with high needs. DFPS has a total of 19 TEP beds. DFPS is working with providers to add TEP beds or help interested providers modify their treatment model to serve these youth.

The SSCCs have also entered into agreements with providers for TEP beds. SSCCs also use TEP placements in foster homes, an option currently being explored for the legacy system. DFPS expects to increase TEP capacity over the next biennium. The goal is to expand the TEP program to include a minimum of one TEP provider in every legacy region for both young men and young women. DFPS is also exploring the ability to use foster homes as TEP providers in legacy areas.

Intensive Psychiatric Stabilization Program DFPS is collaborating in this pilot program with psychiatric hospitals to develop programs that increase placement stability for youth with complex mental health needs. The Intensive Psychiatric Stabilization Program (IPSP) will serve youth without placement or who have a history of placement instability due to frequent psychiatric hospitalizations. These youth need a continuum of treatment services to stabilize and support transition back into the community and into placements that can accommodate their needs.

IPSP is a 90-day program to increase placement stability specifically for foster youth who are exiting psychiatric hospitalization and must have support to move into a less restrictive setting. DFPS has four active programs and is partnering with the SSCCs and external stakeholders to implement a small program in various parts of the state. During the 88th Legislative Session, funds were appropriated to sustain and expand the program. DFPS has released a request for information to evaluate resource availability and community capacity to develop this program. We expect two more IPSPs by the end of FY 2025, with a goal of at least one IPSP program in every region for males and females.

Expected Outcomes:

- Targeted capacity building will result in resource capacity increases for TFFC, QRTP, TEP and IPSP.

Outcome Measures:

- Number of children in Treatment Family Foster Care living arrangements
- Number of children in QRTP living arrangements
- Number of children in Temporary Emergency Placement living arrangements
- Number of children in Intensive Psychiatric Stabilization Program living arrangements.

Interim Benchmark/Milestone	Target Completion
Target outreach to existing Child Placement Agencies and General Residential Operations to add to the TFFC, QRTP, TEP, and IPSP model offerings.	2025
Strengthen the continuum by increasing TFFC, TEP, QRTP, and IPSP placements.	2027
Gather, analyze, and compile data from QRTP pilot phase and complete the evaluation of the Texas QRTP program model and associated procedures in order to inform full implementation.	2027
Develop and implement a QRTP Certification process.	2026
Complete IMPACT modifications related to the child’s service plan, placement entry, legal status, financial structure and T3C service continuum.	2025
Complete Title IV-E amendment submission and approval from Administration for Children and Families	2026

Interim Benchmark/Milestone	Target Completion
Fully implement QRTP as a component of the full continuum for children in DFPS conservatorship.	2027

Objective 2.4: Kinship

Rationale: The kinship program continues to connect more children in care to kinship placements, placing children with family more quickly and helping children exit to permanency with a kinship caregiver. During FY 2022, nearly 78 percent of the 16,880 exits from DFPS legal custody were either to family reunification or to a relative.

Kinship caregivers typically have little planning time before children are placed in their homes. Many are retired or living on fixed incomes, which makes it difficult for them to purchase items such as beds, car seats, clothing, diapers, and other immediate needs. Also, daycare funding is limited and only offered to kinship caregivers who meet required eligibility.

The 88th Legislative Session provided \$6.9 million to assist kinship caregivers with immediate needs, provide reimbursement for expenses associated with foster care licensing, and offer Enhanced Permanency Care Assistance for kinship providers caring for children with increased needs. Pursuant to Senate Bill 135 of the 88th Legislative Session, DFPS will develop a statewide DFPS Annual Plan FY 2024 33 electronic tracking system to track kinship home assessment requests. This system will enable improved oversight and accountability for timeliness of home assessments.

The Kinship Collaboration Group allows DFPS collaboration with kinship advocates and kinship caregivers whose cases have reached permanency. Partnering with kinship caregivers helps the agency understand how to meet the needs of kinship caregivers. The Kinship Collaboration Group created the *After the Call* brochure to provide kinship caregivers with resources and information when they first expect a child placement and is working on another brochure, *After the Case*, to help caregivers find resources once children are in their care.

The CPS Daycare Program is working to provide daycare for more kinship caregivers. Currently, daycare is offered to kinship caregivers when they have an approved home study, a signed Kinship Caregiver Agreement, and all caregivers work 40 hours a week. Kinship caregivers with children aged 6 years old or younger may receive funding for daycare during the school year, and all children 12 and younger receive summer care.

In Fall 2023, the federal Administration for Children and Families released recommendations and guidelines related to supporting kinship caregivers. Previous rules required all foster family homes to meet the same licensing standards. The new rules allow child welfare agencies to adopt simpler licensing or approval standards for all kinship foster family homes. States must also provide kinship caregivers with the same level of financial assistance that any other foster care provider receives. CPS is currently

working alongside HHSC to ensure an implementation to these rules and recommendations

Expected Outcomes:

- Increased placement of children in kinship placement settings
- Increased exits to permanency for children not reunified to kinship caregivers

Outcome Measures:

- Of those not reunified, permanency to relative/fictive kin (%)
- Average monthly number of children with Permanency Care Assistance
- Average monthly number of children in placements with Relative Caregiver Payments

Interim Benchmark/Milestone	Target Completion
Increase initial placement of children with kinship caregivers.	2027
Increase exits to permanency with relative or fictive kin caregivers of youth whose parental rights have been terminated and for whom family reunification may not be possible.	2027
Continue partnership with HHSC to ensure implementation of separate kinship standards for licensure.	2027

Objective 2.5: Transitional Living Services

Rationale: DFPS is responsible for ensuring a successful transition to adulthood and focused on building capacity for Transitional Living Programs (TLP). Most youth awaiting a licensed placement are 16 or 17 years old. Transitional Living Programs are residential services specifically designed to serve youth 14 or older for whom transitional living services or treatment goals include basic life skills training. A transitional living program allows youth to start building a strong foundation of life skills and community connections. DFPS discussed the opportunity for expansion of the Supervised Independent Living (SIL) program to support youth who need more structure than current programs offer, with four current SIL providers considering adding TLP. The Transitional Living Services team has regular discussions highlighting the greater need for TLP providers across the state, with all new inquiries related to becoming a SIL provider. Through these efforts, new TLP providers have begun to offer services, and several additional entities are considering or beginning the process to become a provider. The goal is to have a minimum of one TLP program in every region for young men and women.

Expected Outcomes:

- Increase in % of youth aging out of care who enter extended foster care

- Increase numbers of youth in Supervised Independent Living (SIL) living arrangements

Outcome Measures:

- % of children in DFPS conservatorship until age of majority
- # of young adults in SIL placement
- # of placement days in SIL living arrangement.
- Rebranded name will replace Supervised Independent Living

Interim Benchmark/Milestone	Target Completion
Review and rebrand the Supervised Independent Living program, incorporating input from current and former foster youth and young adults.	2025
Conduct targeted outreach to SIL existing and potential providers interested in modifying or altering treatment models to serve youth through the Transitional Living Program.	2025
Expand the percentages of youth aging out of care who enter extended foster care.	2027

Objectives that enhance child, youth and family WELL-BEING.

Objective 2.6: Meet the growing needs of children and families by enhancing and expanding Behavioral Health Services.

Rationale: As the needs of children and families evolve, so must the focus of Texas child protection. DFPS has established a behavioral health strategy team and is putting in place a plan to expand and strengthen placement capacity. Of equal importance is the integration of DFPS Prevention and Early Intervention services with Texas Health and Human Services, creating a seamless service delivery framework.

Behavioral health needs for youth in DFPS conservatorship remain a major issue. DFPS and HHSC received a combined \$31.2 million in behavioral health funding for use over the next biennium. The funding is dedicated to supporting children and youth in DFPS conservatorship.

DFPS had limited focus and input on resource needs for the target population. STAR Health is the financing mechanism and payor source for Medicaid services that address behavioral health and physical health care needs of youth in care. However, additional treatment needs, and access challenges highlight the need for long-term solutions to support a continuum of care.

In FY23, the Office of Behavioral Health Strategy (OBHS) initiated foundational activities, including a behavioral health situational analysis from public listening sessions and partnership with Meadows Mental Health Policy Institute (MMHPI). This helped OBHS

develop recommendations for strategies aimed at maximizing behavioral health benefits for children and families.

Expected Outcomes:

- Children and youth served by DFPS will increase utilization of clinically indicated behavioral health services.

Outcome Measures:

- Increased availability of crisis, acute and subacute behavioral health services accessible
- Increased placement stability for youth in kinship care

Interim Benchmark/Milestone	Target Completion
Develop and define behavioral health strategic initiatives.	FY2025
Complete a benefits maximization project with the Meadows Mental Health Policy Institute report recommendations.	FY2025
Execute contracts to support SSCC Kinship Care exceptional item funding, as provided by the 88 th Texas Legislative Session.	FY2025
Support expansion of providers for Intensive Psychiatric Stabilization Programs.	FY2025
Collaborate with key stakeholders to implement the HHSC behavioral health services for youth, including seven youth crisis outreach teams and 20 additional extended-stay beds for foster youth needing additional inpatient hospital support in major Texas cities.	FY2025
Address the needs of youth in conservatorship by maximizing and leveraging existing system resources.	FY2027

Objective 2.7: Transition prevention and early intervention services from DFPS to HHSC to streamline delivery.

Rationale: During the 88th Legislative Session, Senate Bill 24 highlighted continued state investment in children and families to prevent child abuse by addressing the many issues Texas families face, including poverty, behavioral health, and parenting education needs. The new structure will increase coordination and delivery of family health services by HHSC to all eligible families. The functions of Prevention and Early Intervention (PEI) at DFPS will transfer to HHSC, renaming PEI to Family Support Services. To facilitate the transfer of functions while maintaining continuity of services, PEI leadership will coordinate closely with both DFPS and HHSC executives to develop and implement transition planning activities.

Faith-Based and Community Engagement, Office of Disproportionality and Disparities, Family First Prevention Services, and Office of Child Safety will remain as areas within DFPS.

Expected Outcomes:

- Transition of program functions will be complete.

Outcome Measures:

- Organization of functions within DFPS and HHSC

Interim Benchmark/Milestone	Target Completion
Develop and issue internal and external stakeholder communications.	2025
Complete transition of division.	2026

Objective 2.8: Implement a Texas Family First Prevention Services Act (FFPSA) Prevention Plan.

Rationale: Texas will explore options for eligible populations and Family First Prevention Services Act (FFPSA) approved evidence-based models to support development of the Texas FFPSA prevention plan through continued support of the Texas Family First (TFF) pilots.

Passed by the U.S. Congress in 2018, FFPSA provides states the opportunity to receive a 50 percent federal match for general revenue funds spent on evidence-based, in-home parenting, substance use, and behavioral health prevention services. To claim federal funding for eligible prevention services, Texas must have a federally approved prevention plan. Services are for children or the parents or caregivers of children who are determined to be at risk for foster care but can remain safely in their home or in a kinship placement if services or programs necessary to prevent the entry into foster care are provided. Services are time-limited, and the evidence-based models must be included in the Administration for Children and Families’ (ACF) Title IV-E Prevention Services Clearinghouse.

To assist with FFPSA implementation, the President signed the Family First Transition Act (FFTA) in December 2019. DFPS received approximately \$50.3 million in one-time funding to spend through Federal FY 2025. Texas Family First Pilots The 87th Legislative Session allocated FFTA funds for the Texas Family First (TFF) pilots. The pilot program provides an alternative to removing a child at imminent risk with a court order allowing the child to remain safely in the home. The 88th Legislative Session continued support of TFF and QRTP by allocating remaining FFTA funds towards the pilots. SSCCs currently operate TFF in pilot counties within four Texas regions, which will continue through FY 2025. DFPS will explore expansion based on the pilot evaluations.

Expected Outcomes:

- Children enrolled in the TFF pilot will not have a finding of abuse, neglect, or exploitation during services.

- Children enrolled in the TFF pilot are not removed from their families and placed into foster care during services.
- Children enrolled in the TFF pilot are not removed from their families and placed into foster care within one year of services.

Outcome Measures:

- Percentage of children who do not have a reported finding of abuse, neglect, or exploitation;
- Percentage of children served who did not enter foster care at case closure;
- Percentage of children served who did not enter foster care within one year of the date the case was closed;

Interim Benchmark/Milestone	Target Completion
Begin services in TFF expansion areas.	October 2024
In partnership with the Texas Supreme Court Children’s Commission, DFPS will host TFF community meetings to obtain stakeholder input.	August 2025
DFPS will complete and submit an FFPSA Prevention Plan, based on stakeholder input and pilot evaluation.	June 2025

Training, Technical Assistance and Evaluation

Texas is in the process of analyzing the specific staff training and technical assistance needs in anticipation of the receipt of the Children Bureau’s CFSR Round 4 Final Report. Within each goal/objective, a milestones chart is provided that includes target completion timeframes. Specific measurements of progress are currently being analyzed pending the Children Bureau’s CFSR Round 4 Final Report to ensure consistency in goal measurements across the Program Improvement Plan and the CFSP.

As described under Goal 1, the DFPS Office of Data and Systems Improvement also supports training, technical assistance, and evaluation of objectives related to Goal 2. The division continues to facilitate understanding with root cause analysis related to capacity building and expansion of specialty foster care pilots.

External Technical Assistance and Evaluation

DFPS will also utilize external assistance to support the achievement of Goal 1 in the 2025 – 2029 CFSP. Specifically:

- DFPS and HHSC have partnered with internal and external stakeholders to further efforts related to Pathways to Placement, an initiative addressing the complex challenges for youth that experience gaps in placement and/or tend to be involved with multiple systems related to complex needs, including the impact of trauma on their mental health. This initiative is guiding staff training needs, utilizing daily data and daily facilitated child specific staffing’s to evaluate progress.

- DFPS participated in a Children’s Behavioral Health State Policy Lab in February 2024. Along with eight other states, Texas was selected through a competitive application process. The policy lab was convened by Health Management Associates, in partnership with the Annie E. Casey Foundation, Casey Family Programs, National Association of State Mental Health Program Directors, the Child Welfare League of America, the American Public Human Services Association, and the National Association of Medicaid Directors. State interagency teams came together to strategize, learn from innovators, and promote cross-system alignment to build on existing efforts to improve behavioral health services and supports for children, youth, and families. This team will continue to support the Texas child welfare system in its goal to map out a strategic behavioral health plan to improve behavioral health services for children in foster care.
- DFPS Chief Behavioral Health Strategist initiated dialogue with the National Center for Child Welfare Competent Mental Health Services and the Center for Adoption Support and Education to pursue technical assistance and training related to decreasing post permanency and post adoption disruptions related to behavioral health issues developing after a youth has exited conservatorship.

Goal 3: Support and retain a qualified workforce

Rationale: The Support and Retain Workforce goal addresses the challenge of turnover within DFPS. It includes efforts to enhance recruitment strategies, streamline hiring processes, and offer competitive compensation packages to attract and retain qualified candidates. Additionally, comprehensive orientation, onboarding programs, and supportive supervision models will be implemented to improve retention rates and create a supportive work environment. Professional development opportunities will be enhanced through ongoing training, mentorship programs, and career advancement initiatives, ensuring staff possess the necessary skills and expertise to deliver effective services. Moreover, efforts will be made to strengthen the organizational culture, prioritizing employee wellbeing, teamwork, and recognition of achievements. This multifaceted approach is poised to drive positive change and fortify the agency’s capacity to fulfill its vital mission. SWI’s Retention Initiative Steering Committee will engage staff at all levels in planning and implementing initiatives to support retention and improve morale. This collaborative approach, driven by employee feedback, seeks to enhance the workplace environment and boost employee satisfaction and retention rates. These initiatives collectively represent a comprehensive strategy to strengthen the agency workforce and improve its ability to serve vulnerable populations effectively.

In FY 2023, a task force was established to address turnover within the Child Protective Investigations (CPI) division. The DFPS Recruitment and Retention task force consisted of staff from across the agency, including program specialists, human resources professionals, training specialists, data analysts, and finance experts. The task force developed strategies targeting specific areas identified for improvement.

High turnover rates impact the quality and timeliness of critical investigations: Nearly 39 percent of CPI specialists leave the agency before meeting the eligibility requirements for CPI Specialist II or do not seek to complete the requirements before leaving. This results in a loss of tenure, knowledge, and agency stability.

The 2022 Survey of Employee Engagement cited pay as a primary reason for job dissatisfaction at DFPS, while exit interviews performed by the Institute for Organizational Excellence at UT Austin indicate the top three reasons investigators leave are:

- Work-related stress.
- Workload or life balance.
- Lack of communication.

The Agency-wide Recruitment, Retention, and Wellness Initiative will attract qualified individuals and create an environment that encourages their commitment to protect vulnerable children and youth from abuse and neglect and promote safe and healthy families. Further analysis and information were provided in the federal CFSR Round 4 Statewide Assessment on pages 19 and 23.

Objective 3.1: Increase recruitment of qualified individuals.

Rationale: DFPS intends to increase the pool of qualified candidates by developing strategies to attract a diverse group of individuals with the necessary skills, education, and passion for child welfare caseworkers.

Expected Outcomes:

- Increased worker satisfaction.
- Increased stability in the workforce.

Outcome Measures:

- Vacancy rates for Statewide Intake Workers
- Vacancy rates for Child Protective Investigations Workers
- Vacancy rates for Ongoing (FBSS and Conservatorship) Workers

Interim Benchmark/Milestone	Target Completion
Streamline the application and hiring process to ensure efficiency and a positive candidate experience.	2025
Develop targeted recruitment campaigns to highlight the rewarding aspects of child welfare work.	2025
Collaborate with colleges, universities, and social work programs to establish partnerships and recruit candidates.	2025
Offer competitive compensation packages, including salary, benefits, and incentives, to attract and retain qualified candidates.	2027
Continue to evaluate improvements by conducting applicant surveys.	2026

Interim Benchmark/Milestone	Target Completion
Analyze survey responses and provide continuous improvement to recruitment strategies.	2027

Objective 3.2: Retention

Rationale: The time, stress, and cost of hiring and training new employees are significant, and turnover can have a negative impact on outcomes for clients. To improve retention rates, DFPS will create and sustain a supportive work environment that reduces turnover and promotes safety among DFPS caseworkers.

Expected Outcomes:

- Increased worker satisfaction.
- Increased stability in the workforce.

Outcome Measures:

- Turnover numbers for Statewide Intake Workers
- Turnover numbers for Child Protective Investigations Workers
- Turnover numbers for Ongoing (FBSS and Conservatorship) Workers

Interim Benchmark/Milestone	Target Completion
Increase opportunities for staff to engage in peer support to facilitate knowledge sharing and emotional support.	2025
Promote policies and practices that support work-life balance, such as flexible work schedules, telecommuting options, and family-friendly topics.	2026
Review and update existing supportive supervision models, where caseworkers receive regular feedback, coaching, and guidance from experienced supervisors	2027
Provide comprehensive orientation and onboarding programs to familiarize new caseworkers with agency policies, procedures and support systems available to them.	2026
Recognize and reward field staff achievements and milestones, as individuals and as a team, to boost morale and job satisfaction.	2025

Objective 3.3: Professional Development

Rationale: DFPS will focus on enhancing professional development opportunities by providing ongoing training, mentorship programs, and career advancement opportunities to enhance the skills and expertise of staff, enabling them to deliver effective services.

Expected Outcomes:

- Increased worker satisfaction.

- Increased stability in the workforce.

Outcome Measures:

- Turnover numbers for Statewide Intake Workers
- Turnover numbers for Child Protective Investigations Workers
- Turnover numbers for Ongoing (FBSS and Conservatorship) Workers
- Certification numbers for Caseworkers

Interim Benchmark/Milestone	Target Completion
Review and enhance the comprehensive training program that covers core competencies required for child casework, including assessment, case management, cultural competency, and trauma-informed care	2027
Review and enhance certification programs, ongoing training opportunities, and specialized training to build staff knowledge and skills and expand professional expertise and career options	2027
Continue to review and enhance the mentorship program for new program staff to assist with guidance, support, and career advice from experienced staff	2027

Objective 3.4: Strengthen Wellness and Organizational Culture

Rationale: Strengthen the organizational culture by fostering a positive and supportive work environment that values the contributions and well-being of staff, promotes teamwork, and recognizes their achievements to promote job satisfaction and stabilize the workforce.

Expected Outcomes:

- DFPS staff will experience improved well-being and job satisfaction as evidenced by increased retention rates and reported job satisfaction.

Outcome Measures:

- Reported retention rates.
- Job satisfaction surveys.
- Utilization reports of EAP resources.

Interim Benchmark/Milestone	Target Completion
Conduct regular employee engagement surveys to assess job satisfaction levels, identify areas for improvement, and proactively address concerns	FY25

Interim Benchmark/Milestone	Target Completion
Transition responsibility for the Employee Assistance Program contract to the Office of Behavioral Health Strategy Wellness Coordinator and implement strategies aimed at increasing awareness and utilization of this resource by staff.	FY25
Create opportunities for caseworkers to provide feedback and suggestions and to participate in decision-making processes to enhance their sense of empowerment and ownership.	FY25
Promote a healthy work environment by addressing caseworkers' workload concerns, providing adequate resources and support, and encouraging staff wellbeing and selfcare practices.	FY25

Training, Technical Assistance and Evaluation

Texas is in the process of analyzing the specific staff training and technical assistance needs in anticipation of the receipt of the Children Bureau’s CF SR Round 4 Final Report. Within each goal/objective, a milestones chart is provided that includes target completion timeframes. Specific measurements of progress are currently being analyzed pending the Children Bureau’s CF SR Round 4 Final Report to ensure consistency in goal measurements across the Program Improvement Plan and the CFSP.

As described under Goal 1, the DFPS Office of Data and Systems Improvement also supports training, technical assistance, and evaluation of objectives related to Goal 3. The division continues to facilitate understanding with root cause analysis of data related to efforts to support and retain professional staff.

The Center for Learning and Organizational Excellence partners with individual programs of the agency to adjust basic skills development training programs required for direct-delivery staff and ensure new staff have tools needed to competently perform their jobs. The certification program can be adjusted to support and strengthen competencies to match program changes and needs. CLOE evaluates training and provides technical assistance to adjust training when needed.

External Technical Assistance and Evaluation

- The Office of Community-Based Care Transition (OCBCT) is an independent agency that is administratively attached to DFPS. OCBCT works closely with DFPS and the Single Source Continuum Contractors (SSCCs) to provide consultation and support throughout all stages and phases of CBC implementation and oversight. Strategies for Readiness preparation are used to prepare Legacy staff for the transition and ensure the Single Source Continuum Contractor is ready for each stage of implementation. The team consists of:
 - Two OCBCT implementation teams that work alongside DFPS and the SSCCs to move CBC forward in each community area.

- Community-Based Care Administrators (CBCAs) are local to the community area and serve as liaisons between regional DFPS programs and the SSCC. CBCAs help facilitate the transition to CBC.
- OCBCT Contract Administration Managers (CAMs) are responsible for acquiring contractors. This includes but is not limited to contract renewals, unsolicited proposals, and requests for application.
- The Community Outreach and Legislative team focuses on reports, special projects, project management, education and outreach, and legislative inquiries.



TEXAS
Department of Family
and Protective Services

The State of Texas

**2025-2029 Child and Family Services Plan
Requirements**

PART 3

4. Services

Texas Department of Family and Protective Services

ACYF-CB-PI-24-02

2025-2029 Title IV–B Child and Family Services Plan

4. Services

A. Stephanie Tubbs Jones Child Welfare Services Program Title IV-B, subpart 1 – (CFS 101)

B. Services for Children Adopted from Other Countries

- *Briefly describe the services provided during FYs 2020- 2024 highlighting any changes or additions in services or program design and how the services assisted in achieving program goals.*

Private child-placing agencies provide adoption and post-adoption services to families adopting children from other countries. The Texas Department of Family and Protective Services (DFPS) does not currently provide services specifically targeting children adopted abroad. However, children adopted from other countries who are reported to be abused and/or neglected receive child abuse and neglect intake and investigation services from DFPS.

The DFPS reporting system enables DFPS to identify the number of children removed from their families who were previously adopted internationally. DFPS obtains social histories when children come into foster care and also documents information related to the agencies that handled the placement or adoption, the plans for the child, and the reasons for the removal, if the child was removed due to abuse and neglect. This enables staff to report information on inter-country adoptions that disrupt or end in dissolution, resulting in DFPS being named the child's managing conservator.

IMPACT modernization, released in April 2019, made changes so DFPS data regarding international adoption is more accurate. This continues to aid in data reporting to ensure all international adoptions are being captured and reported accurately.

DFPS will continue to provide child abuse and neglect intake and investigation services as appropriate and capture and report data related to international adoptions. DFPS has no plans to develop services specifically targeting children adopted abroad.

C. Services for Children under the Age of Five

- *Describe the activities the state plans to undertake over the next five years to reduce the length of time young children under the age of five are in foster care without a permanent family, and to address the developmental needs of all vulnerable children under age five, including children in foster care, as well as those served in their own homes or in a community-based setting.*

DFPS uses tracking, training, and specialized services for children to address the developmental needs of all vulnerable children under the age of five in foster care, as well as those served in a home or community-based setting and reduce the length of time children under the age of five are in foster care without a permanent family. Additionally, DFPS collaborates with external stakeholders to ensure identified barriers to permanency are addressed.

Tracking children under the age of five is done through the use of the Texas Statewide Automated Child Welfare Information System known as IMPACT. Reports are available to all DFPS staff through the Data Warehouse. In addition to using Data Warehouse reports, caseworkers' staff each individual case with their supervisor at least monthly. Regional specialized staff, such as education and developmental disability specialists, and nurse consultants act as subject matter experts in the areas of developmental disabilities, health, and education to aid the casework in tracking and identifying these children. Quarterly case reviews conducted by the CPS case analysts review education, medical, and behavioral health services to ensure the randomly selected cases include sufficient services to the population of children under the age of five.

The reports available to staff regarding these children and the demographics and characteristics of the child include:

- **SA-04 Demographics of Children 0 – 17 in Substitute Care** – Although the second grouping includes five-year-olds, not children under the age of five, this report allows staff to pull the age, sex, race, and characteristics of each child in conservatorship.
- **HHSC-CPS_01 SB_368 CPS Substitute Care Children with Developmental Disabilities in Institutional Settings** – This report identifies children who are in substitute care and placed in institutional settings by the age, placement, and length of time in placement so staff can monitor this special population and ensure the placement is meeting the child's needs while continuing to make efforts to place the child in the least restrictive environment able to meet the needs of the child.
- **SA_48 Special Healthcare Needs** – This report identifies children who have special healthcare needs. The report provides the name of the child, age, placement, and type of healthcare need, such as failure to thrive, health disabled, medically fragile, and terminally ill.
- **SA_41 Child Placement Characteristics for Children in Open Substitute Care** – This report provides a comprehensive list of characteristics of each child on a caseworker's caseload. The count of children includes physical, psychological, educational, and developmental characteristics.
- **PP_03 Active Legal Status** – This report identifies the legal status of all children and

can be sorted by age and includes whether they are in a placement intended to be permanent.

DFPS has developed approaches and services to reduce the length of time in care for children under the age of five, including: enhanced case staffing; assessments and services for children with developmental disabilities; safety assessments; specialized service planning; and licensing requirements specific to this population. These approaches will continue to be utilized and enhanced.

While there is no data that specifically ties any one service to permanency outcomes for children under the age of five, DFPS uses data to track and evaluate the effectiveness of the combination of these activities in reducing the length of time children are in foster care. In response to previous reviews, DFPS is analyzing outcomes specific to children under the age of five and has begun to identify data to look at the following outcomes: permanency; length of time to exit; and number of children placed in kinship homes.

Permanency; length of time to exit; and number of children placed in kinship homes

Outcome	FY 2022 Children	FY 2022 Average Number of Months	FY 2023 Children	FY 2023 Average Number of Months
Returned Home	2,520	13.3	1,653	12.3
Custody Given to Relatives, Fictive Kin, Kinship with Permanency Care Assistance	310	23.1	300	24.8
Custody Given to Relatives, Fictive Kin, Kinship Non-Permanency Care Assistance	1,735	13.6	1,397	13.5
Adoption Consummated Non-Relatives	1,424	23.2	1,363	23.6
Adoption Consummated Relatives	1,035	24.0	940	24.5
Other	98	14.4	82	11.2
Total	7,122	17.4	5,735	17.9

DFPS continues to review this data and work with regional staff on strategies which target achieving permanency for this population. Less children under the age of five exited DFPS conservatorship in fiscal year 2023 than fiscal year 2022. The returned home outcome decreased which is a positive trend. However, the average time to permanency increased

across the majority of the other outcomes, which resulted in a net increase of time to permanency.

In fiscal year 2023, a total of 7,075 children under the age of five were placed in a kinship home. This number includes both unverified and verified kinship homes. DFPS emphasizes efforts to increase the number of children who are placed in kinship homes and continues to work toward improving casework practices to support kinship placements and additional supports for the kinship caregivers. Through the use of kinship placements, this population is able to obtain permanency with kinship families if family reunification is not achievable.

Kinship focused caseworkers are housed throughout each region and provide the means for DFPS to support families in both urban and rural communities. Kinship development workers are paired with conservatorship units to provide more connected and timely engagement with kinship families. The Kinship program has identified processes to enhance safety, permanency, and well-being for children through the provision of direct and indirect services for kinship caregivers and has developed ongoing programs to work with members of the community and within DFPS to improve support to kinship families.

In an effort to ensure vulnerable children under the age of five with specialized needs are placed in the most family-like setting, developmental disability specialists coordinate on a case with a child who may meet waiver requirements or have special needs. These specialists are referred by and work with the primary caseworker to ensure each child is placed on any Medicaid waiver list to secure home and community-based settings, as well as any other specialized resources for which the child may be eligible.

DFPS utilizes early childhood interventions and available school setting services to address the developmental needs of vulnerable children including children in foster care, as well as those being served in a home or community-based setting. The Texas Health and Human Services Commission (HHSC) Early Childhood Intervention program fiscal year 2023 data shows DFPS referred 7,833 children to the program for screening. A total of 1,007 children received Early Childhood Intervention services. These numbers reflect referrals and services from all stages of service. This data indicates an upward trend from fiscal year 2022 and is indicative of the extensive training and focus on education about when to make a referral to the Early Childhood Intervention program.

The Texas Education Agency has specific coding to capture data on students in foster care and education to their Public Education Information Management System (PEIMS), which identified 2,300 children in foster care who were enrolled in the free pre-kindergarten classes offered through Texas public school districts in the 2022-23 academic year. This information was collected from partner agencies and is not captured in the DFPS IMPACT system.

Each DFPS region created business plans with some specifically address achieving positive permanency for children who have been in DFPS conservatorship for more than two years, including any child under the age of five. Additionally, regional staff and the

regional system improvement specialists examine regional progress to identify and overcome any systemic barriers to achieving permanency. The regional plans are updated and/or modified if the identified targets are not achieved.

DFPS continues to work on enhancing family visitation, as visitation is even more critical for young children. DFPS provided additional engagement training to staff and highlighted the importance of visitation. DFPS policy reflects the requirement for weekly in-person sibling visitations. These efforts are meant to aid in creating a positive shift in visitation practices across the state.

Permanency planning meetings are held for children in conservatorship through either permanency conferences or family group decision making meetings. In these meetings, discussions on any barriers to achieve permanency for the child and the creation action steps to overcome those barriers are required. Additionally, DFPS works with external partners to create a single case plan model which combines the permanency planning meeting with the development of the Child's Plan of Service. DFPS will continue to work with additional external partners to expand the single case plan model. This initiative seeks to increase collaboration between Child Protective Services (CPS), parents, caregivers, and contracted placements on the development of the Child's Plan of Service and is designed to clarify goals and expectations and improve permanency and well-being outcomes.

All children age 0 to 5 years, including those served in a home or a community-based setting, in DFPS conservatorship are screened through the Texas Health Steps program under STAR Health, the Texas Medicaid managed care program for children in the foster care system. Texas Health Steps is the state's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) system. Children are scheduled for their first check-up appointment within 30 days of DFPS securing custody of the child. The Texas Health Steps program provider is responsible for referring children with suspected or obvious developmental delays or disabilities to the Early Childhood Intervention program for screening. Some children aged 0 to 5 years meet to receive a 3-day medical exam covered by STAR Health within three business days of removal.

HHSC contracts with local agencies in every Texas county to provide services to eligible children. Caregivers and caseworkers may refer children directly to the Early Childhood Intervention program at any time if the CPS worker or caregiver suspects a developmental delay or disability. The Early Childhood Intervention program maintains screening information and literature on developmental milestones for children at all DFPS offices. In addition, the program provides screening information to all caregivers and parents who are referred for assessments. The Early Childhood Intervention program provides a transitional service to other programs once the child is three years old.

Children ages 3 to 5 years who have received early childhood intervention services and been identified as requiring additional services will transition to a Preschool Program for Children with Disabilities offered through local public schools. School staff will do specific assessments to determine what services will best meet the needs of each child. Children

transitioning from the Early Childhood Intervention program may enroll in a pre-kindergarten program offered at the local public school or be eligible for the Preschool Program for Children with Disabilities with or without additional services depending on the needs of the child.

Children ages 3 to 5 years in foster care who have received early childhood intervention services and no longer require additional ancillary services enter pre-kindergarten programs offered through local public schools. Pre-kindergarten is available to all children currently in foster care, those being served in a home or in a community-based setting, and children who were ever in foster care as a result of an adversary hearing.

CPS policy directs all caregivers with children ages 3 to 5 years to enroll those children in a free pre-kindergarten program offered through a Texas public school, if appropriate for the particular child. Children ages 3 to 5 years are also eligible for pre-kindergarten programs offered through the Head Start program in their community. Head Start is a federally funded early childhood education program available in many communities for children under the age of five. The two types of Head Start eligibility are income-based and categorical. Children in foster care are categorically eligible for Head Start and Early Head Start. Pre-kindergarten and early childhood education programs at the local public school or through Head Start may not be available in the local community or appropriate for each child.

All pre-kindergarten children ages 3 to 5 receive an education portfolio so the education needs of the child can begin prior to entry into elementary school and follow the child throughout his or her educational journey.

Children under the age of five are assessed initially when they come into care for developmental and health needs. During the initial investigation stage, the safety assessment addresses children ages years and under for safety and vulnerability. Specifically, the tool collects information on the following questions:

- Is the child five years old or younger?
- Is the child diagnosed or suspected to have a medical or mental condition, including medically fragile?
- Does the child have a limited or not readily accessible support network?
- Does the child have diminished mental capacity?
- Does the child have diminished physical capacity?

Responses to these questions are used to ensure the safety of the child and determine appropriate services for the child and the family to ensure the needs of the child are met. Once DFPS has taken custody of the child, DFPS has policy directed specifically toward this young population. CPS Handbook Section 6242.2 requires that when developing a Family Plan of Service with a family who has a child under the age of two, the worker must consult with relevant professionals to determine the skills or knowledge the parents should learn or acquire to provide a safe placement for the child. The worker discusses this with the parents and ensures that those skills and abilities are incorporated into the service plan as appropriate. Staff should also consider the need for supervised

therapeutic visits between the child and the child's parents by a licensed psychologist or another relevant professional, to promote family reunifications and educate the parents about issues relating to the removal of the child. While the steps above are required for a child under the age of two, the worker may and should consider them for children older than two years of age.

Children who come into DFPS conservatorship over the age of three receive a Child and Adolescent Needs and Strengths (CANS) Assessment within 30 days of entering care. Children who are under the age of three receive the assessment within 30 days of turning three years old. This assessment is typically conducted by a STAR Health credentialed provider certified to administer the tool and is used to aid in the development of the Child's Plan of Service. This assessment is also used to aid in the identification of needed services for vulnerable children who are later served through placements in home or community-based settings. With the COVID-19 pandemic and the additional flexibility the option provides, the CANS Assessment was permanently made available via telehealth in March 2021 to include children and youth ages 3 to 17 years old.

DFPS has also utilized training of caseworkers and caregivers to address the developmental needs of vulnerable children and reduce the length of time in foster care. These trainings will continue to be used over the next five years and modified and enhanced to address identified trends and needs. CPS uses a case reading tool for conservatorship program directors and supervisors to assist with reading case for a lens toward permanency and ensuring the developmental needs of vulnerable children are met.

Training of prospective foster parents is required by HHSC through the minimum standards and guidelines for child-placing agencies. These standards require all foster parents to receive an orientation and additional training in areas such as the developmental stages of children; fostering child self-esteem; constructive guidance and discipline of children; strategies and techniques for monitoring and working with children; and normalcy. Other required pre-service training topics include trauma-informed care; different roles of caregivers; measures to prevent, identify, treat, and report suspected occurrences of child abuse, including sexual abuse, neglect, and exploitation; procedures to follow in emergencies, such as emergencies related to weather, volatile persons, or severe injury or illness of a child or adult; and preventing the spread of communicable diseases.

Foster parents are also required to complete cardiopulmonary resuscitation and first aid training. Prospective foster and adoptive parents caring for children under two years of age must be trained in Shaken Baby Syndrome, Sudden Infant Death Syndrome, and early childhood brain development. Foster and adoptive parents caring for children taking psychotropic medications must be trained on the administration of psychotropic medications.

Per minimum standards, all caregivers, except those designated as kinship caregivers, must complete a maximum 35 hours of competency-based pre-service training before becoming verified to foster and/or approved to adopt. The Parent Resources for

Information Development Education (PRIDE) curriculum was the prescribed training used for DFPS foster and adoptive home applicants. DFPS may exceed 35 hours of pre-service training based on the needs of the child placed, including training regarding treatment of children with complex medical needs, sexual victimization, sexual aggression, emotional disorders, intellectual and developmental disabilities; the treatment of human trafficking victims, and any other situation DFPS determines would require additional training.

In June 2022, a new pre-service training was chosen to replace PRIDE. DFPS chose the National Training and Development Curriculum which is funded through a cooperative agreement with the Texas Department of Health and Human Services, Administration for Children and Families, Children’s Bureau, and Spaulding for Children. Because the National Training and Development Curriculum is not Texas specific, DFPS modified and developed the curriculum to meet Child Care Regulation’s Minimum Standards. The National Training and Development Curriculum was implemented statewide in June 2023.

In the APSR, states must report on their efforts to provide developmentally appropriate services. This information must include:

The number of children under the age of five in DFPS conservatorship not in a permanent home in fiscal year 2023;

Fiscal Year	Total Number of Children
2023*	5,224

Fiscal year 2023 includes children who were in an out-of-home placement.

- All Children Under Age Five in DFPS Conservatorship
The method of tracking these children and the demographics and characteristics of the identified children is to identify and follow these children to ensure oversight of age-appropriate services.

Statewide Substitute Care Population Demographics for Children Under Age 5 as of August 31, 2023

Region	Number of Children	0 to 2 years of age	3 to <5 years of age	Female	Male	Unknown
01	389	270	119	193	196	0
02	352	235	117	163	189	0
03	1503	1,090	413	710	793	0
04	490	366	124	228	262	0
05	448	319	129	226	222	0
06	1,023	715	308	490	533	0
07	1,101	786	315	529	572	0
08	1,066	755	311	515	551	0
09	210	154	56	84	126	0
10	108	73	35	51	57	0
11	623	438	185	285	338	0
Total	7,313	5,201	2,112	3,474	3,839	0

Statewide Substitute Care Population Demographics by Race and Ethnicity for Children Under Age 5 as of August 31, 2023

Region	Number of Children	African American	Hispanic	Anglo	American Indian	Asian	Multiple	Unknown Ethnicity
01	389	40	208	110	0	0	20	11
02	352	51	110	164	1	0	16	10
03	1,503	491	436	453	0	1	95	27
04	490	116	61	238	2	2	59	12
05	448	145	34	223	0	0	38	8
06	1,023	349	368	235	0	7	51	13
07	1,101	244	395	327	1	5	111	18
08	1,066	110	792	128	0	0	27	9
09	210	15	142	48	0	0	4	1
10	108	11	88	7	0	1	0	1
11	623	9	524	76	1	0	6	7
Total	7,313	1,581	3,158	2,009	5	16	427	117

Statewide Substitute Care Population by Characteristics for Children Under Age 5 as of August 31, 2023

Region	Number of Children	Physical	Medical	Drug Alcohol	Emotional	Learning	Sibling	Teen Parent
01	389	3	7	42	0	8	15	0
02	352	3	18	76	2	14	9	0
03	1,503	6	54	251	5	39	34	1
04	490	1	18	75	3	24	31	0
05	448	2	17	62	1	17	11	0
06	1,023	6	58	134	3	48	152	0
07	1,101	5	37	184	6	30	130	0
08	1,066	0	32	142	3	24	24	0
09	210	1	11	22	4	7	4	0
10	108	2	9	22	0	13	0	0
11	623	1	21	84	5	17	4	0
Total	7,313	32	282	1,094	32	241	425	1

Note: A child may have no characteristic, one characteristic, or more than one characteristic.

2025-2029 Title IV–B Child and Family Services Plan

4. Services

D. Efforts to Track and Prevent Child Maltreatment Deaths

In the 2025-2029 CFSP, states must:

- *Describe the steps the state is taking to compile complete and accurate information on child maltreatment deaths to be reported to the National Child and Abuse and Neglect Data System (NCANDS), including gathering information fatalities from relevant state organizations, such as the state vital statistics department, child death review teams, law enforcement agencies, or offices of medical examiners, or coroners.*
- *Describe the steps the state is taking or has taken to develop and implement a comprehensive, statewide plan to prevent child maltreatment fatalities that involves and engages relevant public and private agency partners, including those in public health, law enforcement, and the courts. Provide a copy of, or link to, the state's plan, if available.*

Texas ensures information regarding child fatalities is publicly available upon request, in accordance with Family Code, Section 261.203. The process for creating the reports is automated to the greatest extent possible. DFPS provides the public information on near fatalities in much the same manner as information is provided on abuse and neglect related fatalities. Staff review the IMPACT case information and complete a form using summary information which is then reviewed by DFPS Legal to ensure only releasable information is included. The information can then be provided to the public upon request.

The source of information used for tracking and reporting child maltreatment fatalities is the "reason for death" field and based on an allegation with a disposition of "reason to believe" with a severity of "fatal", and the child has a date of death in the contained in IMPACT. The "reason for death" field indicates if the fatality was related to abuse or neglect and if CPS had been previously involved with the child and family.

DFPS uses information gathered by law enforcement and medical examiner's offices to reach dispositions in the child fatalities investigated by DFPS. Fields have been added in IMPACT to document preliminary or final medical examiner findings regarding cause and manner of death. Medical examiner finding information is not transmitted to the federal National Child Abuse and Neglect Data System as it does not currently have a field to receive this information. Preliminary or final medical examiner findings regarding cause and manner of death reporting is considered as part of the decision-making process for the CPS "reason for death."

DFPS is the primary agency required by law to investigate and report on child maltreatment fatalities in Texas when the perpetrator is a person responsible for the care of the child. Information from the state's vital statistics department, child death review teams, law enforcement agencies, and medical examiner's offices is often used to make reports to

DFPS that initiate an investigation into suspected abuse or neglect which may have led to a child fatality. DFPS uses information gathered by law enforcement and medical examiner's offices to reach dispositions in the child fatalities investigated by DFPS. Other agencies, however, have different criteria for assessing and evaluating causes of death that may not be consistent with Texas Family Code child abuse and neglect definitions and/or may not be interpreted or applied in the same manner as with DFPS. The ongoing coordination with other organizations such as the state's vital statistics department, child death review teams, law enforcement agencies, and medical examiners allows DPFS to report a complete and accurate data set to National Child Abuse and Neglect Data System for those child fatalities investigated under DFPS jurisdiction.

DFPS produces an annual report regarding child fatalities investigated for suspected abuse and neglect. This report is published by March 1 of each year.

The *Fiscal Year 2023 Child Maltreatment Fatalities and Near Fatalities Annual Report* was published in March 2024, and is available on the DFPS public website at the following location:

https://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/PEI/documents/2024/2024-03-20_Child_Maltreatment_Fatalities_and_Near_Fatalities_Annual_Report.pdf

As contained within the report published in March 2024, the general findings include:

Category	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Child Population of Texas	7,437,514	7,515,129	7,594,941	7,675,490	7,757,746
Number of Intakes Assigned for Investigation or Alternative Response by Child Protective Investigations (CPI)	242,103	224,288	253,054	273,415	264,464
Number of Investigated Child Fatalities	772	826	964	997	690
Number of fatalities where abuse or neglect was confirmed	235	251	199	182	164
Child fatality rate per 100,000 children	3.16	3.34	2.62	2.37	2.11
National rate for equivalent federal fiscal yearⁱ	2.48	2.38	2.46	2.73	***

Source: Data from US Census Bureau; Texas State Data Center; DFPS Data Books fiscal years 2010 to 2022; DFPS Data Warehouse Report FT_06; U.S. Department of Health and Human Services. Population Data Source: Population Estimates and Projections Program, Texas State Data Center, Office of the State Demographer and the Institute for Demographic and Socioeconomic Research, University of Texas at San Antonio. Current Population Estimates and Projections Data as of December 2023 estimates were updated during fiscal year 2019 for population from 2010 through 2019.

*** Child Maltreatment 2023 data is scheduled to be released in Spring 2025.

DFPS partners with the Texas Department of State Health Services to analyze and link DFPS-Child Fatality Review Data (DFPS-CFR) with other data sources including birth records, death records, and community-level risk indicators (i.e., concentration of poverty, education levels, or mobility). The focus of these analyses is to:

- Understand the prevalence of abuse and neglect fatalities within the population;
- Identify communities that are high risk for specific types of abuse and neglect fatalities; and
- Explore which risk factors in the family are associated with abuse and neglect.

The collaboration between these two agencies aims to use these results to guide a strategic plan to coordinate support services with the ultimate goal of reducing abuse and neglect fatalities by providing timely, coordinated, and evidence-based services to families and communities in need. By taking into consideration the entire population to understand, analyze, and build comprehensive strategies to target child abuse and neglect fatalities, DFPS and the Texas Department of State Health Services can leverage resources, programs, and community collaborations to target specific issues and geographical areas based on their individual needs. This data match will be updated in fiscal year 2023 and fiscal year 2024 to assess change over time on child fatalities and help focus ongoing strategies to support child safety.

Through the Prevention and Early Intervention (PEI) division, DFPS developed a five-year *PEI Strategic Plan* to align with the overarching recommendation of both the Federal Commission to Eliminate Child Abuse and Neglect Fatalities and Texas' Protect Our Kids Commission and CAPTA requirements to develop a comprehensive statewide plan to prevent child maltreatment fatalities and near fatalities. Utilizing a public-health approach that recognizes the importance of strong, integrated, and collective responsibility and coordination across agencies and within communities, this plan ensures the work of PEI reduces the risk of child maltreatment, fatalities, and other childhood adversities.

The *PEI Strategic Plan* is updated every five years and has a corresponding business plan to support the ongoing work of the strategic plan.

- PEI Five Year Strategic Plan for FY2016 through FY2021: http://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/PEI/documents/2017/2016_09-01_PEI_Five_Year_Strategic_Plan.pdf
- FY 2021 Update on the PEI Five-Year Strategic Plan: http://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/PEI/documents/2021/2021-09-01_PEI_Strategic_Plan_Update%20.pdf
- PEI Five Year Strategic Plan for FY2022 through FY2026:(published September 1,2021): http://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/PEI/documents/2021/2021-09-01_PEI_Five_Year_Strategic_Plan.pdf
- FY2022 PEI Business Plan http://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/PEI/documents/2021/2021-12-07_PEI_FY22_Business_Plan.pdf
- FY2022 Update on the PEI Five-Year Strategic Plan: https://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/PEI/document

[s/2022/2022-09-01_FY2022_PEI_Strategic_Plan_Update.pdf](#)

¹ U.S. Department of Health and Human Services, Administration of Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2023). *Child Maltreatment 2021*. Available at <https://www.acf.hhs.gov/cb/report/child-maltreatment-2021>

2025-2029 Title IV–B Child and Family Services Plan

4. Services

E. Mary Lee Allen Promoting Safe and Stable Families (PSSF)(Title IV-B, subpart 2)

- *Describe the services the state offers under each category in title IV-B, subpart 2: family preservation, family support, family reunification, and adoption promotion and support services.*
- *Describe how the services will assist in achieving program goals, including efforts to target culturally responsive, linguistically accessible services to previously underserved populations.*
- *For each service, report: the estimated number of individuals and families to be served (the number of individuals and families to be served by service/activity with the total estimated funding indicated); the population(s) to be served (the population that has been targeted for the designated services); and the geographic areas where the services will be available. SEE CFS-101 form*

Family Preservation Services

Family preservation services are provided through CPS Family Based Safety Services. As previously indicated, staff provide direct services to help families alleviate crises that might lead to the out-of-home placement of children; maintain the safety of children in their own homes; support families in obtaining services; and promote parent competencies and behaviors that will enhance the parent's protective actions and abilities to promote child safety in the home and successfully nurture their children. Most children receiving family preservation services continue to live at home, but some children may temporarily live elsewhere in what is called a parental child safety placement (voluntary) with relatives or close friends until it is safe for them to return home. The following family preservation services are provided statewide:

- **Purchased Client Services** – For families receiving family preservation services (i.e., family counseling, crisis intervention, behavioral health services and treatment, domestic violence intervention, protective day care, professional psychiatric or psychological counseling services, substance abuse assessment and treatment counseling; and
- **Concrete Services** – For the provision of tangible goods to families in family preservation, family substitute care (family reunification impending) or family reunification stages of service to alleviate crises that might lead to the out-of-home placement of children, maintain the safety of children in their own homes or expedite the return of the children to the home, including minor home repair or cleaning, furniture for safe sleep for a child, professional house cleaning, kitchen appliances or equipment.

Families and Children Receiving Family Preservation Services Fiscal Year 2023

Region	Families	Children
01	1,209	2,968
02	993	2,560
03	4,379	11,223
04	1,041	2,619
05	553	1,512
06	2,328	6,665
07	1,660	4,135
08	3,132	8,230
09	663	1,626
10	956	2,514
11	1,914	5,620
Out of State	5	12
Total	18,833	49,684

Source: DFPS Data Book

Monthly Average of Children and Families Receiving Purchased Services Fiscal Year 2023

Region	Adults Served	Children Served	Total*erved	Child Status Living at Home	Child Status Living Out of Home**	Child Status Post Adoption
01	861	458	1,319	178	294	9
02	773	442	1,215	166	295	7
03	3,133	1,669	4803	661	980	67
04	1,086	393	1,479	183	213	7
05	681	293	973	88	209	4
06	2,280	1,454	3,734	662	819	34
07	2,031	1,045	3,076	446	622	12
08	2,178	1,091	3,269	526	582	18
09	459	180	640	50	127	7
10	327	219	545	134	92	0
11	1,645	536	2,181	274	276	2
Total	15,454	7,779	23,233	3,367	4,508	168

Source: DFPS Data Book

Note: Averages are rounded to the nearest whole number.

*Data available in Data Book as "Children and Adults"

**Labeled in Data Book as "Children in Sub Care"

Average Monthly Children Receiving CPS Purchased Services Fiscal Year 2023

	# Served Children in Home	# Served Children in Substitute Care	# Served Percentage of Children in Substitute Care	
01	178	294	26.3%	1,118
02	166	295	27.7%	1,066
03	661	980	26.1%	3,748
04	183	213	17.0%	1,255
05	88	209	21.1%	991
06	662	819	31.0%	2,642
07	446	622	22.9%	2,721
08	526	582	20.1%	2,895
09	50	127	23.4%	543
10	134	92	30.2%	305
11	274	276	18.1%	1,528
Total	3,367	4,508	24.0%	18,812

Source: DFPS Data Book

* Based on fiscal year 2023 children in substitute care on August 31.

Family Support Services Community-Based Child Abuse Prevention (CBCAP)

PEI provides grants to local non-profits, governments, and schools to deliver community-based services to families PEI contracts with The University of Texas System Population Health to develop [community maltreatment risk maps](#) to strengthen the approach in identifying and allocating resources to communities where families could benefit from them. PEI released updated maps in fiscal year 2021, coinciding with the release of the [PEI 2022-26 five-year strategic plan](#). The maps include interactive functionality utilizing both ZIP Code and county level data on risk and resiliency, as well as detailed, accessible descriptions of the various metrics used to assess risk in different age cohorts. PEI continues to use the maps to strengthen the approach in identifying and allocating resources within communities where families could benefit from them the most

The following PEI programs are funded in full or part with Community-Based Child Abuse Prevention federal and/or supplemental American Rescue Act funding. Texas also received an influx of state general revenue funding for some programs for the 2024-25 biennium and is working in fiscal year 2024 to expand programming to more counties in Texas. A search tool to identify programs available by county can be found on our webpage, along with detailed program descriptions, recent success stories and maps for

each program highlighting counties served:
[https://www.dfps.texas.gov/Prevention and Early Intervention/About Prevention and Early Intervention/programs.asp](https://www.dfps.texas.gov/Prevention_and_Early_Intervention/About_Prevention_and_Early_Intervention/programs.asp). PEI continually updates these tools as new counties are added.

- **Fatherhood EFFECT (Educating Fathers for Empowering Children Tomorrow)** provides parent education and resources to fathers. Beginning in fiscal year 2020, Fatherhood EFFECT's scope expanded to include community coalition and level change efforts along with local organization improvements, increasing quality direct services targeted specifically at fathers and explicit inclusion and support of fathers across multiple programs.
- **Community Youth Development** provides services in selected ZIP code areas to promote protective factors in youth and prevent negative outcomes such as juvenile delinquency by funding local programs designed to provide an array of services such as mentoring, youth leadership development, and afterschool programs based on area needs.
- **Texas Service Members, Veterans, and Families** is an outgrowth of the Military Families and Veterans Pilot Prevention Program intended to prevent child abuse and neglect and juvenile delinquency by enhancing protective factors of youth and families served and increasing inter-organizational collaboration in high-risk counties. The program supports military families and veterans and their families.
- **Healthy Outcomes through Prevention and Early Support (HOPES)** is a flexible, community grant funding a wide variety of innovative initiatives including parent education and support services to strengthen and promote protective factors for families of children aged 0 to 5 years; support safe, nurturing homes for children; and reduce the risk of child abuse and neglect across communities.
- **Texas Nurse Family Partnership** is a free, voluntary program through which nurses regularly visit the homes of first-time mothers to improve prenatal care and provide one-on-one child development education and counseling. Families start services by their 28th week of pregnancy and can receive services until the child reaches age two.
- **Family Resource Centers** began operating in September 1, 2021, and serve as a welcoming hub of support, services, and opportunities for families that reflects community needs, culture, and interests. All PEI Family Resource Centers are required to include resource navigation in their service delivery model. Other service activities include parent education, child development education and/or screening, parent leadership opportunities, skill-based workshops, and basic needs assistance. Family Resource Centers allow for families to engage in services at varying levels of intensity, depending on the service type. Each center is unique and responsive to their community's needs.

These PEI programs also support community-based prevention programming and are funded with state general revenue and other funding sources:

- **Family and Youth Success program**, formerly known as the Services to At-Risk Youth program, addresses family conflict and everyday struggles while promoting strong families and youth resilience. Every Family and Youth Success program provider offers one-on-one coaching or counseling with a trained professional and group-based learning for youth and parents. Family and Youth Success programs also

operate a 24-hour hotline for families having urgent needs. Services are available in all Texas counties.

- **Statewide Youth Services Network** provides juvenile delinquency prevention and positive youth development for youth age 6 to 17 years old. PEI funds allow state-level grantees to identify areas of high need and vulnerability and target specific support to local communities. Statewide Youth Services Network services include school and community-based mentoring programs, such as Big Brothers Big Sisters and Texas Alliance of Boys and Girls Clubs. Services are available in most Texas counties. The level and extent of services by county varies.
- **Texas Home Visiting** is a free, voluntary program through which early childhood and health professionals regularly visit the homes of pregnant women or families with children under age 6. Through the use of evidence-based models, the program supports positive child health and development outcomes, increases family self-sufficiency, and creates communities where children and families can thrive. Texas Home Visiting also supports the coordination of local and state early childhood coalitions to build comprehensive early childhood systems. The unique Texas model utilizes both service and system-level strategies to improve broad child and family outcomes.

Time-Limited Family Reunification Services

CPS provides family reunification services to families immediately before and after a child returns home from an out-of-home placement, while DFPS still has legal conservatorship of the child. The purpose of reunification services is to provide support to the family and child during the child's transition from having been previously removed and living elsewhere to once again living in their parent's home. All of the following criteria must be met for a family to be eligible for family reunification services:

- At least one child has been removed from the home;
- Issues that placed the child at risk appear to be sufficiently resolved for the child to return home safely;
- Parents are working to complete goals and make behavioral changes listed on the family service plan;
- Parents have a reasonably stable living arrangement; and
- A target date has been set for the child to make their transition to the home, or the transition process has begun.

Adoption Promotion and Support Services

Adoption is a permanent lifelong commitment to a child. If CPS and the family cannot resolve the safety issues that created a barrier for the child to return and live at home safely, CPS may recommend to the court that the parent-child relationship be terminated, and the child be placed with permanent families or caregivers. As a result of reducing barriers to adoption, increased collaboration with private child-placing agencies and community stakeholders, child specific recruitment activities, and supporting foster family and relative adoptions, adoption consummations continue to remain high. Consummated adoptions numbered 4,181 in fiscal year 2023 (DFPS Data Book).

Adoption recruitment efforts will be further enhanced by the Texas Adoption Resource

Exchange (TARE) redesign project that will be completed in 2025. TARE can be accessed through the DFPS website at www.adoptchildren.org. TARE was established to expeditiously bring together children with special needs and families who wish to adopt them. TARE services include:

- A listing of profiles and photographs of children on the TARE website;
- Online submission of inquiry forms for approved adoptive families nationwide;
- Online submission of inquiry forms for prospective foster/adopt families statewide;
- Registration of all TARE children with Children Awaiting Parents, Adoption.com, AdoptUSKids, and the local Heart Gallery, if applicable;
- A toll-free Foster Care and Adoption Inquiry Line (1-800-233-3405); and
- Promotion of the statewide exchange of adoption information.

CPS has implemented several adoption initiatives to facilitate the adoption of waiting children and decrease the time required to achieve permanency by recruiting more foster and adoptive homes. These initiatives include work on the TARE site, Heart Galleries of Texas, local media and outreach campaigns, regional leadership outreach, foster/adopt information meetings, the Advisory Committee on Promoting Adoption of Minority Children Adoption Forums, and the faith-based collaboration effort. CPS is partnering with AdoptUSKids on best practices for photo listing and adoption recruitment. More information on these initiatives can be found under the Foster and Adoptive Recruitment and Capacity and Recruitment sections of this report.

Annually, CPS conducts Operation PUSH (Placing Us In Safe Homes) by identifying children in DFPS conservatorship who are near adoption, but lack a few requirements for finalization (e.g., completion of home studies, legal representation for new parents, cases readied for court). Each year, a new list of children is identified, and efforts are made to complete remaining requirements to continue success of placing children in safe, permanent homes. In 2023, Operation PUSH resulted in 2,049 consummated adoptions. The current effort, Operation PUSH XX, began in September 2023 and extends through August 2024. Regions are asked to identify dates and type of permanency achieved, including adoption, permanent managing conservatorship with permanency care assistance, and permanent managing conservatorship without permanency care assistance for children in placements intended to be permanent. In addition to Operation PUSH, regions are asked to report on the recruitment efforts made for children in placements not intended to be permanent in order to identify needs and develop strategies to enhance recruitment.

The “Why Not Me?” campaign includes the production and distribution of English and Spanish language television and radio spots and many thousands of brochures, fact sheets, bookmarks, and other materials designed to help recruit adoptive parents. These recruitment materials were revamped in September 2019 to include new graphics and information for all new recruitment material for the “Why Not Me?” campaign.

Funded through the United States Department of Health and Human Services, Administration for Children and Families, and Children’s Bureau, the National Adoption Competency Mental Health Training Initiative (NTI) has developed two standardized,

web-based trainings to build the capacity of child welfare and mental health professionals. The training is evidenced-based and free to all states, tribes, and territories. The NTI training was delivered to CPS adoption and foster/adoptive home development staff and supervisors to enhance direct delivery skills with children and youth in foster care, families preparing to foster or adopt, and children and youth and their adoptive or kinship families. This training also has a component especially for adoption supervisors to support their staff in applying new practice skills along with providing coaching and activity guides for individual or group supervision. By participating in NTI, CPS staff learn more about the skills, strategies, and tools necessary for their work in supporting children to heal from trauma and loss and parents with skills to parent more effectively, as well as improving child and family well-being to increase family stability. Implementation began in January 2021 with inclusion in a new staff training and the in- and out-of-state adoption contracts.

DFPS has an adoption assistance program to help defray some of the costs associated with adoption of a child with special needs. Program benefits include Medicaid for the adopted child, reimbursement for certain one-time expenses directly relating to completing the adoption process (e.g., non-recurring adoption expenses), and monthly payments to assist with the child's needs. The monthly adoption assistance payments are determined based upon the child's special needs and the adoptive family's circumstances.

Adopted children who have suffered abuse or neglect often need help coping with the effects of trauma, abuse, and the loss of their birth family. DFPS contracts with private agencies to provide post adoption services to adopted children and their families. After consummation of the adoption, services are provided through contracts to help the child and family adjust to the adoption, cope with any history of child abuse, and avoid permanent or long-term removal of children from the adoptive family setting. Available services include community engagement, information and referral, case management and service planning, crisis intervention, support groups, parent training, post adoption counseling, day treatment services, therapeutic or specialized camps, intermittent alternate care (respite), and residential treatment services in critical need situations. Availability of services is dependent on funding and the individual child and family situation.

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4. Services

F. Service Decision-Making process for Family Support Services

In developing the 2025-2029 CFSP and planning for use of funds in collaboration with families, children, youth and young adults; Tribes, courts and other system partners, CB encouraged states to consider carefully how they target and distribute funds for family support services. CB urges states to examine where family support services are located in communities and the degree to which they are or could be made more physically, culturally and linguistically accessible to traditionally underserved populations.

The Texas Department of Family and Protective Services (DFPS) contracts with a variety of vendors. Current procurement opportunities are posted on:

- The Health and Human Services Open Enrollment Opportunities page at: (<https://apps.hhs.texas.gov/pcs/openenrollment.cfm>)
- The Electronic State Business Daily (ESBD) page at: (<http://www.txsmartbuy.com/sp>).

Prevention and Early Intervention Division

PEI is the only unit of Texas state government statutorily charged with preventing or reducing at-risk behaviors in children and at-risk families, including behaviors that may lead to child abuse and neglect and juvenile delinquency and required by rule to administer programs that achieve those goals. Senate Bill 24, 88th Legislature, Regular Session, 2023, moved PEI's governing statute and corresponding programs Family Code, Chapter 264 to the new Human Resources Code, Chapter 137. Lawmakers continued to leverage the state's investment and commitment to promoting healthy outcomes and strengthening support systems for children and at-risk families, moving programming currently provided under PEI from DFPS to HHSC. As required by Texas Administrative Code, Title 9, Chapter 137, HHSC will continue to plan, develop, and administer an integrated continuum of care system of programs providing family support services to at-risk families, as well as administer grants and contracts and support accountability for family support services by adopting outcome measures and maximizing federal, state, and local resources. PEI remains within DFPS through state fiscal year 2024 with plans to transition to HHSC as of September 1, 2024.

All PEI services are voluntary and delivered by nonprofit organizations, school districts, local governments, and other community-based organizations. To develop and administer the system described above, PEI utilizes a competitive solicitation process to establish grants with community-based organizations. PEI works with the HHSC Procurement and Contracting Services to develop a request for application specifying the child abuse and neglect prevention services, including family support and service area (e.g., statewide, or certain counties based on a needs assessment). Application documents contain the schedule applicants must follow in submitting proposals, as well as the elements they must address in their responses to receive consideration, such as:

- Eligible population;
- Client service requirement;
- Service area;
- Reports; and
- Minimum staff and organizational qualifications.

Responding community-based organizations must also demonstrate knowledge of human services resources in their area, ability to network with and refer clients to those resources, and involvement with community stakeholders. Respondents are encouraged to use bilingual staff where possible; have programs located in areas of the community where families are underserved to provide easier access to supportive services; and leverage training that promote maximum responsiveness, adaptation, and accessibility across services and programming. Respondents must state the cost to the state for providing services. Proposals are screened to ensure minimum requirements are met and then scored by an evaluation team. One or multiple finalists are determined based on funding available and ability to deliver services for the best value in proposed service area(s). Finally, agency approval is secured, and PEI staff negotiate grant details with finalists. Upon successful negotiation of terms, PEI issues a notice of award and initiates contract execution.

PEI ensures grantees effectively serve clients by monitoring their performance according to output and outcome measures. Outputs involve reaching quantitative goals (e.g., tracking the number of unduplicated participants served). Outcomes assess whether participation results in participant changes, such as an increase in knowledge or change in behavior. All child abuse and neglect grantees are assessed for the following two client outcomes: ability to strengthen and increase the resiliency of clients (e.g., families or youth) using the protective factors survey; and ability to keep children safe by not having any reported cases of child abuse or neglect among clients served during or immediately after receipt of services.

CPS Direct Services

Examples of direct services include:

- Evaluation and treatment services;
- Substance use disorder assessments and treatment (individual, family; and group counseling);
- Home study/screenings and assessment reports;
- In-state adoption;
- Out-of-state adoption;
- Supervised visitation services;
- Preparation for Adult Living; services; and
- Post adoption services.

Support Services

DFPS enters into support services contracts to improve the effectiveness of direct client services and support organizations that provide indirect assistance to clients. Examples

include contracts with:

- Volunteer foster parent associations and eligible councils and organizations;
- Title IV-E County child welfare services;
- Title IV-E County legal services; and
- Burial services for deceased children in DFPS managing conservatorship.

Policy and protocol for procurement is posted on the DFPS public webpage (http://intranet/Contract/Handbook/Chapter_2/default.asp).

To ensure appropriate organizations are selected for funding, DFPS staff comply with specific policy and protocol. Key excerpts from DFPS contracting policy include the following.

Procurement Planning and Process

DFPS relies on HHSC Procurement and Contracting Services for the procurement of agency goods and services with DFPS providing subject matter expertise for the goods and services it purchases and HHSC providing the subject matter expertise for the procurement process.

DFPS includes its Legal contract staff as in the process as an essential stakeholder in procurement planning and development.

DFPS staff must coordinate with the appropriate internal stakeholders during procurement planning and development which may include program and contract divisions; contract performance; information technology; and executive leadership.

DFPS is responsible for submitting the procurement requisition. Procurement planning requires timelines to ensure a contract can be in place by the designated start date. DFPS must consider several factors to ensure enough procurement planning and development time including dollar amount, scope, type, and complexity of the procurement.

Depending on the type of procurement, external reviews may be required which will need additional time factored into the procurement planning timeline. Examples of external reviews and coordination dependent on type and scope of the procurement, include:

- **Contract Advisory Team** – Members from the Texas Comptroller of Public Accounts, the Texas Department of Information Resources, HHSC, Office of the Governor, the Texas Facilities Commission, and the Texas Department of Public Safety review and make recommendations about the procurement documents for contracts with an estimated value of \$5 million or more;
- **Quality Assurance Team** – Members from the Legislative Budget Board, the Texas Department of Information Resources, the Texas Comptroller of Public Accounts, and the State Auditor’s Office are required to review major information resources purchases with an estimated value of \$10 million or more; and
- **Texas Department of Information Resources** – State agency which coordinates and supports state IT and telecommunications needs, including procurement and management of statewide cooperative contracts for IT products and services., as well

as statements of work reviews required for select contract types.

Procurement planning happens in coordination with the key stakeholders in order to ensure all required elements are included, sufficient time is given to procurement development, and DFPS Legal is consulted throughout the process.

Determination of Need Considerations

A determination, also referred to as a need's assessment, must be completed to justify the need before DFPS purchases goods or services. Determining the need for a contracted service is done by using a systematic approach to gather and document information about the specific components of the need.

The determination of need should achieve the following results:

- Promote a common understanding of the need to make the purchase;
- Determine the type and level of service required to meet the need;
- Determine how to measure, document, and track performance and quality of service delivery;
- Facilitate prioritization of the funding required to make the purchase; and
- Provide a formal review and approval process for committing DFPS resources to a purchase.

Services DFPS purchases may be legislatively mandated. If applicable, the mandate must be noted in the determination of need documentation.

The information gathered through the determination of need process is vital for the success of the procurement and the resulting contract(s) and serves to inform the HHSC Procurement and Contracting Services purchaser to best support and coordinate the procurement.

DFPS staff is responsible for entering the procurement requisition into CAPPs FIN 9.2 must include the information gathered through the determination of need process and should consider the following in the documentation:

- Type, intensity, and frequency of the need;
- Potential benefit to the eligible population;
- Accessibility of appropriate resources to meet the need, including cost, location, and eligibility conditions;
- Other available goods or services already purchased that may meet need;
- Appropriateness of DFPS being the primary purchaser of the service, rather than other community resources;
- Collaboration and communication with internal and external stakeholders;
- Identification of preliminary funding resources; and
- Legal issues associated with the purchase.

DFPS staff may access the following potential data resources available when documenting the determination of need:

- **Objective** – DFPS management and service data, census reports, and professional

literature;

- **Statistical** – Management reporting and statistic data, IMPACT data, and data from special projects and surveys and research findings of other agencies and organizations; and
- **Subjective** – Information obtained from clients and persons working in the service area both internal and external.

Best Value Considerations

DFPS must comply with best value standards when making a decision to contract for goods or services. Evaluation, determination, and documentation requirements for best value differ based on the procurement method.

DFPS staff is responsible for working with HHSC Procurement and Contracting Services and DFPS Legal, program and contract divisions in documenting requirements regarding the determination of need and best value factors.

Factors used to determine best value may vary depending on the procurement method. For competitive procurements, these factors must be included in the solicitation. In addition to purchase price and whether the goods or services meet the specifications of the solicitation, other relevant factors to consider include, but are not limited to:

- Installation costs;
- Total life cycle costs;
- Quality and reliability of the goods and services;
- Delivery terms;
- Vendors past performance, experience, ability to perform, and financial resources;
- Cost of employee training associated with the purchase;
- Effect of the purchase on DFPS productivity; and
- Vendor's anticipated economic impact to the state (i.e. potential tax revenue and employment).

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4. Services

G. Populations at Greatest Risk of Maltreatment

- *Identify and describe which populations are at the greatest risk of maltreatment, how the state identifies these populations and how services will be targeted to those populations over the next five years.*

DFPS utilizes a suite of assessment tools during investigation and ongoing services to assess the risk and safety of children. The risk assessment classifies families according to the level of risk for recurrence of abuse and/or neglect. This allows DFPS to direct resources toward the families most in need of services. DFPS has employed a number of strategies designed to target this population as well as other children at risk:

- Child safety specialists review investigations involving children aged 0 to 3 years in multiple referral cases and cases with victim children age 0 to 3 years when the risk level is high or very high or the safety finding is anything other than safe and the family is not being referred for services beyond investigation. Child safety specialists may also consult on high-risk cases in investigation and alternative response to ensure child safety.
- In fiscal year 2022, PEI published a five-year strategic plan shaped by input from hundreds of community stakeholders, researchers, advocates, and staff. The strategic plan further reflects DFPS' shift from primarily investigation-based efforts aimed at protecting children to including a public health approach aimed at strengthening families. The plan includes seven high-level goals with strategies, actions, and measures of success for each. Utilizing tools such as community needs assessments, evaluation data, and evidence-based practices validated across the country, PEI ensures funding and other resources go to the communities and populations that need them most and are spent for services that will make a difference. This strategy ensures the highest level of impact for areas of highest need.
- The 85th Texas Legislature provided additional funding for prevention programs focused on early supports for families, including expanding nurse home visiting specifically for first time parents and home visiting for high-risk families with prior CPS interventions. New HOPES III contracts were awarded for nine counties to provide services and build collaborative, sustainable and innovative family support systems that include a family service coalition, as well as evidence-based or promising practice services to strengthen families with children aged 0 to 5 years. In fiscal year 2018, new contracts for the Texas Home Visiting, STAR, and Community Youth Development programs were executed. In fiscal year 2020, procurements and services for the HOPES program, fatherhood engagement, and services for high-risk parenting were launched with services tailored to meet the specific needs in each community. PEI coordinated four community grant opportunities in fiscal year 2021; including

procurements for the Texas Nurse Family Partnership, Community Youth Development, and HOPES programs. PEI is also piloting the use of Family Resource Centers with existing HOPES and Family and Youth Success Program providers. In fiscal year 2022, PEI completed procurements for the Texas Home Visiting program and Statewide Youth Services Network to expand services for both early childhood home visiting and youth-serving programs across Texas. In fiscal year 2022, a new procurement was published to execute updated grants in fiscal year 2023 for the Family and Youth Success Program (formerly STAR) program that will help provide services in all 254 Texas counties. In 2023, during the 86th Legislature, PEI received additional funds to support families and communities to provide an array of services through these various programs to help support high risk families. This includes serving specialized populations such as families with children aged 0 to 5 years, fathers, military-connected families, formal and informal kinship families, those with prior child welfare involvement, youth, and youth who are pregnant or parenting.

- The Texas Legislature required DFPS to develop a growth strategy to gradually increase the number of families receiving PEI services each year. In response, PEI partnered with the University of Texas Health Science System to develop a series of tools utilizing risk mapping and geographically based risk and resiliency models to assist DFPS in developing growth strategies focused on how to allocate resources within communities of need. The university provided information and analysis to help PEI understand where programs and investments will need to grow to meet the needs of communities at high risk for maltreatment. In September 2021, updated the community maltreatment risk maps (<https://www.maltreatment-risk.txsafebababies.org>) were released to help more effectively allocate resources and provide support to communities with the highest need to help families before they are in crisis.
- Project HIP (Helping through Intervention and Prevention) provides home-visiting services to a narrow set of high-risk families who have a newborn and prior CPS history, or when a youth in DFPS conservatorship is pregnant or parenting.

DFPS continues to provide ongoing services to these targeted populations at risk of maltreatment and work upstream to support children and families in their community through partnership with other state agencies, local service providers, and community-based supports. With overall outcomes based on the prevention of child maltreatment and strengthening of family resiliency, these collaborations are designed to address the needs of parents while also ensuring the growth and support needed for each child in the family

2025-2029 Title IV–B Child and Family Services Plan

4. Services

H. Monthly Caseworker Visit Formula Grants and Standards for Caseworker Visits

In the 2025-2029 CFSP:

- *Describe the state's standards for the content and frequency of caseworker visits for children who are in foster care under the responsibility of the state, which, at a minimum, ensure that the children are visited on a monthly basis and that caseworker visits are well-planned and focused on issues pertinent to case planning and service delivery to ensure the safety, permanency and well-being of the children.*
- *Describe how the state plans to use the Monthly Caseworker Visit Grant over the next five years to improve the quality of caseworker visits, to continue to meet state and federal standards for caseworker visits, and to improve caseworker decision-making on the safety, permanency, and well-being of foster children, and to improve caseworker recruitment, retention and training.*

Monthly Caseworker Visit Formula Grants Child and Family Services Improvement and Innovation Act, P.L. 112-34 revised the purpose for the use of Title IV-B, Subpart 2 formula grants provided to state agencies for monthly caseworker visits. Federal law now specifies state agencies must use monthly caseworker visit funding to improve the quality of caseworker visits with an emphasis on improving caseworker decision-making on the safety, permanency, and well-being of foster children and caseworker recruitment, retention, and training (section 436(b)(4)(B)(i) of the Act). States must indicate any changes planned for the use of monthly caseworker visits funds to comply with new requirements.

Per ACYF-CB-PI 12-01, states are to use the following formula to calculate compliance: For federal fiscal year 2015 and each federal fiscal year thereafter, the total number of visits made by caseworkers on a monthly basis to children in foster care during a fiscal year must not be less than 95 percent of the total number of such visits that would occur if each child were visited once every month while in care.

The following methods and resources are being used to continue to achieve the monthly caseworker visit target:

- Local permanency specialists are local conservatorship caseworkers permanently assigned to children in DFPS conservatorship when the child is placed outside of their home region. Assignment of a local permanency specialist increases the ability to have frequent contact with this population. Portions of these positions are paid for by the Monthly Caseworker Visit Grant.
- Interstate Compact for Placement of Children (ICPC) CPS policy requires children placed out --of-state be visited once a month. ICPC supervision reports are sent to DFPS on a quarterly basis.
- Mobile technology, specifically tablet personal computers, enables caseworkers to document visits with children in a timely manner.

- Accountability tools such as data warehouse reports allow supervisors weekly and monthly monitoring of caseworker progress on required monthly visits. The Performance Management Initiative establishes individual and program accountability by identifying key measures of performance and establishing benchmarks for each measure. It also ensures accountability, oversight from management and good casework. Employee and program performance are tied to corrective action.
- Leadership development is an investment in staff development and retention that ensures CPS has the workforce it needs to serve children and families. Components of this effort focus on outcomes and using data to achieve these outcomes.
- Statewide master conservatorship caseworker positions were created to deploy to areas with high caseloads, typically due to high worker turnover to ensure casework services continue to those children in care.

Documentation of Monthly Visits

DFPS employs the IMPACT web-based system as the Statewide Automated Child Welfare Information System. DFPS caseworkers utilize IMPACT to document their casework decisions and actions at all stages of the case including intake, investigation, risk assessment, case management, eligibility, and resource management. The IMPACT system allows caseworkers to choose from a menu of 12 different locations for the contact including residence, foster home, hospital, and facility. Data from the IMPACT system is reported to the United States Department of Health and Human Services twice yearly for federal AFCARS compliance.

DFPS currently produces weekly and monthly reports detailing the number and percentage of in-person contacts for children in conservatorship in open substitute care stages in accordance with ACYF-CB-PI-12-01: Data requirements for States related to reporting monthly caseworker visits under Title IV-B. The reports are utilized by caseworkers and managers to assess progress in meeting the monthly visitation and timely documentation goals. CPS has developed the tracking and reporting system for sharing results with United States Department of Health and Human Services.

State Standards for the Content and Frequency of Caseworker Visits

DFPS currently has requirements for monthly in-person visits in the CPS Handbook. The current policies are summarized below.

The worker or the DFPS contractor who provides visitation responsibility (i.e., supervision) must see the child in person at least once a month at the caregiver's residence or facility on a majority of the visits. The visits must be well planned and focused on issues pertinent to case planning and service delivery to ensure the safety, permanency, and well-being of the child.

To prepare for a monthly visit with a child the caseworker should:

- Review the current version of the child's service plan for the services in place for the child;
- Review the case record for any outstanding medical or dental exams, psychological reports, report cards, or other critical documents;

- Contact service providers to discuss progress in the case, if appropriate;
- Review any other notes or materials necessary to be familiar with the child's current needs and situation; and
- Review any information that the worker may need to provide to the caregiver or request from the caregiver.

The visit must include quality time with the child separate from the caregiver if the child is verbal. If the child is nonverbal, the caseworker interacts with the child and observes the caregiver's interaction with the child.

If the worker is visiting with a sibling group placed together, the worker must spend time with each child, individually and alone separate from the child's siblings, as well as the child and their siblings together.

During the visit with the child, the child's worker must address and assess safety, permanency, and well-being. This may include asking about and discussing with the child:

- What has happened since the last visit;
- Contacts held with parents, siblings, and others if contact is approved in the case plan;
- Child's thoughts and feelings about living with the caregiver and being away from home;
- Child's understanding of why they are in care and remain in care;
- Child's interactions with other children in the home;
- Child's progress in school;
- Child's health, growth, and development;
- Child's racial and ethnic identity development;
- Services provided;
- Status of the case;
- Child's opinion of their service plan; and
- Youth's opinion of their plans for transitioning to a successful adulthood, if the youth is 14 years of age or older.

The caseworker must keep the child informed about the child's overall progress in substitute care and allow the child to express their needs and feelings about the situation. The worker also must help the child prepare reunification with their family or transition to another permanent living situation if family reunification has been ruled out.

The worker must also do a physical walk-through of the child's foster or kinship home and backyard when doing the monthly visit at the residence to observe the environment in which the child is living.

Conservatorship caseworkers have tablet computers and technology allowing them to enter contacts into IMPACT system while mobile. The caseworker documents contacts made during the monthly visit in the IMPACT system the same day of any visit with a child.

Out-of-State Placements

CPS Handbook, Section 6418 contains the policy for supervision of Texas children in DFPS conservatorship in substitute care placed in other states under the Interstate Compact on the Placement of Children. The policy outlines documentation requirements, supervision services expected from other states, and steps to request placement in a residential treatment center outside of Texas.

Progress to Date

DFPS has taken a series of steps to increase the number of caseworkers' in-person contacts with children in substitute care. All conservatorship workers have tablet computers, further assisting their ability to efficiently manage time needed for documentation and increase in-person time with the children on their caseload. The tablet computers allow staff to document their in-person contacts in IMPACT.

DFPS continues monitoring performance through weekly and monthly in-person contact reports and promotes the importance of caseworkers visiting children on their caseloads at a minimum of once per month, with the majority of the visits occurring in the child's home, at every statewide leadership meeting, through monthly statewide meetings with state and regional leadership and individualized regional data warehouse reports to regional leadership via e-mail from the DFPS Federal and Program Improvement Review division. This continues to have positive results.

For fiscal year 2023, caseworker in-person contact with children was 99.0 percent (Data Warehouse report sa_42) with the majority of those visits occurring in the child's residence being at 92.0 percent (Data Warehouse report sa_45). For fiscal year 2024 as of February 2024, caseworker in-person contact with children is at 98.6 percent with the majority of those visits occurring in the child's residence being at 92.2 percent.

Include updates on staff development plans paid for by the caseworker visit funding (section 436(b)(4) of the Act), which may include activities designed to improve caseworker retention, recruitment, training, and access to technology.

In fiscal years 2019 and 2020, DFPS offered an engagement video series to caseworkers with guidance on the best ways to build engagement with children, youth, and families. A fathers' engagement video series and tip sheet were also provided to assist caseworkers in working with and engaging fathers and their children. DFPS resumed in-person staff meetings in fiscal year 2022 and continues to have conferences yearly with leadership and staff focusing on engagement and quality visits with children and families. DFPS will continue to use the Monthly Caseworker Visits Grant to develop trainings and supports to improve in-person visits, delivered to staff as needed and based upon the needs identified within the year. Caseworkers seeking higher caseworker certification may take Practice Model training and new supervisors are required to take the training, which also covers engagement as a core competency.

In March 2020, with the declaration of state and federal emergency circumstances related to COVID-19, DFPS implemented the use of "virtual visits" to protect public health. In-person visits resumed statewide in May 2020 except in limited circumstances, such as children with primary medical needs. Concerns regarding known COVID-19 symptoms or

infections are no longer monitored but any health care needs are still covered. Since the federal health emergency ended, surveys are no longer monitored, and all face-to-face visits must be in-person (not virtual).

In June 2021, an enhanced CPS professional development curriculum was released, including a total of 13 weeks of training for new staff. For two of the 16 days of in-class training, the curriculum solely focuses on assessing, addressing, and documenting the needs of children in conservatorship, including the basic components of visiting children, engagement, assessing for safety, permanency and well-being through quality contacts, and trauma informed interventions. Updates to the individualized training plan for staff in all stages of service were also implemented during this time period. In addition to the requirement for new staff to participate in child interviews and home visits throughout the nine weeks of field training, the employee reviews the *Conservatorship Safety Visit Resource Guide* and observes and documents the process of an in-person child visit through a guided observation task. The requirement includes focus on the timeliness of these visits and the quality of the contact during the interaction.

In December 2021, CPS and CPI released a new training for supervisors, *Foundations of CPI/CPS Supervision*, which is offered in month one of their promotions into the position. The training offers 180 minutes of content focused on effective use of data in managing their teams and includes the use of data warehouse reports. These applications allow supervisors to view relevant data pertaining to visit contact and services offered to children in care. These tools provide information on contacts and critical tasks and allow both supervisors and caseworkers an opportunity to better manage their workloads and timeframes, including in-person contact with children. Tip sheets for the Data Warehouse are also provided for managers in each stage of service, for ongoing reference and use in maintaining requirements in these critical areas. This curriculum is reviewed regularly to ensure information is relevant and properly prepares supervisors to ensure their staff maintain policy standards in all areas, including monthly contact with children.

With the theme of “Calm in the Chaos”, the next Leadership Retreat is tentatively scheduled for October 2024. DFPS is currently working on a securing a hotel contract for the Retreat. The retreat participants will include program directors and above, SSCC agency leadership, and the CPS State Office team. Specific topics of focus may change. DFPS plans to address the responsibility of leadership to create a “Calm in the Chaos” by having regional and SSCC leadership identify challenges in their specific areas of responsibility and collaborate on how to build a network and plan to move forward. Participants will have the opportunity to identify their current roadblocks, brainstorm, and learn from one another’s successes and mistakes in leading through difficult times. They will then create a plan they can use when addressing future challenges. By doing so, leaders will be able to help all their staff focus on quality casework and model the way (parallel process) for field staff to assist children, caregivers, and parents during visitation.

2025-2029 Title IV–B Child and Family Services Plan

4. Services

I.A. John H. Chafee Foster Care Program for Successful Transition to Adulthood (Chafee) and Education and Training Voucher (ETV)

- *Identify the state agency or agencies that will administer, supervise, or oversee the Chafee program. (SEE 1. COLLABORATION AND VISION)*
- *Describe how the agency that administers the program provides oversight to the programs or agencies that directly provide Chafee services and supports. (SEE 1. COLLABORATION AND VISION)*
- *Describe how the state designed and intends to deliver and strengthen programs to achieve the purposes of the Chafee program over the next five years. Indicate how these activities and any identified goals align with the state's vision and support those developed as part of the CFSP/CFSR PIP.*
- *Describe how the state has involved youth/young adults in the development of the Chafee plan. Provide the name(s) of the youth organization(s), advisory boards, leadership councils, how they were consulted, and information on any support (financial or other) the state provides to the group or organization.*
- *Describe how the state is incorporating principles of Positive Youth Development (PYD) in its Chafee program.*
- *Describe the state's process for sharing the results of National Youth in Transition Database (NYTD) data collection with families, children, and youth; Tribes, courts and other partners; Independent Living coordinators; service providers and the public. Describe how the state, in consultation with youth/ young adult and other community partners, is using these data and any other available data to improve service delivery.*
- *Provide information on the state's plan to strengthen the collection of data through NYTD over the next five years.*

Serving Youth Across the State

- *Describe how the state has ensured and will continue to ensure that all political subdivisions in the state are served by the Chafee program, though not necessarily in a uniform manner.*
- *Provide relevant data from NYTD or other sources that addresses how services vary by region or county.*

Serving Youth of Various Ages and Stages of Achieving Independence

- *Describe how youth of various ages and at various stages of achieving independence are to be served.*
 - *For states that extended or plan to extend title IV-E foster care assistance to young people ages 18 – 21, address how implementation of this program option has changed or will change the way in which Chafee services are targeted to support the successful transition to adulthood. The state must provide available data on participation and discuss how it affects or may drive continuous quality improvement in the delivery of Chafee services.*

- For states that have elected or plan to extend Chafee services to age 23, provide a description of the services offered or to be offered to youth ages 21 – 22 (up through 23rd birthday) and how the expansion of the program will be implemented, including how youth, service providers, and community partners were or will be informed of the change.⁹
- Describe how the state ensures it makes available services to youth formerly in foster who moved to the state after exiting foster care in another state. Note that section requires states to certify that they will provide assistance and federally funded Chafee Program services to youth who have aged out of foster care and have not attained 21 years of age (or 23 as applicable). It is irrelevant where the youth "aged out" of foster care. The state in which the youth reside is responsible for services if the state provides the services needed by the youth/young adult. (See CWPM 3.1F, Question 3.)

Collaboration with Other Private and Public Agencies

- *Discuss how the state involves the public and private sectors in helping youth in foster care achieve independence.*
 - *Provide information on the title IV-B/IV-E agency's efforts to coordinate with the state Medicaid agency to support the state's implementation of requirements to offer Medicaid to eligible young adults formerly in foster care who move to a new state after January 1, 2023. (See ACYF-CB-IM-23-04 and State Health Official Letter.)*
 - *Provide information on the actions taken to address the housing needs of young adults in transition from foster care. Outline the federal, state, local, and public/private resources utilized to support a range of safe, affordable, and age-appropriate housing options for young people. Include information on the state's proposed efforts to support and facilitate the coordination of child welfare agencies and Public Housing Authorities (PHAs) to utilize Foster Youth to Independence (FYI) vouchers. To support the implementation, the Administration on Children, Youth and Families (ACYF) issued "Leveraging The U.S. Department of Housing and Urban Development's Foster Youth to Independence (FYI) Program for Eligible Youth Experiencing or At-Risk of Experiencing Homelessness" to grant recipients of the Runaway and Homeless Youth program.*

Determining Eligibility for Benefits and Services

- *Address how the state uses objective criteria to determine eligibility for benefits and services under the programs, and for ensuring fair and equitable treatment of benefit recipients.*

Cooperation in National Evaluations

- *Provide a statement that indicates that the state agency will cooperate in any federal national evaluations of the effects of the programs in achieving the purposes of Chafee.*

Education and Training Vouchers (ETV) Program

In the 2025-2029 CFSP, states must:

- *Describe the methods the state will use to operate the ETV program efficiently over the next five years.*
- *Describe the methods the state will use to: (1) 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 (as defined in section 472 of the Higher Education Act of 1965); and (2) to avoid duplication of benefits under this and any other federal or federally assisted benefit program.*
- *Describe how the program is coordinated with other appropriate education and training programs.*

The Texas Department of Family and Protective Services (DFPS) provides Chafee Foster Care Independence and state-paid program services and benefits on a statewide basis through its Transitional Living Services Program, which incorporates Preparation for Adult Living (PAL), Education and Training Vouchers (ETV), and other related services in support of youth starting at age 14 up to 22 and 23 years old in some cases who are currently or formerly in foster care or transitioning out of care to a successful adulthood. In addition, a life skills assessment is provided to youth in permanent managing conservatorship at age 14, and to all youth in the department's conservatorship at 16 years of age or older. Other services are provided as funding or resources are available to 14 and 15-year-old youth. From May 2021 through September 30, 2021, the eligible age for Chafee Preparation for Adult Living (PAL) services was increased from a youth's 21st birthday to their 27th birthday due to the Supporting Foster Youth and Families through the Pandemic Act provided under the Consolidated Appropriations Act, 2021. From the period October 1, 2021, through September 2022 until all pandemic funds for the Education and Training Voucher are expended, DFPS increased the age cap to the 25th birthday. While age 26 was the regular non-pandemic federal eligibility limitation for ETV, DFPS decided to increase the age to 25 after September 2021 because it was not clear that with the increase of the ETV amount up to \$12,000 if there would be enough federal funds to cover all applicants that applied. Currently, the age cap for Chafee Preparation for Adult Living services has reverted back the 21st birthday and the 23rd birthday for the Education and Training Voucher. DFPS staff, youth, young adults, caregivers, and community partners were informed of the process to receive the services and changes to eligibility through the DFPS website, Instagram post, internal DFPS Meeting in a Box communication, Preparation for Adult Living training classes, Circle of Support meetings, Transition and Financial Support case management services, statewide and regional youth conferences and during meetings, conferences and events in the community.

DFPS provides Preparation for Adult Living services to eligible young adults formerly in foster care between the ages of 18 and 21 who move to Texas after aging out of foster care in another state, if federal funding is available. These services included Transition Support Services which provide case managers to assist young adults who experienced foster care in transitioning to a successful adulthood, as well as access to Aftercare Room and Board (ACRB) funding. DFPS also provides Education and Training Voucher services to young adults who age-out of from another state's foster care system and move to Texas to attend school, if federal funding is available. Students who move to Texas

and were previously receiving funds from another state need to continue to receive funds from the original state. Out-of-state students are provided contact information for their former state's independent living coordinator if they were previously receiving funds in that state to inquire about continuing in the Education and Training Voucher Program in Texas.

DFPS will continue to provide Extended Foster Care and Supervised Independent Living placement options in Texas utilizing title IV-E foster care assistance for young adults ages 18 to 21 and state funds for young adults working toward completion of high school or GED until age 22. Chafee services compliment and are coordinated with the extended foster care program in mind. Any changes we make to our Chafee funded services and other Transitional Living Services will take young adults needs in extended foster care in consideration. An example of how we execute this is related to the encouragement to Supervised Independent Living providers to allow young adults to be included on the lease, if applicable; or strengthening partnerships between Supervised Independent Living providers and the Texas Workforce Commission services. DFPS utilizes data to identify patterns and trends to drive continuous quality improvement of Chafee services by collecting data on the number of young adults who are in extended foster care and Supervised Independent Living placement settings. Also, usage of the tuition fee waiver utilization data to determine target areas to increase Supervised Independent Living settings.

Transitional Living Services are provided on a statewide basis by DFPS staff, Single Source Continuum Contractor staff, contracted service providers, or through available community resources such as transition centers across Texas. Each DFPS region offers Transitional Living Services and events to youth and young adults. This plan addresses the eight broad program purposes of the Chafee Foster Care Independence Program. With the passage of the Family First Prevention Services Act (FFPSA), P.L. 115-123, (HR 1892), DFPS continues to explore the feasibility of increasing the age of eligibility for Education and Training Vouchers from 23 to 25 and Preparation for Adult Living services from age 21 to age 23. If an increase in the age cap is ever increased, DFPS will inform DFPS staff, youth and young adults, caregivers and community through the DFPS website, Instagram post, DFPS internal Meeting in a Box communication, Preparation for Adult Living and Education and Training Voucher contractors, and during other meetings conferences and events where youth, young adults, caregivers and community partners are in attendance.

DFPS uses objective criteria to determine eligibility for benefits and services which includes information such as age, legal status, the completion of training for the transitional living allowance, funding availability, and available resources. In addition, DFPS considers the individual needs of youth to ensure fair and equitable treatment. For example, all youth and young adults who meet the eligibility criteria for the Education and Training Voucher are awarded up to \$5,000 per academic school year based on the institution of higher education's cost of attendance.

DFPS uses data available on a national and state level to determine service needs as

part of continuous quality improvement efforts. Data captured in the DFPS data system, such as for the National Youth in Transition Database (NYTD) collection, is used to make this determination. DFPS tracks outcomes in important areas and draws comparisons to the starting point from previous cohorts. For example, after a comparison of 17-year-old survey responses from Cohort 1 (fiscal year 2020) to Cohort 1 (fiscal year 2017), there was improvement in most areas except for experiences of homelessness. As a result, DFPS is working on ways to improve in this area and created a State Office housing specialist position to work toward improved housing outcomes. DFPS and Single Source Continuum Contractors (SSCCs) continue to work on memorandums of understanding (MOUs) with local housing authorities to provide the regions with assistance on United States Department of Housing and Urban Development (HUD) voucher applications. To date there are MOUs with 38 Public Housing Authorities (PHAs) for the provision of Foster Youth to Independence (FYI) housing vouchers, and a further 16 MOUs related to Family Unification Program (FUP) housing vouchers. There is one MOU with the Texas Department of Housing and Community Affairs (TDHCA) which administers the Section 811 Rental Assistance Program.

Regions provide information in annual reports outlining the type and number of services provided, accomplishments, challenges, and collaborations. Data from these reports is used in this Chafee plan. For example, regional and State Office staff review the data from teen conferences, aging-out seminars, and youth evaluation results, to determine if services should be modified to ensure youth are receiving the necessary services to successfully transition to adult living. As a result of feedback and data, the aging-out seminar materials and process are updated to ensure youth receive more experiential activities and to ensure more youth attend the seminars.

The objective of the DFPS Transitional Living Services program is to implement a systemic and integrated approach in transition planning and services affecting youth beginning at age 14 in DFPS conservatorship that improves outcomes for youth and young adults. The program is without regard as to whether the youth is placed with a parent or guardian, was emancipated by a court order while in DFPS conservatorship, aged out of DFPS conservatorship (regardless of whether placed with a parent/guardian at the time they aged-out of care at 18), or is a young adult enrolled in or exiting the DFPS extended foster care program. The Transitional Living Services team includes a youth employment specialist and youth housing specialist. These positions implement programs and engage community partnerships that improve employment and housing outcomes for youth and young adults formerly in foster care.

The Transitional Living Services program is comprehensive and includes:

- Experiential Life Skills Training;
- Planning for a Successful Adulthood and Circles of Support
- Permanency planning for older youth;
- Provision of personal documents for youth before ages 16 and 18;
- Credit reports for youth;
- Driver license and state identification card fee waivers;
- Community engagement and collaborations;

- Youth Engagement and Youth Leadership Councils;
- Employment Services for Youth and Young Adults with Special Needs;
- PAL Program;
- Aging-out seminars at age 17;
- Transition and financial support services for young adults aged out of care until age 21;
- Data collection for the NYTD;
- Annual Higher Education Data Report of Foster Care Students;
- Tuition and fee waivers;
- Education and Training Voucher Program;
- DFPS scholarships;
- Transition centers;
- Collaborations with colleges and universities;
- Partnerships with local workforce boards and centers;
- Extended Foster Care Program;
- Supervised Independent Living Placement Options for Extended Foster Care;
- Trial Independence Period and return capability for Extended Foster Care;
- Housing options through the 811 Project Rental Agreement Program, FUP, and FYI Program;
- Former Foster Care Children Program (Medicaid Coverage) for Young Adults ages 18 through 25 to include young adults who aged out of foster care in another state on or after January 1, 2023, and who were receiving Medicaid when they aged out of foster care.;
- Information about temporary housing assistance between academic terms; and
- Youth Take Flight Instagram page.

DFPS plans to strengthen federal Chafee funded services over the next 5 years by keeping in mind our Texas vision. Some areas we plan to strengthen include but is not limited to the following:

- Updating an independent study guide which allows youth an additional method complete life skills training.
- Increasing the number of young adults in Extended Foster Care and Supervised Independent Living (objective 2.5 Transitional Living Services). DFPS will continue to hold open house sessions for young adults and community advocates interested in touring and learning more about Supervised Independent Living programs.
- Conduct targeted outreach to Supervised Independent Living existing and potential providers interested in modifying or altering treatment models to serve youth through the Transitional Living Program (objective 2.5 Transitional Living Services). DFPS will continue to hold information sessions with potential providers.
- The Transitional Living Services team at DFPS state office is engaging in research on ways to make other value-add additions to the Extended Foster Care program in order to better serve and meet the needs of eligible young adults in Texas.
- Exploring eligibility age cap increases for Preparation for Adult Living, Education and Training Voucher and Extended Foster Care services, which may extend the number of youth and young adults receiving services (objective 2.5 Transitional Living Services)

- Ensuring DFPS and Community Based Care staff are regularly trained and informed about NYTD requirements and Chafee services in addition to making efforts to get staff input on program improvement. This includes updates to staff manuals and other materials and utilization of NYTD data to make improvements.
- Implement a youth advocacy program with wrap around services through a two-year partnership with Youth Advocate Programs, Inc. (YAP) starting in June 2024.
- Utilizing the regional and statewide Youth Leadership Council to discuss and receive youth and young adult lived experience in all efforts to improve services.
- DFPS will include any additional goals to strengthen services identified as a result of the CFSR PIP developed in 2025.

Other Transitional Living Services, which are not Chafee funded, we plan to strength over the next five years include but is not limited to the following:

- Exploration of a statewide FYI program with Texas Department of Housing and Community Affairs that would provide vouchers in areas without FYI and allow full coverage statewide.
- Strengthen the financial pilot with Capitol Credit Union to provide youth and young adults with checking and savings accounts and financial training and increase the number of youth and young adult participants.
- Explore and expand partnerships with colleges and universities to improve post-secondary educational outcomes for young adults who experienced foster care.

Four principles guide the DFPS Transitional Living Services Programs:

1. Engage young people in all aspects of the work;
2. Engage the community to build and strengthen community partnerships;
3. Collaborate to improve systems, programs, and services; and
4. Collect and evaluate data, document what works, and communicate the results.

Chafee Training

DFPS plans to provide training in FY 2025-2029 on the goals and objectives of the Chafee Plan. These trainings will be provided to youth, young adults, caregivers, and community partners. These trainings will include but are not limited to the following:

- Preparation for Adult Living staff support calls and meetings
- Preparation for Adult Living staff presentations at unit meetings with conservatorship, kinship and adoption staff
- Statewide and Regional Youth Leadership Council meetings
- Supervised Independent Living provider calls and meetings
- Preparation for Adult Living Training classes
- Preparation for Adult Living contracted Transitional and Financial Support case managers inform youth about Chafee and other Transitional Living services
- Regional Aging-Out Seminars to youth at age 17
- Internal DFPS and Community Based Care staff Meeting in the Box memo's
- 24 Hour Residential Child Care Provider memo's
- Kinship newsletter

- DFPS website under Transitional Living Services
- Posts to Youth Take Flight Instagram page
- Presentations and informational flyers and handouts at regional and statewide teen conferences, college conferences and experiential camps.
- Presentations and informational flyers and handouts to the community at regional, statewide and national meetings, conferences and events to include the annual Foster Youth Workforce Conference

1. Support all youth who have experienced foster care at age 14 or older in their transition to adulthood through transitional services such as assistance in obtaining a high school diploma and post-secondary education, career exploration, vocational training, job placement and retention, training and opportunities to practice daily living skills (such as financial literacy training and driving instruction), substance abuse prevention, and preventative health activities (including smoking avoidance, nutrition education, and pregnancy prevention).

Opportunities to Practice Daily Living Skills

Foster parents and other residential providers are required to include training in daily living skills through practical activities such as:

- Meal preparation;
- Nutrition and cooking education;
- Use of public transportation when appropriate;
- Financial literacy training to include money management, credit history, preparing a monthly budget, establishing a savings account, and balancing a bank account;
- Learning about insurance;
- The process to register to vote;
- Performing basic household tasks; and
- Other areas developmentally appropriate for youth aged 14 and older.

Foster parents and caregivers must connect youth and young adults to community resources such as post-secondary education, employment opportunities, and vocational or technical school opportunities. The youth's opportunities to practice daily living skills while in foster care and the receipt of PAL services should complement one another and are discussed and addressed in each core life skill area within the Child's Plan of Service. Foster parents receive training on normalcy from their child-placing agency to understand their role in allowing youth to participate in normalcy activities, such as going on outings with friends, going on dates, taking a driver's education course, participating in extracurricular activities, etc. DFPS has updated the *Residential Requirements Guide* to strengthen the experiential life skills requirement, normalcy activity language, and include a link to the DFPS webpage of resources to aid foster care providers with access to web-based information about life skills and normalcy activities.

Planning for a Successful Adulthood and Circles of Support

DFPS uses a personalized transition planning process that builds on a youth's strengths, assessments, supports, and current service planning needs. The Child's Plan of Service

is used to identify what supports or services are needed to accomplish goals for transitioning to a successful adulthood. It includes any “caring adults” who make up the youth’s support system. The Child’s Plan of Service addresses:

- Housing;
- Medicaid and insurance coverage;
- Mental health and medication management;
- Strengths, and challenges;
- Employment;
- Secondary and post-secondary education;
- Mentoring opportunities;
- Continuing support services;
- Workforce supports and employment services;
- Immigration or citizenship needs;
- Personal identification documents; and
- Normalcy activities.

The transition plan is part of the Child’s Plan of Service and helps to ensure all youth are receiving the services they need to meet their unique needs. The Circle of Support and Child’s Plan of Service include dedicated sections on the youth’s hopes and dreams, strengths, talents, abilities, concerns, educational, housing and employment goals, finances, physical and mental health including medications, and emotional well-being. Planning for the youth’s transition to a successful adulthood, regardless of permanency plan, begins at age 14, using more detailed sections starting at age 16.

The Child’s Plan of Service is a living document where progress is tracked as needed and at regular intervals by the youth, the caregiver, the youth’s caring and supportive adults, professionals such as the youth’s attorney or volunteer advocate, and DFPS. All students receiving special education services in public schools begin transition planning at age 14, as directed by state and federal laws. DFPS, school staff, and the student may collaborate in developing the student’s unique transition plan. Sections of the Child’s Plan of Service address special needs for youth with intellectual and developmental disabilities or immigration needs and ensure all youth leave care with important personal documents they need, such as a certified or original birth certificate, Social Security card, and state or personal identification cards. The Child’s Plan of Service information is accessible to the youth and those caring and supportive adults the youth choose. It also includes normalcy activities that the youth is participating in and any activities the youth would like to be involved in. There are no restrictions to a youth participating in normalcy activities unless they are specifically excluded and documented in the Child’s Plan of Service.

Circles of Support are youth-driven meetings based on the Family Group Decision Making philosophy. Meetings are offered to youth beginning at age 14, with priority given to youth aged 16 and older. They enable youth to develop or update a plan to successfully move to adulthood, regardless of permanency plan, and to connect with supportive and caring adults who can help the youth after the youth leaves care.

Circles of Support operate in all regions in the state and are facilitated meetings with

participants youth identify as “caring adults” who make up their support system and professionals with subject matter expertise, such as a developmental disability specialist for a youth with an intellectual or developmental disability. Circle of Support participants can be the youth’s family members, including family of origin, substitute care providers, teachers, relatives, church members, mentors, or others. These participants come together to develop and review the youth's specific plans for transitioning to a successful adulthood and other relevant sections of the Child’s Plan of Service, including all PAL life skills training components.

Each caring adult participant identifies a personal way to help support the youth’s transition to successful adulthood and the youth's efforts to attain short and long-term goals toward self-sufficiency. The caring adult signs the Child’s Plan of Service to seal the agreement. If a youth declines to participate in a Circle of Support or the Circle of Support cannot be convened, plans for transitioning to successful adulthood are reviewed at a regularly scheduled review meeting of the Child’s Plan of Service. A Circle of Support is the preferred method for developing and reviewing the youth’s plans for youth who are age 14 and older.

DFPS uses data to track what percentage of eligible youth participate in a Circle of Support and gathers information to determine capacity for holding Circles of Support. This information is used to determine if adjustments need to be made to ensure that DFPS is providing Circles of Support to as many eligible youths as possible.

Permanency Planning for Older Youth

For youth 14 years and older in DFPS conservatorship or voluntary extended foster care, DFPS uses Circles of Support for permanency planning whenever possible. This allows the youth to be an active participant in their permanency planning and aids in the preparation of the youth when they transition from care. To strengthen achieving permanency for this population, all permanency planning meetings include discussing permanency options that could be explored prior to the youth turning age 18. Youth identify current connections to caring adults and any potential family or kinship relationships they would like to explore for placement and permanency. This includes relational permanency for when a caring adult will support the youth after they turn 18 but cannot be a placement option. In fiscal year 2022, the NYTD results from a random sample of 19-year-old young adults who took the survey at age 17 reflected that 90 percent reported having a current connection to an adult.

The Child’s Plan of Service includes exploration of barriers to permanency and all possible permanency options. The DFPS goal is to achieve positive permanency for all youth in conservatorship, regardless of age. To achieve permanency, case planning including setting concurrent permanency goals is done collaboratively to identify the appropriate permanency goals for a youth and determine a course of action to achieve permanency.

Assessments of youth address specific behavioral, emotional, cultural, therapeutic, educational, physical, or medical issues that have been identified and would help clarify

current needs, identify a plan of treatment, or rule out the need for further services. In some cases, a psychological or psychiatric evaluation might be required for a placement or might be requested by the courts. All youth have a Child and Adolescent Needs and Strengths (CANS) assessment conducted upon entering DFPS foster care and at least annually thereafter.

Personal Documents for Youth Before Ages 16 and 18

Before a youth turns 16, and again before the youth exits care at 18 or older, he or she must be provided copies and originals (or certified copies in place of the original) of certain personal documents to assist them in gaining employment, enrolling in school, leasing an apartment, opening a bank account, setting up utility services, getting a driver's license, and accessing other resources.

A youth in DFPS conservatorship, on or before the date the youth turns age 16, will receive a photocopy and original document of the youth's:

- Birth certificate;
- Social Security card or replacement Social Security card, as appropriate; and
- Personal identification card issued by the Texas Department of Public Safety (DPS).

If not already provided, a youth who is discharged from DFPS foster care and is age 18, or legally emancipated, will receive a photocopy and original personal documents, including:

- A birth certificate;
- A Social Security card or a replacement Social Security card;
- A personal state identification card issued by DPS;
- Immunization records;
- Information contained in the youth's Health Passport;
- Medicaid card or other proof of the youth's enrollment in Medicaid, or an insurance card from a health plan that provides health coverage to youth in foster care;
- Medical Power of Attorney Information-Forms 2559 A and B; and
- "Almost 18" Letter.

DFPS updated policy in February 2023 to ensure each youth 14 years of age or older has an email address through which the youth may receive encrypted copies of personal documents and records. The caseworker will assist the youth with developing a plan for keeping the documents in a safe place and providing information to the youth about the documents they are required to receive before the date the youth transitions from foster care.

DFPS has been working on internal processes to ensure youth receive their documents timely, to include State Office and regional eligibility staff requesting birth certificates at age 15. In addition, some regions have been hosting Identification Card (ID) days where youth, DFPS PAL staff, and local DPS staff come together to ensure youth leave with an ID.

DFPS tracks data of youth who have their personal documents and shares this data with leadership (including Community-Based Care) monthly. Policy and guidance about personal documents are shared as needed with program administrators during scheduled monthly meetings.

Youth Transition Portfolio

As part of a youth's transition to adulthood at age 18, DFPS ensures the youth is provided with a Youth Transition Portfolio at least 90 days before the youth turns 18. The Youth Transition Portfolio includes personal documents, education records, credit reports, Health Passport records, an updated version of the youth's transition plan document, and other information.

Former youth who lose or misplace their personal identification documents can request copies of these documents which are stored in a separate section from the case records for easy accessibility by the Records Management Group (RMG). Caseworkers send personal documents through a separate system to be stored and made available to youth at least 30 days before leaving care. Upon request by the young adult, these records will be sent securely through an encrypted email to the young adult's personal email or will be mailed or faxed to them. Instructions are provided to the young adults regarding email server security access to encrypted documents. RMG developed a form young adult can submit to request copies of personal documents. This information is shared with the PAL staff, Child Protective Services (CPS) caseworkers, providers, and other stakeholders.

Credit Reports

Youth 14 to 18 years old are notified by caseworkers that their consumer credit report is run annually until DFPS legal responsibility has ended at 18. In October 2023, DFPS compiled personal youth data from the DFPS IMPACT system by each region. This data was formatted using required specifications and used to request batch files of consumer credit reports from each of the three credit reporting agencies. Individual reports can be requested by the caseworker if there is suspicion of fraudulent credit activity, a court order, or if the youth entered DFPS conservatorship at age 17. In addition to ensuring the youth is notified a credit report has been run, the caseworker is also required to document this information in the case files, explain the credit report, convey the importance of maintaining good credit, and correct any inaccuracies in the report. Agreements with the three credit reporting agencies allow credit reports to be run for youth who are still in DFPS conservatorship. Young adults in extended foster care are provided with instructions, information, and assistance on how to access their own credit reports.

For fiscal year 2023, DFPS processed credit report files with Equifax, Transunion, and Experian for 11 regions including 3,403 youth ages 14 to 18. The batch files processed for all three agencies totaled 10,209 files. According to the final statistical analysis, there were 253 youth whose files contained credit discrepancies or 7.43 percent of total files run and analyzed. Each agency requires a birth certificate, Social Security card, and custody orders be submitted for each report with a discrepancy. Providing a report ensures youth are protected from fraudulent and inaccurate information on their credit reports. A consumer credit report exists only if the youth has credit activity, with a credit

account opened using the youth's Social Security number. General, also called soft, inquiries or address changes do not create a credit history.

Youth should understand how to interpret a consumer credit report and the importance of maintaining accurate information in their consumer credit report. Youth who participate in PAL life skills training classes attend a financial management class and learn about credit, its importance, and how to interpret credit reports. CPS continues to seek video training resources for both caseworkers and youth which can easily explain how to read and interpret credit reports. General credit report information is shared on the Youth Take Flight Instagram page.

Driver License and Texas Identification Fee Waivers

Texas driver license and identification card fees are waived for youth in DFPS conservatorship and young adults ages 18 to 21 who reside in a paid foster care placement, if there are available funds collected by the DPS via donations. When these funds are not available, DFPS resources are used or the caseworker, caregiver, or youth seek funding from local resources, such as child welfare boards.

DFPS and other community stakeholders meet on a regular basis to discuss barriers and solutions to youth obtaining their driver license. Recent legislation requires the Texas Workforce Commission (TWC) upon request to pay for fees and costs from the DPS fee exemption account associated with driver education and safety courses, and driver license exams for youth currently or formerly in foster care or who are homeless and meet certain criteria. The TWC entered into an agreement with DPS to transfer these funds from their identification fee exemption account to cover the costs of the program. The TWC also hired a program specialist to oversee this program. The TWC has provided draft documents and forms to DFPS and community stakeholders to review. These documents include a driving school vendor form, web page language, youth and young adult application and an eligibility verification form.

Community Engagement

DFPS PAL program staff and contractors collaborate statewide with community organizations to help youth make the transition to self-sufficiency. DFPS regions contract or partner with community entities to provide transitional living and PAL services to youth and young adults aged 14 to 21. A life skills assessment is provided to youth in permanent managing conservatorship starting at age 14. Other services are provided as funding or resources are available to youth 14 and 15 years old. Transition centers are one of the many community organizations DFPS staff use for transitional living services.

PAL services use other community resources to assist youth and young adults in developing skills to help with their transition to a successful adulthood. PAL staff provide information, assistance, and presentations to staff, as well as new caseworkers in training, community groups, foster parents, and tenured caseworkers.

Involving community partners is integral in assisting former youth in their transition to self-sufficiency. DFPS works closely with the regional community engagement specialists to

ensure outreach and engagement with local organizations and other community resources will raise awareness of the needs of youth and young adults in care. Community engagement specialists, in some instances with the PAL staff, provide presentations about the tuition fee waiver and other resources available to the 140 Community Resource Coordination Groups in Texas. Regions have also provided back-to-school, prom, graduation, and holiday celebrations for youth and young adults with help from community partners.

The State Office Transitional Living Services Program, Youth Housing Specialist and Youth Employment Specialist positions are aimed at improving outcomes for former foster youth. These positions help to develop, implement, and monitor projects and programs associated with increasing employment and housing opportunities. The youth employment specialist duties include partnering with vocational and rehabilitation services, local workforce solutions boards, transition centers, and other community partners to enhance employment options. The housing specialist works with local housing authorities and other community resources to secure housing vouchers and other housing support and resources. There are three primary youth targeted voucher programs. There is the Foster Youth to Independence (FYI), the Family Unification Program (FUP), and the Section 811 program. DFPS has a primary role in the implementation of the FYI program only, but regularly meets with the other programs to advocate on behalf of those with foster care involvement.

Collaborations to include Other Private and Public Agencies including youth

Transitional Living Services program staff engage youth and young adults, CPS staff, community partners, service providers, private and public agencies, foster parents, higher education, and other stakeholders in program and policy improvements, as part of the systemic and integrated approach to transition planning and services affecting youth and young adults.

DFPS collaborates with the purpose of helping youth in foster care achieve independence by:

1. Participating on regional and statewide workgroups including public and private agencies;
2. Inviting input from public and private sector agencies and people on policy, protocol, and practices; and
3. Providing information to private and public agencies as requested.

Examples of collaboration with public and private agencies include:

1. Driver license, state identification card, driver education, and documents workgroup led by Texas Court Appointed Special Advocate (CASA) and Texas Foster Youth Justice Project with the goal of easing requirements and fees for youth to obtain their essential documents;
2. Career Development and Education Program, Foster Care and Education, and Texas Higher Education Coordinating Board Data Exchange workgroups, and the Education Reach for Texans non-profit organization with the goal of improving education

- outcomes and making state resources known;
3. Agreements with local Workforce Boards, DFPS or Community Based Care (CBC) Providers and Transition Centers in addition to summer internships offered by local Workforce Solutions, with the goal of providing youth with useful job readiness skills;
 4. Housing collaborations with HUD, TDHCA, Transitional Living Programs, Transition Centers, PHAs and Health and Human Services to offer safe and affordable housing and reduce homelessness;
 5. Regional youth specialists and the Youth Leadership Council provide guidance, information, and advocacy supports to regional Youth Leadership Councils and policy and decision makers; and
 6. Collaborations with Texas Network of Youth Services, Texas Alliance of Child and Family Services, Education Reach for Texans, the Supreme Court of Texas Permanent Judicial Commission for Children, Youth, and Families, DFPS youth at regional and statewide Youth Councils, field staff, and other external partners to get feedback from diverse groups and former foster youth on meeting the needs of Chafee eligible Texans.

Human Trafficking

DFPS utilizes resources such as Traffick 911, the Central Texas Coalition Against Human Trafficking, and Mosaic Family Services to educate youth about human trafficking and its dangers during Youth Take Flight for Success Seminars, PAL life skills classes, and workshops at the Texas Teen Conference. Additionally, DFPS compiled information for youth and staff about the risks of human trafficking and how to access needed help. This information is posted on the DFPS website and periodically posted to the Youth Take Flight Instagram page. The 2023 Texas Teen Conference included in-depth discussions of Human Trafficking risks during the Fishbowl Discussions. The 2024 Texas Teen Conference will include additional workshops on trauma and resiliency with a focus on the effects of Human Trafficking.

Furthermore, trainings surrounding human trafficking are now required of casework staff. New caseworkers are required to complete Foundations of Human Trafficking training upon hire and annually thereafter. Existing caseworkers take the course annually. In addition, the DFPS Human Trafficking division provided an annual summer conference in 2023 called Light the Way and in January 2024 provided Lunch and Learn sessions for Human Trafficking Awareness Month to statewide DFPS and CBC staff.

Youth Housing Needs

DFPS works closely with federal, state, local, and public/private resources to support a range of safe, affordable, and age-appropriate housing options for young people including 6 regional Housing and Urban Development (HUD) partnerships that cover Texas, the Texas Department of Housing and Community Affairs who administers the Section 811 Program, The Texas Health and Human Services agency to discuss additional wrap around supports and services to sustain housing, Echo (Travis County Continuum of Care) and the Texas Homelessness Network who provides oversight on the majority of Continuum of Care's, LifeWorks, BCFS, Buckner, and Transition Resource Action Center (TRAC) among other transition centers, and over 400 public housing authorities including

42 that have partnered with us to implement the FYI program. We also work with REACH for housing support on campuses, Texas CASA, and a variety of Transitional Independent Living Programs. HUD refers to this structure as the Community Impact Model. DFPS is a key member of this model.

DFPS proposes the following efforts to support and facilitate the coordination of child welfare agencies and PHA's to utilize Foster Youth to Independence (FYI) vouchers. DFPS is creating and implementing a supportive housing program with a designated Housing Specialist that provides leadership, oversight, outreach, information and resources including materials and a housing webpage, training and technical assistance, and relationship and community building throughout each region across Texas. DFPS regional housing liaisons and backups in each region responsible for being the point of contact in their region for housing, housing options, availability, and policies and procedures including timelines. The housing liaisons are also responsible for leading key housing stakeholders in each region and organizing regular meetings with these stakeholders to discuss programs, policies, procedures, referrals, applications, and to increase utilization of programs. DFPS has created a Voucher Workflow Map Template and is encouraging regions to map out step by step the people and processes collaborating on vouchers to ensure understanding and to improve access and utilization. DFPS has also created a Housing Plan that became policy on July 2024 as a resource tool and a youth engagement strategy to review housing needs, options, requirements, so young adults can prepare and plan for housing and develop an action plan for success. DFPS is creating a Youth Housing Advisory Board to ensure youth voice in housing program development and DFPS is creating outreach materials (i.e. housing program flyer) and outreach videos to increase awareness and understanding of the housing program. DFPS is exploring a statewide FYI program with Texas Department of Housing and Community Affairs (TDHCA) that would provide voucher in areas without FYI and allow full coverages statewide.

Youth with Other Needs

DFPS has been working in collaboration with advocates to explore evidenced-based practices to enhance positive permanency outcomes based on the unique needs of children and youth, while providing CPS staff the tools they need to support these youth's individual and diverse needs. CPS continues to offer digital resources and information on diversity to better serve the needs of these youth and young adults.

Although the Residential Child Care contracts require residential providers to transport youth or young adults to life skills training classes, youth leadership council meetings, aging-out seminars, and Texas Workforce Centers, continue to highlight transportation as an issue. DFPS staff arranging these activities who have trouble with providers transporting the youth are advised to report transportation issues to the residential contract manager for resolution. Residential providers are reminded of the transportation provisions in their contracts and the requirement that youth have access to community vocational technical training programs, volunteer opportunities, and workforce services. Providers were also reminded to encourage youth to actively participate in PAL events such as Physical and Environmental Activities for Knowledge and Skills (PEAKS)

experiential camp, other appropriate camps, Teen Conference, college tours, Aging Out Seminars, and regional youth leadership councils. They were further encouraged to contact the regional PAL staff if a presentation to providers is needed about transitional living services.

The statewide Youth Leadership Council meetings in fiscal year 2023 and planned for 2024 are as follows:

Fiscal Year 2023:

- October 22, 2022, informed youth about the legislative process, self-advocacy, and strategic sharing.
- March 5-6, 2023, to discussed what is working and areas for improvement with the DFPS Commissioner, preparing and participating in Youth in Action Day at the Capital to meet their state representatives and senators, and speak about issues in foster care.
- June 13-16, 2023, discussed attending the Texas Network of Youth Services (TNOYS) Statewide Conference, the NYTD Texas data, Supervised Independent Living, and legislative updates from last session.

Fiscal Year 2024:

- October 7, 2023, discussed plans for the Texas Senate Bill 1379 Financial pilot, input for the Child and Family Service Review (CFSR), and Supervised Independent Living.
- April 19-20, 2024 will participate in a pro-action café activity to prepare and present to DFPS leadership about what is working and areas for improvement in foster care, and to get an update and provide input on the financial pilot.
- Summer 2024 plans to be determined by the council.

The PAL College Conference was held March 9-10, 2023, at the University of Houston in Houston. The Texas Teen Conference was conducted July 12-14, 2023, at the University of Texas at Austin in Austin, and PEAKS camp was held July 24-27, 2023, in New Braunfels. Statewide events planned for fiscal year 2024 include the PAL College Conference at the University of Houston March 28-29, 2024, The Texas Teen Conference at the University of Texas at Austin June 25-27, 2024, as well as anticipated summer dates for PEAKS Camp and the Technical/Career College Conference.

DFPS provides LBGTQI resource information to youth and young adults individually, during PAL training classes and conferences and through other community resources. Workshops have been provided at the statewide Teen Conference related to diversity and LBGTQI. The STAR Health program provides LBGTQI resource information in their *Transitioning Youth Program Community Resource Guide*. During the PAL Life Skills Training Life Decisions and Responsibilities Core Element, youth are provided with social service agencies and resources offered in their community, including references for LBGTQI organizations and how to access services.

Secondary Education

DFPS staff collaborates with the Children's Commission, the Texas Education Agency

(TEA), the Texas Association of School Boards, and other state and local agencies. DFPS also coordinates with Education Reach for Texans, a non-profit targeting improving post-secondary educational outcomes for Transition Age Youth with lived experience in foster care. The Post-Secondary Education and Transition committee identified areas which contribute to a youth's successful entry into the workforce:

- Gaining training through a certificate program;
- Transition planning mirrored by DFPS and the high school counselors;
- Enrolling high school students in foster care in dual credit or early college start classes; and
- Encouraging assessments for general work skills, aptitude, and interests.

DFPS collaborates with agencies and programs that serve youth and young adults receiving special education services. Additionally, DFPS staff collaborate with community groups and service providers such as Communities in Schools, college vocational programs, Goodwill training programs, TWC Vocational Rehabilitation Services, the TEA, and transition centers.

DFPS regional education specialists continue to develop regional consortiums to identify and facilitate services for youth in care. DFPS and health and human services agencies meet with local school administrators, school counselors, and special education directors to discuss DFPS policy, education, or school issues. Community groups, including other care providers, private therapy providers, foster care family groups, and faith-based organizations also participate in these consortium meetings. DFPS education specialists work with CASA volunteers and community groups to advocate for educational services for children in care.

All students in DFPS conservatorship have an education decision-maker named to make education-related decisions. A form identifies the student's caregiver, caseworker, and education decision-maker. Students who receive special education services have a surrogate parent named to make decisions on special education issues. The names of the education decision-maker and surrogate parent must be filed with the court and named parties within five days of the adversary hearing, as well as with any change in the education decision-maker or surrogate parent. School districts are required to designate a foster care liaison who is responsible for enrolling and securing school records in a timely manner for students in care. The TEA has funded a state level position dedicated to improving the educational outcomes for youth in care.

The federal Every Student Succeeds Act directs local school districts to work with foster care systems to ensure children and youth in foster care remain in their school of origin, unless it is not in the child's best interest. DFPS staff make every effort to identify an appropriate placement which meets the education needs of the student and allows the student to attend the same school they attended at the time of placement. The school district and DFPS collaborate and make transportation plans for the student, as appropriate. If placement is not possible in the school of origin, DFPS staff are directed to seek a placement within the student's same school district.

Some state initiatives added specific rules to the Texas Education Code and direct

schools to enhance services to students in care. Every school district must name a foster care liaison to facilitate enrollment and services to students in foster care. The duties of a foster care liaison are to advocate for the needs of students in foster care, coordinate with various school personnel and departments to ensure the required supports, practices, and best practice strategies for serving students in foster care are implemented within the local schools. Services include timely records transfer (within 10 days), course completion for graduation requirements, post-secondary assistance and services, excused school absences for requirements in a child's service plan and awarding partial credit for coursework completed prior to a student's placement and school changes. All students must have a personal graduation plan by the time the student enters ninth grade or enters a new secondary school setting. The personal graduation plan is prepared by the student, school counselor, and parent, and is reviewed and updated at least annually. State law also requires Texas public colleges, universities, and state technical schools to designate a foster care liaison to provide services, facilitate student enrollment, and resolve multiple issues post-foster care students may experience. Local schools are required to hold enrollment conferences within the first two weeks of enrollment at a new school. An enrollment conference is a student-centered meeting for a newly enrolled student designated to:

- Identify academic and extracurricular interest;
- Introduce school processes and opportunities for engagement;
- Develop course and instructional strategies;
- Review credits and assessment information;
- Determine social-emotional support; and
- Communicate confidential information that may impact a student's success, if needed.

Services include assistance with Education Training Vouchers, financial aid, housing, student employment, transportation, and priority in class selections. The TEA worked with DFPS to expand the capability to collect and share specific data on students in foster care.

DFPS continues to work with TEA, the Children's Commission, and the Texas Association of School Boards on a shared commitment to improving the educational outcomes for children and youth in care. DFPS participates in several state- and community-level working committees to identify barriers to providing seamless education services to children in care. DFPS regional education specialists have completed presentations on ensuring education stability for students in care through education service centers, local school districts, CASA, child-placing agencies, and community organizations. Each DFPS region operates at least three community consortia which include community and post-secondary education stakeholders, local family court judges, youth, school administrators, and DFPS staff. Consortia meet at least quarterly to identify and resolve barriers to students in foster care. The Meadows Center at the University of Texas at Austin has developed professional development trainings and webinars for teachers working with students in care and sponsored statewide workgroups to implement changes in working with students in care and developing best practices.

DFPS faces challenges to meeting the educational needs and goals of youth in care.

Limited information exists from schools about vocational and technical training opportunities for students who would prefer to learn a marketable job skill and not pursue a two- or four-year college degree. Other challenges include facilitating school enrollment and transfers, maintaining educational stability, resolving transportation related issues for students in rural communities, and using data-driven evidence to develop best practices in the provision of services. DFPS staff continue to coordinate with caregivers to help interested students enroll in workforce services provided by the workforce advocate in transition centers or workforce solutions offices to explore career opportunities and the training and education needed to pursue identified careers.

Students with disabilities have post-secondary programs available in seven colleges and universities. DFPS regional education specialists provide caseworkers with program information.

DFPS education specialists and caseworkers participate in school transition planning with youth, beginning at age 14. Students are encouraged to explore careers through job shadowing, career days, and internships. DFPS caseworkers and school counselors share information on transition services available for eligible students in foster care through community resources. School counselors are required by state law to review the DFPS Education and Training Voucher program and the college tuition waiver with each student in foster care and enrolled in their school district.

DFPS provides additional resources to internal and external stakeholders on transition services for youth and young adults in care. The Transitional Living Services program also provides regular online trainings and webinars for free and open to the public on various topics, such as transition services for students in foster care, receiving special education services, resources for students in foster care from the TWC, Education and Training Voucher training, and preparing for an Admission, Review, and Dismissal (ARD) meeting.

The College for All Texans website allows youth to select a Texas school, plan for costs, complete school applications, and apply for financial aid. Privately owned career schools and colleges offer classroom or online training to teach the skills needed to perform a particular job.

The TWC licenses career schools and colleges that offer programs where students can receive certificates for various skills trainings and provides information and technical assistance to schools, students, and the public. DFPS works with the TWC to obtain services available to youth interested in pursuing specific career paths. The TWC offers regular presentations on post-secondary career options available to students in foster care to school counselors, statewide DFPS and CPS consortia meetings with community stakeholders, and training to foster care liaisons at the school and college level. Vocational rehabilitation services through the TWC collaborate with the Texas A&M University Rellis Program to explore and offer more certificate and training programs that will lead to gainful employment for youth currently or formerly in foster care. One example is their six-week commercial driver license program.

The Health and Human Services Path to Success program enters into local agreements with local organizations to provide training for youth ages 18 and older to become a Texas Works Advisor making \$36,901.00 starting pay. DFPS Region 6 successfully piloted the program in 2022. DFPS has been meeting with local DFPS and CBC PAL staff and Supervised Independent Living providers to discuss bringing this program to different areas of the state.

The most recent NYTD results available (federal fiscal year 2022) indicated 51 percent from a random sample of 19-year-old young adults who took the survey at age 17 reported finishing high school or obtaining a general educational development (GED) certification. An additional 38% are actively working towards their high school diploma or GED certification.

Post-Secondary Education

Education Reach for Texans is a 501(c)(3) group of current educators and administrators from several Texas colleges and universities who partner with DFPS staff to provide support, technical assistance, and advocacy for youth formerly in foster care and enrolled within higher education institutions. This group convenes annually at different campuses in Texas, bringing together colleges, universities, advocates, stakeholders, caregivers, youth, and DFPS staff. The annual conference is scheduled for June 10-11, 2024, at Texas Woman's University in Denton. DFPS staff will be presenting workshops on Transitional Living Services, Extended Foster Care and Supervised Independent Living, and out of foster care housing options.

The Education Reach for Texans group focuses on using existing student support services to assist youth currently and formerly in care with their academic efforts, navigate the school's system, and help improve educational outcomes. One of the primary barriers to effectively supporting these students is identifying the students so outreach efforts can occur. Some schools work with the financial aid office when students submit the tuition and fee waiver exemption to identify the students. DFPS works with Education Reach for Texans to encourage more Texas colleges and universities to participate and develop student support services to serve youth formerly in care enrolled in Texas colleges and universities.

During fiscal year 2023, Education Reach further began to expand activities by creating regional workgroups which align with the 11 DFPS regions. These groups met throughout the year, supported in part by grant funding. Their aim was to help build stronger networks of support across various colleges, universities, and other regional stakeholder operations for the post-secondary success of transition age foster youth and young adults. Though this is a developing program, early results were very positive with statewide participation in the regional breakouts more than tripling the attendance of the annual conference Education Reach leads.

The Texas Higher Education Coordinating Board added an additional question to identify youth in DFPS conservatorship on or after age 14 to the Apply Texas application used to

apply to Texas colleges and universities.

The Education and Training Voucher Program, the Texas college tuition and fee waiver, and two DFPS scholarships are available for youth and young adults pursuing higher education. These programs and scholarships are promoted at conferences, events, life skills classes, and aging-out seminars attended by youth and young adults. Each youth and young adult are encouraged to utilize all financial benefits available to them.

The Children's Commission facilitates the Foster Care Post-Secondary Education workgroup with membership consisting of former foster youth, colleges and universities, PAL staff and providers, CASA, the TEA, the Texas Higher Education Coordinating Board, and legal advocates. The workgroup created a comprehensive resource guide for college foster care student liaisons, high school counselors, caseworkers, caregivers, and students. It identified an online tool that provides a one-stop resource of helpful links to CPS programs and other important information for students formerly in foster care and identifies available data to track post-secondary outcomes of youth and young adults in foster care. In fiscal year 2023, the workgroup is focused on creating caregiver resources to support youth and young adults in their pursuit of post-secondary education.

The workgroup began a series of webinars aimed at informing and training foster care liaisons, high school counselors, and other educational advocates on benefits, services, and resources available to current and former foster youth. Webinars aim to inform and equip the secondary education and school district foster care liaisons across the state to better assist foster youth in pursuing post-secondary options and benefits and provide the same support to post-secondary faculty.

The Texas Legislature directed all public community colleges, junior colleges, and four-year colleges to designate a foster care liaison to assist former foster care students transitioning from high school to college. The list of college liaisons is maintained by the Texas Higher Education Coordinating Board and is posted on the College for All Texans webpage.

The most recent NYTD results available (federal fiscal year 2022) indicate 89 percent of the random sample of 19-year-old young adults who took the survey at age 17 have completed or are currently enrolled in and attending high school, GED classes, post-high school vocational training, or college.

Secondary and Post-Secondary

DFPS established a workgroup comprised of representatives from the TEA, transition centers, post-secondary institutions of higher learning, vocational college, foster care alumni, and other stakeholders. Workgroup meetings are held twice a year. Meetings were held on September 26, 2023, and December 15, 2023. The next meeting will be held Summer 2024 to discuss organizational updates, changes to programming, proposed solutions, and actions for agencies to strengthen policies and practice. DFPS posted and periodically updates information about the Career Development and Education Program on the DFPS website under Transitional Living Services, as requested by the

workgroup after identifying the need for one central location of career and education resources.

Transition Centers

There are 18 independently operated, one-stop transition centers across Texas with at least one in each DFPS region. Transition centers are a central clearinghouse for community partners to serve the diverse needs of older youth ages 15 and a half to 25 years who have or are aging out of care. The centers provide services such as PAL life skills training classes, job readiness, career preparation, summer youth employment programs, job search classes, youth leadership trainings, activities, and mentoring. Transition centers may partner with substance use and mental health counseling providers and local housing authorities. Centers are in Abilene, Amarillo, Austin, Beaumont, Belton, Corpus Christi, Dallas, El Paso, Fort Worth, Harlingen, Houston, Kerrville, Killeen, Longview, Lubbock, McAllen, San Angelo, San Antonio, and Tyler.

The TWC financially supports workforce advocate positions in all 18 transition centers with a goal of improving employment outcomes for youth currently and formerly in care and helping develop a comprehensive long-term career path. DFPS supports transition centers at the state and local levels and encourages the expansion and sustainability of transition centers, including referencing transition center as models for best practices. DFPS does not fund transition centers, although some of the transition center operators' contract with DFPS to provide PAL services. A list of Transition Centers and contact information is maintained on the DFPS website.

Mental and Physical Health

The DFPS Transitional Living Services team addresses empowerment and normalization when preparing youth to age-out of care by seeking input from youth currently and formerly in foster care and providing technical assistance to create opportunities for normalcy in placement settings. The most significant challenges are a lack of resources, behavioral health services, and providers in both rural and urban communities. Enhancements by STAR Health have emphasized youth and young adult's empowerment in well-being appointments, such as a well woman's annual exam or dental check-up. Star Health offers value-added services which include the Adolescent to Adult Health Pays Rewards Program, Care Grants, extra vision services, in-patient follow-up incentive program, over the counter items and school or sports physicals. An online application is available for smart phones or computers which promotes meeting health care needs.

DFPS provides information about wellness and mental health resources through PAL life skills training classes during the health and safety core element which includes personal health care, substance abuse, sexual responsibility and coping, and stress management, in addition to a life decisions and responsibilities core element emphasizing community resources and awareness. DFPS provides information about wellness and mental health during statewide and regional conferences and events. Regional PAL staff hold Aging Out Seminars which include required discussions of healthy sexuality, identifying and dealing with cyberbullying, healthy and unhealthy relationships, and understanding nutrition. DFPS promotes and solicits feedback about wellness and mental health during

statewide and regional Youth Leadership Council meetings. DFPS holds PEAKS camps when available for youth in care which promotes normalcy opportunities, enhanced feelings of self-worth, building relationship skills, and discovering strengths. DFPS regularly posts resource information and messages related to wellness and mental health on the Youth Take Flight Instagram page and DFPS website.

Preparation for Adult Living Services and Data

DFPS continues to review policies and procedures related to Chafee-funded services to determine how services meet the needs of youth and young adults statewide. As contracts are procured, opportunities become available to ensure DFPS is providing quality services that meet the needs of the youth and young adults. Contractors are required to meet certain performance measures tied to outcomes. DFPS is available to cooperate with any national evaluations on the effects of the programs in the achieving the purposes of Chafee Foster Care Independence Program. DFPS will provide requested information and be available to respond to questions related to a national evaluation.

Current Chafee services provided statewide by the PAL Program include the following:

- **Life Skills Assessment** (www.caseylifeskills.org) starting at age 14 for youth in permanent managing conservatorship, and age 16 for any youth in foster care, to assess the strengths and needs in life skills attainment. Caregivers provide input on the youth's assessment and are invited to an interpretation of the youth assessment results;
- **Life Skills Training classes (age 16 to 18 years) and *Independent Study Guide*** in the following core elements: health and safety, housing and transportation, job readiness, financial management, life decisions and responsibilities and personal and social relationships;
- **Transition and Financial Support Services** (Aftercare Case Management (ACCM) in Region 6) to assist with self-sufficiency planning and resource coordination and help address youth expenses, such as graduation expenses, tutoring, driver's education fees, mentoring; normalcy activities, and some transition costs;
- **Transitional Living Allowance** of up to \$1,000 for initial adult living start-up costs, distributed in increments of up to \$500 per month, for young adults up to age 21 who meet the DFPS criteria, including participating in life skills training and living in a DFPS or Medicaid-paid placement within the 24 months before the allowance is initiated; and
- **Aftercare Room and Board Assistance** of up to \$500 per month for those age 18 to 21 years for rent, utilities, utility deposits, food (not to exceed \$3,000 of accumulated payments per young adult).

Youth and young adults who are potentially eligible for statewide services include those who:

- Are at least 14 and in DFPS conservatorship:
 - ▶ Were emancipated by a court order while in DFPS conservatorship (up to age 21);
 - ▶ Aged-out of DFPS conservatorship at age 18 (up to age 21); and
 - ▶ Are enrolled in or exited the DFPS Extended Foster Care Program (up to age 21).

Historically, DFPS contracted with the Texas Juvenile Justice Department to provide life

skills training for up to 25 youth placed in Title IV-E foster care by the Texas Juvenile Justice Department or a local juvenile probation department and maintained a child's service plan which included a permanency goal of Another Planned Permanent Living Arrangement, Another Planned Living Arrangement Independent Living, or Another Planned Living Arrangement Community Care. However, this contract has not been renewed because the Texas Juvenile Justice Department now has their own independent living program. Such youth may also be eligible for PAL aftercare room and board payments and Transition and Financial Support (TFS) services (ACCM in Region 6).

In fiscal year 2023, 5,250 youth and young adults received services through the PAL Program, including 649 youth aged 14 to 15. This is a decrease for the same population during the prior year. This could be due to increased permanency efforts or the decreased general population of youth in DFPS conservatorship. In fiscal year 2023, 870 youth exited DFPS conservatorship through emancipation.

Life skills training is part of a continuum of learning youth in care receive starting at age 14. Foster parents and residential providers are required to include training in experiential life skills by providing an opportunity to practice daily living skills, such as grocery shopping, meal preparation and cooking, use of public transportation, financial literacy, and performing basic household tasks. The resource guides and *Residential Requirements Guide* include enhancements to experiential life skills and normalcy activity requirements in the youth's placement. The 24-hour *Residential Child Care Requirements* were updated in September 2023 to reflect new legislative requirements related to the documents the youth is required to receive prior to being discharged from foster care and how those documents may be used.

The Casey Life Skills Assessment is provided to youth prior to the start of life skills training classes. Caregivers are asked to complete the assessment on the individual youth in their care so that a comparison can be generated which includes both the youth and caregiver responses. The individual youth report is used when caregiver responses are not available. Youth and their caregivers or residential providers are invited to the interpretation of the completed life skills assessment results and are provided copies of the scored assessment. During the interpretation, the youth's strengths and needs are discussed. The youth's caseworker receives a copy of the report and incorporates specific service needs into the Child's Plan of Service from the assessment.

PAL staff determined in fiscal year 2023, 1,307 Casey Life Skills Assessments were completed. Of these assessments, 649 were completed by youth aged 14 to 15. Texas Family Code, Section 264.121 requires DFPS to conduct an independent living skills assessment for youth in DFPS permanent managing conservatorship who are age 14 or 15. If a youth was not eligible to receive the assessment at age 14 or 15, an assessment will be provided to all youth in DFPS conservatorship at age 16 or older. As a result, youth will be assessed only one time, which is the youth preference according to feedback from youth. DFPS will conduct an annual update of the independent living skills the youth learned the preceding year to ensure the youth is being prepared for successful transition to adulthood. The annual update will be conducted through the Child's Plan of Service in

coordination with the youth, the caseworker, PAL staff, and the caregiver. The annual update includes a review of the original assessment responses and documentation of the youth’s progress and continued needs.

Transition planning sections within the Child’s Plan of Service are used to determine needs and make informed choices regarding the provision of services. PAL staff participate in Circles of Support meetings where transition planning is reviewed.

Starting at age 16, youth either attend at least 30 hours of life skills training classes or complete the *Independent Study Guide*. A curriculum outline is available for statewide use. PAL contractors assist youth with services to develop skills in food preparation and in nutrition education that promotes healthy food choices in addition to providing financial literacy education.

Fiscal Year 2023 Youth Training Outcomes

Training Type	Number of DFPS Youth Served
Life Skills Training Classes, in-person or virtual	1,036
Web-Based <i>Independent Study Guide</i>	60
Print Version <i>Independent Study Guide</i>	138
School Training Documents in the Individual Education Plan	115

DFPS is in process of updating the *Independent Living Study Guide* to incorporate more interactive activities, as well as exploring more accessible media types to improve training comprehension and retention. PAL staff from both legacy and CBC regions are gathering information from - youth and young adults currently or formerly in foster care with lived experiences, to enhance the curriculum and real-life activities.

Efforts are underway to increase the life skills training completion rate for youth who are 18 years and older and leave substitute care. A logic model with five main objectives was created for this effort:

1. **Increase the life skills training completion rate.** Initial targets began with 85 percent or more statewide and for every region by the end of fiscal year 2018 with an outcome of 91.5 percent achieved. Targets subsequently were set at 92 percent in fiscal years 2019 and 2020 with a completion rate of 91.7 percent and 94 percent achieved respectively. Fiscal years 2021 and 2022 target of 95 percent resulted in an achievement rate of 94.9 percent and 93.6 percent respectively. The goal of 95 percent was met in Fiscal year 2023 with 95.7 percent achievement.
2. **Improve communication and education to State Office, regional staff, and kinship providers.** Monthly support calls are held with regional PAL staff to discuss successes, needs, and status of completion. A memo was sent to kinship providers with information about life skills training and benefits to participation.
3. **Develop new training options for youth.** DFPS created a paper version of the

Independent Living Study Guide for youth who do not have computer access. During fiscal year 2021, the *Independent Living Study Guide* was refreshed and redesigned with input from youth with lived experience in foster care. The new online training was piloted in fiscal year 2022. Beginning fiscal year 2024, the online and paper version of the *Independent Living Study Guide* will be updated due to economic enhancements and the developmental needs of youth. The new study guides will incorporate more ideas and suggestions from youth and young adults currently or formerly in foster care. PAL staff will gather information during youth leadership council meetings, aging out seminars, regional conferences, and during visits with youth and young adults.

4. **Conduct youth surveys and gather information to improve training options for youth.** Youth surveyed about their preferred method of training showed a high number preference for classroom training over other methods due to peer interaction.
5. **Residential contract providers support and provide life skills training as outlined in contract requirements.** Regions are offering some classes at residential treatment facilities. CPS PAL staff report youth non-attendance to the residential contract manager.

Youth aged 16 and older can participate in a state or regional event where they receive information and participate in experiential activities to enhance their knowledge of life skills. Youth aged 14 and 15 are invited when funding is available. The youth's experiential learning while in care and through PAL Program activities complement one another and are addressed in each core life skill area in the youth's service and transition plan. DFPS received additional state funding to add an additional teen conference per region, increase the number of youths who participate in aging-out seminars, and add an additional statewide vocational or college conference with emphasis on youth who live in residential treatment centers. A career and technical college conference was not held in Fiscal year 2023. DFPS continues to seek a new partner for this conference.

DFPS was legislatively required to collaborate with stakeholders to develop a plan to standardize the curriculum for the PAL program that ensures youth 14 years or older, but younger than age 21, enrolled in the program receive relevant and age-appropriate information and training. A Workgroup developed the plan and submitted a report and recommendations to the Texas Legislature. In fiscal year 2022, DFPS made the following progress on implementing these recommendations:

- Updated the current knowledge assessment to make needed revisions;
- Explored high school or college credit for the entire series of life skills training classes while being mindful youth must meet certain criteria to be eligible for the tuition fee waiver. A DFPS-led post-secondary workgroup with Texas Higher Education Coordinating Board staff and faculty from both rural and urban colleges and universities across the state concluded that college credit could not be extended;
- Began reviewing other available life skills assessment tools and assessed any costs associated with changing the tool;
- Began reviewing the aging-out seminar curriculum outline and materials for updates and the addition more experiential activities;
- Began discussions with the CPS case review team and DFPS monitoring staff for ways to assess and report to DFPS if youth receive experiential and normalcy activities;

- Began determining the costs associated with hiring external curriculum development experts to make changes to the PAL life skills training curriculum, as well as the costs associated with extending the number of classroom hours and adding specific training for 14 and 15-year-old youth.

Aging Out Seminars

At age 17, youth participate in a one-day regional aging-out seminar where they receive information about human trafficking, healthy relationships, financial literacy, nutrition, self-advocacy, and transitional living services resources and benefits. Based on participant feedback, materials and tools were updated to include more experiential learning activities. In fiscal year 2023, 291 youth participated in Aging-Out Seminars.

Youth and young adults aged 16 to 21 may participate in contracted TFS services. In Region 6, these services are still referred to as ACCM. Through these services, the case manager works with the youth or young adult to update or develop their individual transition plan. Need-based aftercare room and board assistance is provided through case management to eligible young adults who are no longer in DFPS conservatorship or a DFPS extended foster care placement. In fiscal year 2023, 2,080 youth and young adults received TFS or ACCM services, and 648 young adults received aftercare room and board assistance. In fiscal year 2023, 805 young adults received a transitional living allowance to help with basic adult living start-up costs.

Services provided to youth and young adults are reviewed to determine what types of services are provided and by what frequency. DFPS analyzes the data by region to identify patterns or trends in certain parts of the state and determine if services need to be strengthened. The NYTD data can be used to run additional reports tailored to the specific desired information. Currently data is pulled to determine what life skills training core elements were provided to youth prior to leaving care to help meet the statewide goal of a 95 percent completion rate for youth aged 18 or older exiting substitute care in fiscal year 2023. Each region completes and submits an annual report that includes service data and a description of services provided. Data from these regional reports is disseminated and incorporated into the state plan.

NYTD outcomes have motivated regions to offer more services either through PAL contract providers or community organizations around housing, employment, and education:

- **Region 01**, St. Francis has secured MOUs with the Lubbock, South Plains, and Panhandle housing authorities.
- **Region 02**, Zingage has an MOU with the Abilene Housing Authority. PAL youth are referred to the TWC advocate through Baptist Child and Family Services Health and Human Services of San Antonio to provide training and employment assistance to youth. The TWC creates partnerships with local businesses in efforts to provide youth entry level positions that allow for growing opportunities within the business.
- **Region 03**, the PAL Program collaborates with seven separate area and county housing authorities across both the legacy and SSCC areas to secure housing vouchers to help youth with their successful transition to adult living. The SSCC Our

Communities Our Kids has partnerships with the housing authorities of Mesquite, Fort Worth, and Tarrant County, as well as the TRAC center.

- **Region 04**, the PAL Program in region 4 has MOUs with the Longview and Paris Housing Authorities. Working relationships with four separate local non-profit organizations are also in place for outreach and to meet the needs of youth formerly in foster care experiencing homelessness. Additionally, a partnership with Baptist Child and Family Services Health and Human Services of San Antonio and the TWC help find employment with youth.
- **Region 05**, DFPS continues work with the Beaumont Housing Authority on the FUP. PAL executed MOUs with the Port Arthur Housing Authority, Nacogdoches Housing Authority, and Deep East Texas Council of Governments to secure 25 housing vouchers for the FYI Program. PAL staff continues to work on establishing the FYI Program with the Beaumont and Nacogdoches housing authorities.
- **Region 06**, the Houston Alumni and Youth Center continues to pair youth age 16 and older with transition coaches who serve as a friend and guide in their successful transition to adulthood. Region 6 has MOUs with Harris County Housing Authority, Houston Housing Authority, Galveston Housing Authority, and the Rosenberg Housing Authority. They also partner with The Children's Center Gulf Coast Homeless Coalition.
- **Region 07**, multiple housing voucher options are available to young adults. Vouchers have been utilized in Williamson, McLennan, and Hays counties. PAL Staff partner with Lifework's Ending Community Homelessness Coalition in Travis County. Unlimited Potential, a community partner, has access to FYI vouchers in Brazos county. College and university tours were coordinated for youth to explore higher education options, as well as a financial management workshop with a local banking authority.
- **Region 08**, a FYI Program with Bexar County Housing Authority for 25 vouchers exists to support young adults in applying for and utilizing housing vouchers. The partnership also works closely with local workforce staff to find employment for youth. Additionally, Opportunity Home has 25 vouchers to assist young adults. Region 8 continues to partner with Thrive Youth Center in providing supportive services for LGBTQ youth, as well as multi-agency workgroups, such as The Interagency Foster Care Collaboration and Bexar County Fostering Educational Success group.
- **Region 09**, MOUs exist with the San Angelo, Odessa, Big Spring, Lamesa and Midland County housing authorities.
- **Region 10**, PAL has a partnership with the El Paso County Housing Authority. The region also offers dedicated workforce staff at the local transition center to assist PAL youth.
- **Region 11**, there are 8 MOUs with local housing authorities with eight young adults finding housing through them. DFPS has also partnered with Cameron Workforce to explore more workforce meetings and job trainings for regional youth.

Service data is entered into IMPACT by PAL staff and reported to the NYTD. PAL staff receive regular training and reminders to ensure statewide consistency of service data entry. PAL staff educate contract providers to clarify service definitions and other documentation needs. A report is available to determine how many youths received

training prior to leaving care and is shared with each region monthly to look for any discrepancies and determine if improvements are needed on the provision of life skills trainings. Regional case reviews are conducted periodically on an informal basis and at the end of a reporting period to ensure statewide consistency of data entry and collection of high-quality data. The review consists of a cross check of DFPS system data entry as compared to contract provider service documentation. Feedback and technical assistance are provided to staff entering information depending on the results of the review. Regional PAL Staff are provided with tools to help them understand data entry requirements, such as the NYTD Manual. Regular training, case reviews, and reminders help achieve more accurate and consistent data statewide. A workgroup of PAL staff participated in modernization efforts to improve the DFPS electronic reporting and case recording system. Improvements resulted in a more user-friendly system which includes additional details about services and training provided to youth and young adults. Roll out was completed in April 2019.

DFPS has provided information regarding the NYTD outcomes and service data results at a variety of venues and events, such as PAL staff meetings, internal DFPS meetings, Youth Leadership Council meetings, Youth Take Flight for Success Seminars, and regional or statewide presentations to the community, including to CASA, PAL contract providers, and child-placing agencies. DFPS continues to look at ways to engage other stakeholders to provide this information. The Youth Leadership Council made suggestions for updating the survey instrument to include Texas-specific information in the descriptions for youth to better understand the questions and more accurately provide a response. Updates to the descriptions will be added as part of IMPACT modernization efforts. One region provides this information at youth service review hearings. DFPS continues to collect high quality data using existing staff positions, tools, and processes known to be effective for DFPS in the past. The state plan is posted on the public DFPS website, which includes NYTD data. DFPS continues to explore the best ways with youth and young adults to post data.

The data for fiscal year 2020 is posted on the DFPS website in the 2023-2027 DFPS Strategic Plan at:

https://www.dfps.state.tx.us/About_DFPS/Strategic_Plans/documents/2023-2027-DFPS_Strategic_Plan.pdf .

Eligibility for both Chafee Foster Care Independence Program services and other transitional living services is outlined in the CPS policy handbook and *Transitional Living Services Resource Guide* and cites both federal and state eligibility criteria. This information is updated periodically based on new federal and state legislation. DFPS uses objective criteria for determining eligibility for services and the Health and Human Services Foster Care Ombudsman for youth under 18 and DFPS Office of Consumer Affairs is available to young adults over 18 to respond to complaints about unfair treatment and provide objective unbiased investigations on complaints filed. Both offices have conducted outreach efforts at regional and statewide PAL events to inform youth and young adults about their services. Information about how to file a complaint is posted on the DFPS website in the *Texas Foster Care Handbook for Children, Youth, and Young*

Adults. The Texas Foster Care Handbook is under review and will be updated in 2024. Contract language secures provider assurances to provide fair and equitable treatment that meets the individual needs of each youth or young adult.

PAL staff monitor for quality and content of services provided by a contractor and contract managers monitor for contract compliance. Monitoring tools and a process guide are utilized. Quality monitoring forms are under review and are in the process of being updated in 2024.

Employment, Career Exploration, Vocational Training and Job Placement and Retention

PAL staff, contractors, and workforce partners in all regions and statewide continue to help youth gain employment opportunities and workforce experiences while in care and upon exiting care. The most recent NYTD results available (federal fiscal year 2022) indicate that, of the random sample of 19-year-olds young adults who took the survey at age 17, a total of 29 percent were working full time and 26 percent were working part time.

DFPS hired a youth employment program specialist as part of the Transitional Living Services team. As of Summer 2022, the employment program specialist duties were combined into a Transitional Living Services Team Lead position to:

1. expand and grow internships and apprenticeships;
2. increase youth and young adult job preparedness and readiness especially through hands on activities; and
3. strengthen and define DFPS relationship and roles with the TWC and local workforce advocates, boards, and centers.

DFPS and the TWC renewed a formal MOU for the term of September 1, 2021, to August 31, 2026. Some changes to the agreement included coordination of social media efforts and relevant trainings and assurance of the DFPS Transitional Living Services Team Lead collaboration with transition center and local office liaisons to address youth employment and training needs. The agreement ensures PAL objectives are met and youth currently and formerly in care receive priority for workforce services through other formal agreements between regions and local workforce boards. DFPS and the TWC continue to collaborate and partner statewide. With the involvement of the TWC, PAL staff are informed of workforce services, including summer youth employment opportunities offered through the local workforce centers, referrals for workforce services, and determination for how these services benefit and assist youth to become self-sufficient when transitioning from care. The TWC hosted their 6th annual youth in foster care conference at the Embassy Suites in San Marcos April 6-7, 2023. Invitees included representatives from:

- each transition center;
- regional CPS and CBC PAL staff;
- education specialists;
- State Office staff;
- local workforce boards and centers;

- the TEA;
- post-secondary institutions of higher learning;
- young adults formerly in foster care from each transition center; and
- community advocates, such as judges and the Children's Commission.

DFPS presented a workshop related to Transitional Living Services and facilitated a young adult panel and Supervised Independent Living provider panel. The TWC will host their 7th annual Youth in Foster Care Conference at the same site in San Marcos on May 29-31, 2024, with the Transitional Living Services team again leading multiple workshops or sessions.

PAL staff refer youth to AmeriCorps and Job Corps, as well as job skills trainings and enrollment in summer employment programs, job readiness and career exploration classes, vocational rehabilitation services, other services administered through the workforce development boards, Goodwill Industries, and the Salvation Army. Transition centers continue to offer career exploration, job readiness, and job search assistance in collaboration with the workforce advocates. CPS expects more out-of-school youth will receive services provided under the Workforce Innovation and Opportunity Act for work experiences, such as summer and year-round employment, pre-apprenticeship, on-the-job training or internships, and job shadowing. The TWC has a variety of resources, posted on their website (<http://www.twc.state.tx.us/>) to include career and education tools, work preparation information, market data, educational requirements to obtain a high demand job in Texas, and vocational rehabilitation services. Additionally, the TWC began providing statewide bi-annual employment skill demand data also broken down by the 11 DFPS regions. Youth and young adults are informed about workforce resources through their workforce advocate and various PAL activities and events.

DFPS uses the calendar year reports provided by the TWC to identify the number of youth or young adults receiving a workforce service. In calendar year 2023, a total of 201 out of 204 referred unduplicated youth and young adults received workforce services through either the workforce solutions offices or from the workforce advocates located at the transition centers. Youth continue to be referred for workforce services in fiscal year 2024. Workforce solutions offices help with some supportive resources to eliminate barriers to employment such as interview and work clothing, childcare, mileage reimbursement, and bus passes.

Chafee funds are used for youth to obtain clothing for employment or interviews and case management services to connect youth to community resources they need to obtain or maintain employment. In fiscal year 2023, 367 youth and young adults received educational or vocational Chafee services, including vocational assessments, vocational training, tutoring, graduation items, high school completion supports, and GED test fees.

Community resources provided are not reported to the NYTD as they are not provided or paid for by the state agency. However, both quarterly and annual data is exchanged between DFPS and the TWC as part of an agreement to determine which youth are receiving workforce related services from the referrals provided.

Employment Services Youth and Young Adults with Special Needs

DFPS developmental disability specialists coordinate with schools, the TWC vocational rehabilitation services, and the Texas Health and Human Services Commission (HHSC) to obtain vocational training and employment services for youth and young adults with disabilities. The Texas Legislature created the Employment First Policy Task Force to promote competitive employment opportunities that provide a living wage to people with disabilities. The task force is comprised of staff from DFPS, HHSC, the TEA, and the TWC. HHSC adopted the Employment First policy. Agencies involved in the task force have developed a work plan to incorporate this policy into their own policies and rules.

As a requirement of the interagency MOUs between DFPS and the TWC and local DFPS offices, local workforce boards and transition centers work together to address the challenges facing youth currently and formerly in care youth. The TWC designated a point of contact at the local workforce boards for youth, PAL staff, foster care providers, and other DFPS staff to access assistance and services. The agreement also directs local workforce development boards to ensure workforce services are prioritized and targeted to meet the needs of eligible youth. DFPS ensures interested youth and young adults have access to workforce services available at the workforce solutions offices and transition centers.

Transition centers serve youth and young adults formerly in foster care up to age 25 using various funding sources. In addition to providing other supportive services, a designated workforce advocate funded by the TWC is available at all transition centers to offer career exploration services, job readiness and search programs, and job placement assistance.

Texas Workforce Commission and Transition Center Data

Through an interagency agreement with DFPS state and regional offices and local workforce development boards, the TWC matches DFPS data records for both quarterly and calendar year reports. These data reports include the number of youths referred for workforce services at local workforce solutions offices and those who received a workforce service. Annual data collected and reported by the TWC includes the number of youths employed, the average wage earned each quarter, and the number of youth and young adults who received a service at one of the transition centers funded by the TWC. As reported by the TWC from January 2022 to December 2023, a total of 201 out of 204 unduplicated youth and young adults received workforce services through either the workforce solutions offices or from the workforce advocates located at the transition centers.

Help youth prepare for and enter postsecondary training and educational institutions.

Chafee funding is used to provide educational and vocational services, such as vocational assessments, vocational training, tutoring, high school completion supports, and fees for GED tests. In fiscal year 2023, 350 youth and young adults received educational or vocational Chafee services.

PAL staff collaborate with community organizations to provide graduation celebrations for high school and GED achievements. Graduates received certificates of recognition signed by the Governor in fiscal year 2023 and certificates will be requested again for fiscal year 2024. In fiscal year 2023, graduation celebrations occurred in all 11 regions. Regions are exploring creative ways to celebrate youth for their graduation. Many community organizations provide independent living supplies, such as cookware, sheets, towels, microwave ovens, other household supplies, or gift cards as recognition of the youth or young adult's accomplishments. The State Office Transitional Living Services team has worked with Day 1 Bags, a 501(c)(3) non-profit, in providing backpacks, books, document folders, and gift certificates to all graduates Texas. Day 1 bags also partners with other local charities to provide hand-quilted blankets to all graduates.

Regional and statewide tours to universities, community colleges, and vocational and technical schools are conducted annually. PAL staff and contractors help youth complete forms needed for postsecondary training and education programs. DFPS partners with colleges and universities across the state to help students. Several universities including the University of Texas at Arlington, University of Texas at Pan-American, and Texas State University continue to provide residential housing scholarships for former foster care youth. Texas Woman's University is offering a free summer bridge program, Foster-care Alumni Succeed and Thrive (FAST) from June 2-22, 2024, to up to 25 youth and young adults currently in foster care to help prepare them for college. Through this program, they will receive six college credit hours, personal computers, mentoring, food, and housing. PAL college conferences are held at different colleges or universities annually. The PAL Statewide College Conference began a partnership with the University of Houston in 2023. The event was held March 9-10, 2023. This conference returned to the University of Houston on March 28-29, 2024. The State Technical College Conference was not held in 2023. The annual statewide Teen Conference was held July 12-14, 2023, at the University of Texas at Austin. This conference will continue at the University of Texas at Austin for 2024 on June 25-27.

The most recent NYTD results available indicated 51 percent of a random sample of 19-year-old young adults who took the survey at age 17 completed high school or obtained a GED certification and 38 percent were enrolled in and attending high school, GED classes, post-high school vocational training, or college. DFPS staff reviewed comparisons of the data across the first cohort of youth from age 17 to 21 provided by the Administration for Children and Families (ACF) in a data snapshot and shared with staff and the community. The NYTD data is shared with state legislators when data is requested.

State Tuition and Fee Waiver

College tuition and fees are waived for students in DFPS conservatorship:

- On the day preceding their 18th birthday;
- On or after the day of the student's 14th birthday, if the student was eligible for adoption on or after that day;
- On the day the student graduated from high school or received the equivalent of a high school diploma;

- On the day the student is adopted if that date is on or after September 1, 2009;
- On the day permanent managing conservatorship of the student was granted to a person other than the student's parent, if that date is on or after September 1, 2009;
- If a youth was returned to the legal responsibility of the parent on or after June 1, 2016;
- At age 14 and older and were in DFPS' permanent managing conservatorship;
- At age 16 and older and were in DFPS' temporary managing conservatorship; or
- On the day the student enrolls in a dual credit course or other course for which a high-school student may earn joint high school and college credit.

Students must enroll no later than their 25th birthday in an institution of higher education as an undergraduate student to use the waiver.

Tuition and fees are waived for youth enrolled in dual credit courses or other courses for which a high school student may earn joint high school and college credits if the student is in DFPS conservatorship at the time of enrollment. Dual credit courses include both academic and technical courses covered by the tuition waiver. Additionally, students enrolled in dual college credit courses must be attending school full-time to be able apply for the Education and Training Voucher Program to cover certain college costs, such as tuition and fees not otherwise covered, transportation, and books.

Annual Higher Education Data Report-Foster Care Students

DFPS has a collaborative partnership and an interagency agreement with the Texas Higher Education Coordinating Board to collect college data on current and former youth and young adults who attend Texas state-funded universities and colleges. Data also includes the number of youths who utilize the tuition and fee waiver.

The agreement outlines data elements exchanged to facilitate DFPS' evaluation of educational outcomes of students formerly in DFPS conservatorship. DFPS and the Texas Higher Education Coordinating Board renewed this agreement in July 2022 to expire on January 31, 2026. The agreement includes the following:

- The exchange of information will facilitate the evaluation of educational outcomes for former foster care students;
- CPS will provide annual demographic information to the Texas Higher Education Coordinating Board of former foster care students enrolled in state colleges and universities;
- The Texas Higher Education Coordinating Board will provide CPS aggregate data on the identified educational outcomes with demographic information received;
- CPS and the Texas Higher Education Coordinating Board will determine educational outcomes, including student academic achievement, graduation rates, attendance, and others to be identified and relevant to the purpose of the evaluation.
- CPS may authorize the Texas Higher Education Coordinating Board to provide education research centers with demographic information to perform additional analysis for educational outcomes only for youth in foster care.

The Texas Higher Education Coordinating Board submits an annual report to DFPS

showing the number of adopted youth and foster youth who have utilized the tuition waiver each academic year by school. This report is used for the federal match requirement for the Education and Training Voucher Program. For the 2022-2023 academic year, the Texas Higher Education Coordinating Board reported a total of 3,638 tuition exemptions granted to foster care students and 4,229 for adopted youth. DFPS consults regularly with the Texas Higher Education Coordinating Board on issues or questions about the tuition and fee waiver. The Texas Higher Education Coordinating Board posts a list of state colleges and universities required to appoint foster care student liaisons, on its Colleges for All Texans webpage.

The Children's Commission facilitates the Foster Care and Education Postsecondary Education workgroup. The members of the workgroup consist of youth, colleges and universities, technical school, PAL staff and providers, CASA, the TEA, the TWC, transition centers, the Texas Higher Education Coordinating Board, and legal advocates. The workgroup developed a comprehensive resource guide for college foster care student liaisons, high school counselors, caseworkers, caregivers, and students. It identifies a website that provides a one-stop resource of helpful links to CPS programs and other important information for former foster care students and identifies available data to track post-secondary outcomes of youth and young adults in foster care. The workgroup held a series of webinars geared toward foster care liaisons, school counselors, and other educational advocates. Webinars with targeted audiences of school counselors or college and university faculty, including financial aid and admissions staff and foster care liaisons, were held during fiscal years 2021 and 2022. During fiscal year 2023 the workgroup produced materials to help caregivers in assisting transition age youth in navigating post-secondary decisions, preparations, and entrance.

Education and Training Voucher Program

Youth and young adults potentially eligible for the Education and Training Voucher Program must meet one of the following specific criteria:

- Youth at least 16 years old and in DFPS conservatorship and young adults in DFPS extended foster care;
- Youth who have aged-out of DFPS foster care and are not yet age 23;
- Youth who have been adopted from DFPS foster care after turning age 16 and not yet age 23;
- Youth who have entered the Permanency Care Assistance program from DFPS foster care after age 16 and are not yet age 23;
- Youth placed in the custody of the Texas Juvenile Justice Department and in a Title IV-E paid placement when turning age 18 and are not yet age 23;
- Tribal youth or young adults in tribal foster care who are not yet age 23; and
- Youth who have been legally emancipated while in DFPS conservatorship and are not yet age 23.

Additionally, students participating in the Education and Training Voucher Program can remain eligible up until the month they turn 23 years old if they remain in good standing with the school toward completing their degree. In no event can a student participate in the program for more than five years, whether those years are consecutive or not. Eligible

youth enrolled in dual college credit courses where joint high school and college credits are earned can apply to the Education and Training Voucher Program for college-related expenses such as books, transportation, and tutoring services.

The Education and Training Voucher Program is a statewide program contracted to Baptist Child and Family Services Health and Human Services of San Antonio. The contractor has an Education and Training Voucher lead and four additional staff members to administer the program statewide. The current contract is in place through federal fiscal year 2028. The contractor's staff collect certain student demographic information (e.g., gender, age, and race), higher education institution enrolled, and student spending. The Education and Training Voucher Program will serve youth who age-out of from another state's foster care system and move to Texas to attend school, if federal funding is available. Students who move to Texas and were previously receiving funds from another state need to continue to receive funds from the original state. Out-of-state students are provided contact information for their former state's independent living coordinator if they were previously receiving funds in that state to inquire about continuing in the Education and Training Voucher Program in Texas.

When students live with a parent or guardian, Education and Training Voucher Program contractor will verify whether DFPS adoption or permanency care assistance payments are being paid to the parent or guardian. This is to ensure Education and Training Voucher funds are not being used for the same services currently funded by DFPS. Upon approval for the Education and Training Voucher Program, these students are required to enter into a rental agreement with the parent or guardian that describes each party's financial obligations for living expenses. Once the agreement is signed, the youth or young adult is paid directly and is responsible for paying the parent or guardian as agreed to in the rental agreement. Parents or guardians are not directly being paid Education and Training Voucher funds which are meant for the youth, or young adult, and youth and young adults learn financial management and responsibility. The PAL staff, regional youth specialist, and Education and Training Voucher Program contractor staff help youth and young adults applying for the Education and Training Voucher Program.

The Education and Training Voucher Program follows the federal fiscal year schedule to report data including the unduplicated number of Education and Training Vouchers awarded for academic years (Fall to Summer) since the vouchers are primarily used during this period and for the school year (July 1 to June 30). DFPS reports Education and Training Voucher services provided to youth and young adults to the NYTD each reporting period. Service data is reviewed for continuous quality program improvement. For the 2022-23 academic year, 630 vouchers were awarded, and 166 recipients were new program participants.

To increase enrollment and improve services and outcomes for Education and Training Voucher participants, the contractor is required to:

- increase awareness;
- promote opportunities;
- report retention;

- recruit participants;
- expedite processing;
- identify common trends regarding barriers; and
- perform other quality assurance activities.

DFPS Scholarships

DFPS provides scholarship opportunities to college bound students to cover basic non-tuition related expenses for former youth. The C. Ed Davis Scholarship fund provides up to \$1,000 annually for basic non-tuition needs for youth formerly in care who are majoring in government, political science, history, or another pre-law field. The Freshman and Sophomore Success Scholarship (formerly the Freshman Success Fund for Youth) is for young adults formerly in DFPS foster care attending a Texas state-funded institution of higher education. This includes community colleges, colleges, universities, or Texas State Technical College. Only students awarded the scholarship both semesters as a freshman may apply for the scholarship as a sophomore or as a second-year student at a Texas state-funded institution of higher education. Scholarships are \$1,000 per semester or academic term or \$2,000 for two semesters or academic terms. Four fall Freshman and Sophomore Success scholarships were awarded in fiscal year 24. Spring scholarships will be awarded to additional students in fiscal year 2024.

College Collaborations

The DFPS partners with Texas colleges, universities, and the TEA to provide outreach and communications services that help eligible youth attend Texas state-funded universities and colleges. The 14th annual Education Reach for Texans conference will be held June 10-11, 2024, at Texas Woman’s University in Denton. The conference will feature training for foster care liaisons and other relevant staff and stakeholders.

2.Help Children who have experienced foster care at age 14 or older achieve meaningful, permanent connections with a caring adult.

Connection to a caring adult is captured through outcome reporting data to the NYTD each reporting period. The most recent NYTD results available reported 90 percent of a random sample of 19-year-old young adults who took the survey at age 17 have a current positive connection to an adult.

Regions continue to explore potential mentor programs and collaborations for both formal and informal mentors for youth aged 14 or older. Regions report self-selected, group mentorships, and mentoring programs that focus on an independent living topic such as financial management seem to work better for youth. Regions 01, 03, 05, 06, 07, and 08 had active, established mentoring relationships in their communities for youth during fiscal 2023. Overall, 413 youth received mentoring services.

- **Region 03**, Unfaulted is an organization that provides support, mentorship, and education for young ladies from age 14 to 26.
- **Region 05**, Antioch Missionary Baptist Church and Orange Church of God provided

mentoring to PAL youth and a mentoring program is being established in Angelina County. Region 06 hosted a Male Mentorship Event focusing on confidence, employment, leadership, and hygiene.

- **Region 06** participates in the PEARLS/EAGLES mentoring program created by Harris county judges. This program covers life skills topics and allows young people to participate in normalcy activities.
- **Region 07** offered partnerships with two mentoring programs, the Bright Angel Scholar program, and Partnerships for Children.
- **Region 08** has a collaborative effort with Project Thru and mentored 2930 youth during fiscal year 2023.

DFPS is legislatively required, along with SSCCs in collaboration with local governmental entities and faith and community organizations, to examine the feasibility of designing a volunteer mentor program for children in congregate care settings. A report was submitted to the Texas Legislature on December 31, 2022, reporting the findings and recommendations for establishing a mentoring program.

PAL staff, contracted providers, and other community resources provide case management services to youth before or as the youth is leaving care. Case management services may begin at age 16, but typically do not begin until just before a youth turns age 18. This service can continue for the youth up to age 21 to help identify individual support persons or supportive networks in adult living. During fiscal year 2022, these services were redesigned with youth aged 17 qualifying for pre-transition support services, and young adults age 18 to 21 who have aged-out and left care qualifying for post-transition support services and case management. Region 06 continues to offer the traditional ACCM services. In fiscal year 2023, 2,080 youth and young adults received TFS or After Care Case Management services statewide.

Circles of Support are youth-driven and focused meetings offered to youth beginning at age 14. They enable youth to develop plans for a successful transition to adulthood and connect with supportive and caring adults who can help the youth after the youth leaves care. Circles of Support operate in all regions and are facilitated meetings with participants youth identify as “caring adults” and make up their support system. Circles of Support participants can be the youth’s birth family members, substitute care providers, teachers, relatives, church members, mentors, and others.

Special consideration is given when a youth wants to reconnect in a healthy way with his or her biological family, including after parental rights have been terminated. In these situations, significant preparation with the youth and conference participants takes place to ensure all participants understand the youth's desire to reconnect with their biological family and the conference process can be achieved in a safe and supportive manner.

The Texas chapter of the national Foster Care Alumni Association provides alumni contacts who serve as mentors to youth in care in several regions. The PAL Program continues to link with the DFPS Texas Youth Helpline (1-800-989-6884) to provide support and outreach to youth living independently after foster care. Youth Helpline volunteers

are trained on the needs of youth, such as emergency housing and legal assistance, and sometimes are the only “caring adult” a youth has as a point of contact. Youth who exit care continue to be provided with the toll-free number to call for counseling and to locate services available in their communities. Youth or young adults can call, text, or chat online 24 hours a day.

DFPS staff continues to partner with Texas Rio Grande Legal Aid which works with young adults on various legal issues such as Medicaid, Tuition and Fee waivers, and accessing other transitional living services benefits.

3. Help children who have experienced foster care at age 14 or older engage in age or developmentally appropriate activities, positive youth development and experiential learning that reflects what their peers in intact family’s experience.

Positive Youth Development

DFPS engages youth and young adults from all DFPS regions as partners and advisors in many DFPS efforts. They attend leadership trainings with CPS managers, serve on advisory committees, participate in surveys and interviews about program services, and conduct presentations with CPS staff. Youth and alumni meet approximately three times a year to address issues and make recommendations for improving services to children and youth in care and preparing to age-out of care. DFPS continually requests input from a youth and young adult perspective for policy and practice development, as well as on a particular subject, activity, or service that impacts their time in care or transition to adulthood.

Regional youth specialists support youth and young adults while educating the community, stakeholders, and DFPS on issues facing youth as they transition out of care. They more formally infuse the voice of foster care youth in actual practice, as youth specialists are former youth. Regional youth specialists play a key role in the development and support of Youth Leadership Councils. DFPS employs two State Office youth specialist program specialists who support the Statewide Youth Leadership Council and provide additional support to the Transitional Living Services team. They are both DFPS foster care alumni.

Each DFPS region is expected to employ a full-time youth specialist to support the ongoing development of local Youth Leadership Councils and act as a DFPS consultant across a continuum of youth services. As of April 16, 2023, one regional youth specialist position is currently filled in Region 06. While positions are vacant, the PAL staff ensure Youth Leadership Council meetings and events occur regularly. Options for part-time positions were created to help recruit eligible youth specialist candidates who are engaged in post-secondary education opportunities. The youth specialist positions were upgraded to the Program Specialist I level in fiscal year 2020.

Youth specialists help to ensure youth are aware of available benefits, services, and resources and understand how to access them prior to and after leaving care. In addition, youth specialists help inform and educate youth about the Foster Care Bill of Rights.

Youth Leadership Councils

The Statewide Youth Leadership Council includes two elected or appointed youth or young adults, ages 16 to 21 years, from each region's Youth Leadership Council. Councils identify issues and make recommendations for improving services to children and youth in care, review policies and program initiatives, and give feedback to DFPS Leadership. DFPS reviews feedback and may incorporate it into program policies, best practices, or other program initiatives. DFPS also utilizes the Youth Leadership Council to obtain input on the changes to policy to ensure input is received from youth in care and accurately meet the needs of this population.

Statewide changes in protocol and requirements for all advisory councils changed the Youth Leadership Council structure, scope, and deliverables. Committee changes are intended to ensure vital constituencies are represented to effectively address the scope of the committee's work. Rules were developed and posted for public comment. Although neither the Youth Leadership Council membership nor purpose changed, the council must compile and submit an annual report of activities and events to the CPS Associate Commissioner. Texas Administrative Code Title 40, Section 702.515 formally established the Youth Leadership Council and includes its purpose, tasks, reporting requirements, membership, meeting schedule, decision-making process, and date of abolishment. This rule also exempts the Youth Leadership Council's from the Texas Open Meetings Act and requirements to submit names of council members for privacy reasons. Council by-laws created and approved by most of the members guide the Statewide Youth Leadership Council.

Statewide in-person meetings were held, October 7, 2023 in Dallas and will be held April 19-20, 2024, in Austin and Summer 2024 to be determined. In these meetings, normalcy discussions and activities were included. In addition, youth were able to discuss concerns and give input on what works well and what can be improved in foster care. Some of the topics discussed were NYTD data, driver education, strategic sharing, Supervised Independent Living, the legislative process, human trafficking, youth voice and feedback to DFPS leadership, and the rights of children and youth in foster care.

An in-person Texas Teen Conference is scheduled for July 2024 with the University of Texas at Austin and will include a fishbowl activity in which attendees are able to discuss normalcy and give input on improvements to foster care directly to DFPS leadership. The 2024 Texas Teen Conference will include in-depth presentations on PAL benefits and breakout sessions on human trafficking, personal relationships, financial aid for college, and other topics of interest.

Activities for Fiscal Year 2023

Various meetings were held across the state, giving youth the opportunity to discuss available benefits, services, and resources to increase awareness of where they can receive support while in foster care and when they age-out.

The statewide Youth Leadership Council meetings in fiscal year 2023 and planned for 2024 are as follows:

Fiscal Year 2023:

- October 22, 2022, informed youth about the legislative process, self-advocacy, and strategic sharing.
- March 5-6, 2023, to discussed what is working and areas for improvement with the DFPS Commissioner, preparing and participating in Youth in Action Day at the Capital to meet their state representatives and senators, and speak about issues in foster care.
- June 13-16, 2023, discussed attending the Texas Network of Youth Services (TNOYS) Statewide Conference, the NYTD Texas data, Supervised Independent Living, and legislative updates from last session.

Fiscal Year 2024:

- October 7, 2023, discussed plans for the Texas Senate Bill 1379 Financial pilot, input for the Child and Family Service Review (CFSR), and Supervised Independent Living.
- April 19-20, 2024 will participate in a pro-action café activity to prepare and present to DFPS leadership about what is working and areas for improvement in foster care, and to get an update and provide input on the financial pilot.
- Summer 2024 plans to be determined by the council.

The Texas Legislature appropriated state funds for fiscal year 2024 to support regional and state youth leadership councils and youth specialist activities. The primary purpose of this funding is to:

- Assist regional youth specialists to coordinate and facilitate youth leadership activities and councils;
- Assist DFPS with the development of services, polices, and procedures for youth;
- Create and coordinate leadership opportunities for youth;
- Assist youth in understanding CPS Rights of Children and Youth in Foster Care; and
- Train state and regional youth specialists.

Funds have allowed staff to seek creative youth-oriented meeting venues and activities to generate interest and encourage youth participation. Activities and events happen at bowling alleys, restaurants, cinemas for movie nights, and multipurpose entertainment and restaurant establishments. This allows for youth and young adults to experience normalcy opportunities.

Staff reached out to young adults who recently left foster care and offered them paid opportunities to discuss the transition process from foster care into independence and provide advice on how to become more successful as they transition into adulthood. In addition, the funds have improved participation at the Statewide Youth Leadership Council by allowing for overnight meetings which reduce travel stress and fatigue, allowing for a longer and more robust meeting time and promotes bonding between members who otherwise would not have much time to build rapport with each other. If additional funds are needed to supplement state funds to support the Youth Leadership Council meetings, staff seek out community resources such as through CASA, child welfare boards, transition centers, post-secondary institutions of higher learning, and

faith-based community and other local stakeholders.

Opportunities to Practice Daily Living Skills through experiential learning

Foster parents and other providers are required to include training in daily living skills through practical activities such as meal preparation, nutrition education and cooking, use of public transportation when appropriate, financial literacy training (e.g., money management, credit history, and banking), assistance with obtaining documents, and performing basic household tasks for youth aged 14 and older. If the youth have a source of income, the provider must assist the youth in establishing a savings account. Foster parents and caregivers must connect youth and young adults to community resources such as post-secondary education, employment opportunities, and vocational/technical school opportunities. The youth's opportunities to practice daily living skills through experiential learning while in foster care and the receipt of PAL services should complement one another and are addressed in each core life skill area within the Child's Plan of Service. Foster parents receive training on normalcy from their child-placing agency to understand their role in allowing youth to participate in normalcy activities, such as going on outings with friends, going on dates, taking a driver's education course, participating in extracurricular activities, and more. The *24-hour Residential Requirements Guide* includes a link to the DFPS website of updated resources to aid foster care providers with access to web-based information about life skills and normalcy activities.

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

DFPS continues to contract and collaborate at the state and regional levels providing services and supports to youth aging out of DFPS conservatorship. Approaches include case management to access housing, health care, job training, and financial support. Agreements between DFPS regions and local workforce boards include strategies for engaging community interest in developing short term housing referrals for youth in transition in all regions, in addition to streamlined referrals, case management, improved employment readiness, job training, and placement opportunities.

To assist youth under 18 years of age in becoming financially independent, the PAL staff have researched banks and credit unions in each region to find youth-friendly financial institutions that allow a minor to open a bank account without an adult co-signor. This is helpful as CPS caseworkers cannot co-sign for a bank account, and while providers can volunteer to co-sign, few of them offer. In fiscal year 2023, legislation passed that required DFPS to enter into an agreement with a financial institution to provide a pilot program to assist youth to achieve financial security and independence as they transition to independent living by establishing checking and savings accounts. Discussions were held with Capital Credit Union to create the program with input from the statewide Youth

Leadership Council. In fiscal year 2024, DFPS entered into an agreement with Capital Credit Union to provide a statewide financial pilot. This pilot will be offered through a three-tier system which includes incentives for training completion and tier graduation.

Youth will be offered checking and savings accounts with the following terms:

- sole owner of account;
- does not require a co-signor;
- no maintenance or overdraft fees or other penalties;
- ensure participant maintains ownership and control of account upon exit of program;
- financial training; and
- mentoring services.

Currently, the pilot is in a testing phase where a small group of youth are testing the online bank application created for their use, training, and outreach materials. It is anticipated this program will roll out in Region 07 first, then statewide in 2024. Through a connection with Raise Texas, Capital Credit was awarded a \$10,000 grant from Cornerstone which they will use to help pay for training and tracking software for this pilot. Youth are encouraged by CPS staff and providers to enter employment, when appropriate and as schedules permit, and begin saving to become more financially independent when they age-out of care.

Financial Assistance in coordination with Case Management for Young Adults Ages 18-21.

Youth 18 to 21 years of age who have aged-out of DFPS conservatorship or leave the DFPS Extended Foster Care Program are eligible for up to \$3,000, with a limitation of no more than \$500 per month, in Chafee aftercare room and board assistance if there is a need or emergency. In fiscal year 2023, 648 young adults received aftercare room and board assistance which includes rent, rent deposit, utilities, utility deposit, host home, and food.

In a host home, a young adult rents a room in a family or single adult's home and agrees to basic rules while being largely responsible for meeting their own needs. Aftercare room and board assistance is coordinated with other services and benefits available to this population, such as Temporary Assistance to Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Medicaid, subsidized housing, and social support. Aftercare room and board services are offered through regional case management and aftercare services contracts. Through these contracts, services are available to youth both in and out of care from age 16 to 21. A case manager works with the youth on their budget and individual needs prior to providing financial assistance. Aftercare room and board payments are allowed for young adults living with their parent with the following assurances in place:

- PAL staff determine that the parent, if a designated perpetrator, is not a threat to the health and safety of the youth;
- PAL staff provide contractors with the names of the parents on the service authorization;
- a rental agreement is in place between the youth and parent; and
- payment is made to the youth who is then responsible for paying their parent if there is

not a third party to make payment to.

A transitional living allowance of up to \$1,000 for initial adult living start-up costs is distributed in increments of up to \$500 per month for young adults up to age 21 who meet the DFPS criteria, including participating in life skills training and living in a DFPS- or Medicaid-paid placement within the 24 months before the allowance is initiated. This criterion can be waived by the PAL Supervisor. In fiscal year 2023, a total of 805 young adults received transitional living allowances to help with basic start-up costs in adult living.

Housing

PAL staff refer young adults age 18 to 21 years old to the Texas Runaway and Homeless Youth grantees of the Family and Youth Services Bureau for transitional housing, as appropriate.

DFPS created and continues implementing a supportive housing program. The CPS housing program specialist provides training and technical assistance to the regions, local communities, and statewide collaborators. The specialist also monitors program utilization and expanding programs as needed. The focus continues to be on developing a comprehensive supportive housing program, with flexible housing options, to prevent and end homelessness for youth and young adults with foster care involvement.

Another aspect of the supportive housing program is creating “in-care” and “out-of-care” housing options based on actual desires and needs of youth and young adults. The creation of a housing plan allows caseworkers, PAL staff, and youth and young adults to assess housing readiness, review available housing options, eligibility requirements, and create an action plan towards housing first and well-being. The “In-Care” options include Extended Foster Care, Supervised Independent Living (SIL) Programs, and Transitional Living Programs. The “out-of-care” options include the flagship FYI Program, the FUP, and the Section 811 Rental Assistance project. There are also Transitional Living Programs, traditional Housing Choice Voucher Programs, Rapid Rehousing Programs, Permanent Supportive Housing Programs, and a variety of shelters available to youth who are out of care. The DFPS housing program goals include housing for as many youth and young adults as possible to prevent and end homelessness for this target population.

The strategies to achieve these goals include:

- providing information, training, and presentations about the DFPS youth housing program, youth targeted rental assistance programs, and voucher options throughout Texas;
- creating materials and this dedicated webpage to share related information;
- designating [regional youth housing liaisons](#) as local points of contacts;
- conducting outreach to PHAs and increasing partnerships;
- increasing referrals to these rental assistance programs;
- supporting additional housing options; and
- participating in statewide workgroups, task forces, and collaborations.

Each region now has a DFPS staff person who is the designated housing liaison and serves as the point of contact at the local level. The housing liaisons work with the State Office Housing Program Specialist, transition centers, and local housing authorities on behalf of youth aging-out of care and young adults who left care. Since the FYI rental assistance program requires an agreement between DFPS and local housing authorities, the housing specialist and the regional housing liaisons actively pursue partnerships to expand the programs statewide. The Housing Program Specialist is working with the TDHCA to explore the possibility of a statewide FYI program that would be administered by TDHCA. It would allow statewide coverage including rural and underserved areas. The FUPs are implemented by local housing authorities through an agreement with DFPS to refer young adults to these programs. Through another agreement with the Section 811 Project Rental Assistance program for those with disabilities and foster care involvement.

Foster Youth to Independence Summary

The FYI program serves young adults 18 to 24 years old and requires a partnership between DFPS and local housing authorities. DFPS verifies foster care involvement and refers young adults to the local housing authorities who administer the voucher program. There has been progress securing partnerships with local housing authorities across the state.

- **Region 01**, the SSCC has had some staffing issues making consistent engagement and communications difficult. There has been limited activity related to housing programs. However, new staff are on board and there have been multiple meetings and trainings to increase awareness and understanding. A new regional housing liaison is in place and meetings with key stakeholders in the region are underway to improve communications, engagement, and utilization of housing programs. This region has three FYI agreements with the Panhandle, Lubbock, and South Plains PHAs. The Panhandle PHA is the only active FYI Program in the region and is responsible for all activity in this region. The Lubbock PHA has no FYI activity because it must first increase utilization of the FUP. There are some FUP referrals. However, due to overspending and utilization, all programs are on hold likely until the end of 2024. The MOUs are up to date.
- **Region 02**, the SSCC has a FYI agreement with Abilene PHA. This program is active and regularly referring and housing youth and young adults. There is some consideration to expand the FYI program to Wichita Falls and Brownwood PHAs. The MOU is up to date.
- **Region 03**, this region is in active transition to SSCCs with training and technical assistance being provided. There will be specific housing program training and assistance soon. In this region, there are multiple FYI and FUP. All the MOU's are active but need updating. This has been a very active region and there are efforts to improve communications, partnerships, and utilization of these programs. There are two new agreements with Dallas County and McKinney County which will provide more vouchers for youth and young adults.
- **Region 04**, this region is starting the transition to the SSCC. There will be training, and technical assistance provided to the new staff soon. The region has two FYI agreements with Longview and Paris PHAs. This region is primarily working with Longview PHA. The utilization of FYI in Longview is challenging due to limited

affordable housing units and engagement of young adults. This region is working with Longview PHA and community partners to address issues and concerns. The MOU's will need updating.

- **Region 05**, this region is starting the transition to the SSCC. This region has two FYI agreements with Deep East Texas and Port Arthur PHAs. There has been some activity in this region, but it is under-utilized overall. The MOU's will need updating.
- **Region 06**, DFPS covers this region which has four FYI agreements with Houston, Harris County, Rosenberg, and Galveston County PHAs. The Houston program is currently on hold due to funding. Most MOU's up to date, but the Houston MOU is pending signatures.
- **Region 07**, DFPS covers this region which has four FYI agreements with Austin, Waco, Round Rock, and San Marcos PHAs. However, the San Marcos partnership is no longer active. The Austin PHA is the most active PHA across the state. There are 75 FYI voucher available and recently awarded another 50 FUP vouchers. The Coordinated Entry System delays access to vouchers and may prevent some that are not actually homeless. There have been some capacity issues with providers in terms of processing vouchers and providing support services, but the current system is mutually accepted as the best to meet needs now. All MOUs are up to date.
- **Region 08**, DFPS and the SSCC both cover this region. The SSCC is exploring opportunities to create partnerships. DFPS has two FYI agreements with Bexar County and San Antonio PHAs. These programs are maxed out and are exploring requesting additional vouchers and conducting outreach to other PHAs. All parties will continue to attempt to expand in the region. All MOU's up to date.
- **Region 09**, DFPS covers this region which has three FYI agreements with San Angelo, Odessa, and Midland PHAs. All MOUs are up to date.
- **Region 10**, DFPS covers this region which has two FYI agreements with El Paso City and El Paso County PHAs. All MOUs are up to date.
- **Region 11**, DFPS covers this region which has secured nine agreements overall including Brownsville, Corpus Christi, Harlingen, Kenedy, Laredo, Pharr, Port Isabel, Robstown, and San Benito PHAs. All MOUs are up to date.

To date, DFPS has secured 38 FYI agreements and leased 383 youth and young adults using the FYI Program. HUD is monitoring utilization of the FYI programs moving forward. DFPS and SSCC partners are committed to training staff and increasing awareness of this program across the state, referring qualified applicants, and providing increased support and guidance to youth and young adults throughout the FYI application process. To maintain utilization rates and program success, DFPS continues to monitor progress to quickly identify and fill available vouchers with new applicants when vacancies occur.

Family Unification Program Summary

This program is administered by local housing authorities and requires a partnership with DFPS. Unlike the FYI Program where DFPS has direct responsibilities for securing agreements with PHAs, the PHAs and HUD are responsible for implementing the FUPs and partnering with DFPS which then allows DFPS to make referrals to these programs across the state and monitor utilization. There were 26 partnerships across the state. However, last fiscal year HUD reduced the number of FUPs to 16. FUP is divided into two

categories: FUP families and young adults. Foster care involvement is not verified. However, the majority of those using the FUP are families at risk of losing a child to foster care due to homelessness, so services are a preventative measure. The remaining recipients are FUP young adults, and some housing authorities verify foster care involvement. As of November 2022, HUD reported 995 FUP families and young adults were currently using this program.

Section 811 Project Rental Assistance Summary

This is a rental assistance program that targets young adults with disabilities leaving foster care age 18 to 62 years old. The TDHCA administers the program. They also provide referral agent trainings at least twice a year. These trainings have allowed DFPS to increase the number of local referral agents from one to approximately 150 across the state. Section 811 requires training as a referral agent to be able to apply directly to the program. There is not as much availability in this program, and it is restricted geographically, but for those who obtain this voucher it can be a permanent housing solution. DFPS and the TDHCA have worked closely to remove barriers and increase utilization of the program by young adults. Waiting list openings were announced in March 2023 and policies changed to give preferences to young adults leaving foster care. The program is implementing a new protocol to move from waitlists to real-time availability selection process. This means when there is an opening the program will reach out to DFPS to approve and place a young adult immediately. To date, DFPS has made 62 applications to this program, housed 16 young adults overall, and currently houses five young adults. There are 22 young adults on the waitlist. DFPS and the TDHCA will continue working closely to eliminate barriers to the program, develop preferential waitlists for young adults, open waitlists, and increase the number of young adults in this program overall.

These are the three youth-targeted rental assistance programs being offered as part of the DFPS housing program. The housing specialist will continue to work with stakeholders such as HHSC and local mental health providers to build relationships that offer additional support for young adults with mental health and behavioral needs as part of the housing process. The housing program specialist will identify additional referrals sources such as schools, universities, nonprofits, coordinated entry system, and continuum of care systems as potential partners to increase referrals. The housing specialist will monitor changes to these programs and provide information and guidance to the regions, so participation is maximized and homelessness for young adults with foster care involvement is avoided. The Housing Program Specialist will update information and training materials to increase awareness and understanding about the DFPS supportive housing program and deliver training and presentations, as needed, or requested. The housing program specialist is always available to provide support and guidance on all matters related to housing and rental assistance programs.

Texas institutions of higher education are required to assist full-time students formerly in DFPS conservatorship or who have legally emancipated in locating temporary housing between academic terms. On campus housing is dependent upon availability and offerings at each individual institution. Students must request the housing assistance and

are encouraged to inquire at financial aid offices, student affairs offices, admissions offices, or housing or residential living offices. PAL staff provide this information to youth aging-out of DFPS foster care. Housing opportunities do not always meet the housing needs of young adults who attend during regular semesters. Additionally, the cost of student housing has risen and is not keeping pace with the college funds currently available to former foster care students. College is becoming increasingly more expensive which affects the ability of the student to complete their academic program and goals if there is no stable housing available. The Education and Training Voucher funds housing and room and board, but these funds are usually not adequate for sufficient housing. The housing specialist is working on building relationships and potential collaborations for housing as many young adults with foster care involvement as possible.

An increase in transitional living opportunities, particularly in rural communities, is needed to help meet growing needs for safe and affordable housing and provide stability for youth aging out of care.

According to the most recent NYTD data available, 26 percent from a random sample of 19-year-old-respondents who took the survey at 17 reported having been homeless in the last two years. PAL staff reviewed the comparison of the NYTD full cohort of surveys 17-21 provided by the ACF and shared with staff and community.

PAL staff and contractors' partner and coordinate with several Runaway and Homeless Youth Act grantees on the prevention of homelessness through the provision of ACCM services. Some of these Transitional Living programs include Lifeworks/Youth and Family Alliance in Austin, Central Texas Youth Services Bureaus in Belton, and Roy Maas Youth Alternatives in San Antonio.

Extended Foster Care Program

Under the current Extended Foster Care Program policy, a young adult who ages out of conservatorship at age 18 can stay in extended foster care provided the young adult signs a voluntary extended foster care agreement and the following meets of the eligibility requirements. The young adult can stay up to the end of the month of their:

- 22nd birthday if regularly attending high school or enrolled in a program leading toward a high school diploma or GED; or
- 21st birthday if:
 - ▶ Regularly attending an institution of higher education or a post-secondary vocational or technical program (minimum six hours per semester);
 - ▶ Actively participating in a program or activity that promotes or removes barriers to employment;
 - ▶ Employed for at least 80 hours per month; or
 - ▶ Is incapable of doing any of the above due to a documented medical condition.

Services for young adults participating in the Extended Foster Care program include placement, monthly casework, continued work on transition plan goals, Circles of Support, access to the college tuition and fee waiver, use of the Education and Training Voucher funds to assist with educational expenses not related to housing, and access to PAL

classes and staff for assistance with transitional living services. Except for aftercare room and board financial assistance, young adults continue to receive other Chafee Foster Care Independence Program services as noted. Implementation of the Extended Foster Care program optimized the ways that Chafee Foster Care Independence Program services are utilized. Caseworkers and providers ensure young adults are aware of and have access to all services and benefits needed to transition to self-sufficiency.

While in Extended Foster Care, the court continues jurisdiction, but DFPS does not maintain legal custody. This allows the court to continue permanency hearings every six months to review progress on transition plan goals and services.

In state fiscal year 2023, a total of 1,287 young adults participated in the Extended Foster Care program. The average stay in Extended Foster care was 19 months. Currently, there are 38 contracted Supervised Independent Living providers offering placements in all 11 regions in the state.

Data collected assists in continuous quality improvement for delivery of Chafee Foster Care Independence Program services, particularly in relationship to the growth of the Supervised Independent Living program.

The foster care reimbursement rates are determined by a HHSC rate setting committee and approved by the Texas Legislature. Texas continues to pay a foster care reimbursement rate to a contracted provider rather than paying an amount directly to the young adult in the approved placement.

Regular providers serve all ages of youth and young adults in their programs and are required to be licensed by HHSC. Young adults have expressed dislike of the continued use of the term foster care for their situation, continued levels of supervision and restrictions on their activities, and limitations due to licensing restrictions. As a result, DFPS has changed the terminology in policy to reflect that these are young adults, not children or youth. A provider guide was developed by CPS program and contract staff and HHSC licensing staff to encourage age-appropriate activities and delineate the options currently allowed. DFPS developed a Supervised Independent Living program to allow a young adult more independence while still in extended foster care.

Many young adults leave or never enter Extended Foster Care because they want to begin making their own decisions free of governmental oversight or do not agree with the provider restrictions. Young adults who leave prematurely tend to have poorer outcomes. When Extended Foster Care placements break down, it is difficult to find another provider willing to accept the person for placement, especially when they have other children and youth in their placement setting.

Unfortunately, some young adults stop meeting the eligibility requirements related to education or work. Since Extended Foster Care is voluntary and conditioned upon eligibility requirements, DFPS does not continue the foster care placement unless the young adult meets eligibility requirements.

Information about Extended Foster Care is updated regularly and posted on the DFPS public website. DFPS regularly monitors an Extended Foster Care e-mail account for young adults and others interested in knowing more. CPS staff continuously encourage youth and young adults to consider staying in Extended Foster Care to complete their education and employment goals.

Supervised Independent Living Placement Program

Texas developed a Supervised Independent Living program that utilizes providers obtained through the state's procurement process. Young adults can live in age appropriate, non-traditional foster care settings, while still receiving case management and support services provided by a DFPS contracted provider to help them become independent and self-sufficient. Supervised Independent Living with Enhanced Case Management is an available service to young adults with complex needs who require additional case management to be able to successfully adjust to a Supervised Independent Living Placement. Types of Supervised Independent Living settings may include apartments, shared housing, college, and non-college dorms, as well as host homes. DFPS has 38 contracted providers, including eight universities through inter-agency contracts, in 11 regions. In February 2024, a total of 239 young adults were in Supervised Independent Living placements. Information about the Supervised Independent Living program is posted on the DFPS website.

DFPS continues procurements to increase the number of providers and placements and hosts quarterly conference calls with current providers to discuss best practices and issues and barriers encountered by young adults enrolled in their programs. DFPS developed a survey in October 2023 related to Extended Foster Care and Supervised Independent Living to identify from youth and young adults in foster care, those placed in Supervised Independent Living placements, Supervised Independent Living providers, and external and internal stakeholders what is working well and what needs improvement with the program. Feedback will allow for continued assessment and improvement of the program.

The Supervised Independent Living program foster care reimbursement rates are determined by the HHSC rate setting committee and approved by the Texas Legislature. Texas continues to pay a foster care reimbursement rate to a contracted Supervised Independent Living program provider rather than paying an amount directly to the young adult.

Trial Independence Period

After federal law authorized young adults to have a trial independence period after leaving care that would allow them to return for Extended Foster Care if needed and resume their foster care eligibility, the Texas Legislature amended the statutes on extended court jurisdiction. Under current Texas law, young adults turning 18 years in DFPS conservatorship may have a six-month trial independence period extended to a 12-month trial independence period, if court ordered. During this period, the young adult can still contact their former caseworker for limited assistance, if needed. They can also contact

their PAL staff for other transitional living services. In Texas, the court jurisdiction continues during the six- or twelve-month trial independence period and issues can be presented to the court, as needed.

Education

The most recent NYTD data available indicated 51 percent a random sample of 19-year-old young adults who took the survey at age 17 finished high school, or a GED certification and 38 percent were attending school currently. DFPS staff will also analyze data such as patterns across the full cohort of youth from ages 17 to 21 snapshot provided by ACF to find other opportunities to improve.

Preparations for Adult Living and other DFPS staff ensure young adults are aware of available post-secondary education programs and resources for those wanting to pursue higher education goals, including the Education and Training Voucher program, Texas college tuition and fee waiver, and two DFPS scholarships. DFPS staff and providers also encourage youth and young adults to explore opportunities available through vocational and technical classes and career schools where the young adult can learn a skill and receive a certification in a shorter period than it would take to receive a two- or four-year degree and would fit with the goals of the young adult.

Employment and Other Services to Youth with Disabilities

Services to youth and young adults with disabilities and special health care needs are provided through a team effort of specialized CPS staff in coordination with the child's primary caseworker. CPS employs developmental disability specialists across the state to improve well-being outcomes for children in DFPS conservatorship. These developmental disability specialists coordinate with the TWC and HHSC to obtain vocational training and employment services for youth and young adults with disabilities. Texas offers supported employment services through programs such as the Medicaid waiver programs and TWC vocational and rehabilitation services for youth with disabilities. Additionally, DFPS is a member of the Employment First Task Force focused on creating statewide opportunities and policies for people with disabilities of working age to obtain and maintain competitive employment and earn a living wage.

DFPS developmental disability specialists work with the local intellectual and developmental disability authorities to identify and obtain long term services and supports for transitioning youth and young adults with disabilities. DFPS is also represented on Community Resource Coordination Groups, along with the TWC, the TEA, and local community leaders. Community Resource Coordination Groups ensure every youth transitioning from care, including those with intellectual and developmental disabilities, have an opportunity to prepare and be equipped for a job or become more independent. The intent of the Community Resource Coordination Groups is to promote cross-agency partnering and resource sharing in support of youth transitioning from foster care and school. The DFPS goal, through coordination of efforts by various specialized staff, is to ensure the individual needs of youth and young adults with disabilities and special health care needs are met.

DFPS development disability specialists assist youth and young adults with intellectual and developmental disabilities to access long-term services and supports such as obtaining a determination of disability eligibility, accessing local employment assistance, Individualized Skills and Socialization Program, or acquiring daily living skills, and accessing transportation and other housing assistance. Other assistance includes obtaining adaptive assistance aides or equipment, specialized therapies, and referrals to help young adults' transition from care. DFPS works closely with other state agencies offering long-term supports through Medicaid waiver programs such as Home and Community-Based Services that provides a comprehensive array of services, including residential services to support their success in the community. The DFPS State Office Transitional Living Services Team Lead and Developmental Disability Specialist participate in quarterly Employment and Meaningful Employment Meetings lead by HHSC and the TWC.

Texas Youth Helpline

The Texas Youth Helpline is a resource for parents and youth up to 21 years of age, including those who have aged-out of care. Youth may contact the Helpline for toll-free telephone counseling and referrals if they are thinking about running away. The Helpline can also help young adults locate services available in their communities. The Helpline provides chat and text options in addition to the toll-free number. DFPS transitional living services staff makes regular efforts to ensure Helpline resource information is current in resource materials including the DFPS website.

Outreach

Outreach efforts to youth and young adults includes flyers, newsletters, brochures, training, local and statewide teen and college conferences, Aging-out Seminars, youth development events and activities, memos to foster care providers, program updates to external partners, and networking with residential treatment centers, homeless shelters, and transitional living facilities. Regional Youth Leadership Councils assist in getting the word out about Aging-out Seminars to eligible youth. DFPS staff, stakeholders, youth, and young adults contribute to DFPS website information updates.

Phone, in-person, and mail communication continue to be the most frequently used methods to complete the NYTD survey. DFPS no longer has a Texas Youth Connection Facebook page, as most of the youth identified Instagram as their preferred social networking choice. Instead, DFPS now has an Instagram page called Youth Take Flight (<https://www.instagram.com/youthtakeflight/.Positive>) featuring success stories, motivational and uplifting quotes, and resource information.

DFPS does not have a singular awareness campaign on the needs of youth in care, but instead relies on regular Instagram postings, the *Texas Foster Care Handbook for Children, Youth and Young Adults*, feature stories on DFPS internal e-newsletter called "DFPS Delivers", flyers and brochures for specific programs, and the NYTD. Updates to the Transitional Living Services program section of the public website are made regularly through coordination with the DFPS Communications division to maintain the webpage.

States or tribes that have amended their title IV-E plan to offer extended foster care to eligible youth to age 21 or are operating a comparable program for youth up to age 21 through state or tribal funding may offer services outlined in purpose #4 to youth up to age 23.

5. Make available vouchers for education and training, including postsecondary education to youth who have aged out of foster care.

The Education and Training Voucher program is administered statewide through a DFPS contract with Baptist Child and Family Services Health and Human Services of San Antonio. A five-year renewal on this contract was executed in October 2023 ending in September 2028. DFPS will continue to explore the feasibility of an increase in age in the future.

The contractor works closely with each region and the transition centers and operates a personalized model with special attention to youth and timely distribution of information and awards. An electronic Education and Training Voucher application is available at https://bcfscsd.org/data_post/education-training-voucher-unaccompanied-refugee-minor-etv-etv-urm/ to further streamline services for students. Paper applications are also available, as well as a toll-free number for questions about the program. The contractor uses informational services provided by the Texas Higher Education Coordinating Board to maintain current information on the cost of postsecondary education, attendance, demographic information, and youth.

For fiscal years 2022 and 2023, enrollment and new applications in the Education and Training Voucher program decreased. Some of this decrease can be attributed to the pandemic. However, the contractor has identified other enrollment issues that may be contributing factors, including:

- Not meeting the school policies for satisfactory academic progress with a drop in the grade point average affecting continued financial aid eligibility;
- Exceeding the cost of attendance for students applying for loans and then applying for Education and Training Voucher funds without understanding the impact;
- Not accessing all funding available even when reminders are sent from staff; and
- Not sending all documents to complete the application process despite follow up from the staff.

The Education and Training Voucher program contractor continued to prioritize improving services in federal fiscal years 2022 and 2023 as follows:

- Increasing social presence with user-friendly updates to the Education and Training Voucher website and the addition of an Education and Training Voucher Facebook page;
- Increasing flexibility with application deadlines and quicker processing times;
- Conducting monthly follow-ups to pending applications to enroll youth sooner in the program;
- Increasing outreach and communication with youth, staff, and the community;
- Continuing partnerships with transition centers, DFPS PAL staff, and foster care

- liaisons to host Education and Training Voucher days;
- Sending mass email reminders via the Remind App for application open dates, deadlines, documents needed, and more to both youth and staff;
- Continuing utilization of the Education and Training Voucher website; and
- Texting for follow up purposes with youth.

Contractor staff perform outreach to students to discuss the effects of loans and receiving the voucher, refer underperforming students to tutoring and mentoring resources available at college offices, and notify students about the need to access remaining fund balances and submit missing documents to complete the application. If the student is still living with their parent or guardian upon approval for the Education and Training Voucher program, they are required to enter into a rental agreement with the parent or guardian that describes each party's financial obligations for living expenses (e.g., housing, room and board, and utilities). Once the agreement is signed, the young adult is paid directly and is responsible for paying the parent or guardian per the rental agreement. This ensures parents are not directly being paid Education and Training Voucher funds meant for the young adult, and young adults learn financial management and responsibility.

The Education and Training Voucher program serves youth from out-of-state foster care who move to Texas to attend school, if funding is available. However, these students should continue to receive funds from their home state. Out-of-state students are provided contact information for their states' independent living coordinator if they were previously receiving funds in that state to inquire about continuing in the Education and Training Voucher program through their state of origin. If students are unable to access funds in their state of origin, the Education and Training Voucher program will still serve these students, if funding is available.

The DFPS Transitional Living Services Team Lead assumes certain responsibilities related to individual inquiries received about the program, monitors monthly data entry requirements, clarifies policy, provides training and technical assistance, organizes, and disburses information packets to educate and inform communities, assists in the recruitment of youth, and coordinates regular contractor meetings for quality improvement. DFPS uses a handout in English and Spanish as an additional tool to inform students of the Education and Training Voucher program. These are distributed at various conferences, meetings, and venues to youth, staff, and stakeholders. The Education and Training Voucher program contractor created additional marketing materials for youth, providers, colleges, and other stakeholders and added a chat feature to their website to provide youth with another method of contact.

6. Provide services to youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption.

Youth who are the subject of adoption assistance or permanency care assistance agreements after turning age 16 years old are eligible for the Education and Training Voucher program. Eligible youth aged 16 to 23 years old receive up to \$5,000 annually to cover the cost of attendance for higher education or vocational training.

These funds assist students in achieving their post-secondary educational goals. The caregiver may receive the permanency care assistance monthly benefit of up to \$400 for youth with a basic authorized service level need. These youth are also eligible for Medicaid. Youth who have left foster care after age 16 through adoption can also qualify for extended adoption assistance. This helps to defray some of the costs associated with adopting a youth with special needs. Other benefits include Medicaid coverage until age 21.

Any person adopted from DFPS conservatorship on or after September 1, 2009, and youth in DFPS conservatorship for whom permanent managing conservatorship was awarded to a person other than the student's parent on or after September 1, 2009, are eligible for the Texas college tuition and fee waiver.

Information and resource materials related to both the Texas college tuition and fee waiver and the Education and Training Voucher program are provided by DFPS staff, as well as posted on the DFPS and Education and Training Voucher contractor websites.

7.Ensure children who are likely to remain in foster care until age 18 years of age have regular, on-going opportunities to engage in age or developmentally appropriate activities as defined in section 475(11) of the Act.

Youth are offered opportunities both in the region and statewide to engage in age or developmentally appropriate activities necessary to transition to successful adulthood. The PAL program provides life skills assessments to 14 and 15-year-old youth in permanent managing conservatorship, as well as optional services, such as age-appropriate activities and trainings, for youth age 16 to 20 years old, independent living supplies, and graduation expenses when not available from other sources. Life skills trainings include age-appropriate activities and normalcy opportunities. Opportunities for normalcy, however, apply to youth of all ages.

The PAL program contracts for statewide conferences such as the Teen Conference with the University of Texas at Austin, College Conference with the University of Houston, and the Career and Technical Conference with Texas State Technical College-Waco. The goal of the conferences is for the youth to learn about life skills, interact with their peers, and have fun while learning. The PAL staff provides Aging-out Seminars to youth at age 17 to further enhance their PAL life skills training classes and provide another opportunity to learn and engage with their peers. The PAL staff provides regional teen and college conferences to further develop the youth's life skills and prepare for post-secondary educational decisions. PAL staff work with community providers to ensure youth celebrate their achievements by offering graduation celebrations, prom events, holiday events, and back-to-school nights. These events target promoting normalcy in addition to being informative. The CPS State Office and regional youth specialists regularly speak to youth and caregivers about the importance of engaging in age-appropriate activities. The Texas Legislature appropriated funds to support regional and statewide youth leadership activities, such as teen conferences, aging-out seminars, and Youth Leadership Councils.

DFPS amended rules to strengthen the minimum standards for normalcy. The amendments added definitions for babysitting, normalcy, and unsupervised activities. Normalcy training requirements for licensed child-placing staff and caregivers have also specifically been added to minimum standards found in Texas Administrative Code, Title 26, Section 749.863. Staff and caregivers are required to have two hours of pre-service and annual normalcy training. DFPS has added the requirement to discuss normalcy in the child's plan of service, as well as youth permanency hearings.

Report activities to coordinate services with other Federal and State programs for youth (especially transitional living programs funded under Part B of the Juvenile Justice and Delinquency Prevention Act of 1974, abstinence programs, local housing programs, programs for disabled youth (especially sheltered workshops), and school-to-work programs offered by high schools or local workforce agencies in accordance with section 477(b)(3)(F) of the Act.

As the state's IV-E agency, DFPS coordinates with the Texas Juvenile Justice Department for the pass through of IV-E funds for Texas Juvenile Justice Department and local and county juvenile probation department placements qualifying for IV-E funds. Changes are currently being discussed with the Texas Juvenile Justice Department regarding the IV-E program, regarding the proposed discontinuation of new youth added to the program and revisions to the program approach.

Historically, DFPS contracted with the Texas Juvenile Justice Department to provide life skills training for up to 25 youth placed in Title IV-E foster care by the Texas Juvenile Justice Department or a local and county juvenile probation department and maintained a child's service plan which included a permanency goal of Another Planned Permanent Living Arrangement, Another Planned Living Arrangement Independent Living, or Another Planned Living Arrangement Community Care. However, this contract was not renewed because the Texas Juvenile Justice Department now has their own independent living program. Additionally, DFPS coordinates and provides aftercare room and board services for eligible young adults who have been placed by local and county juvenile probation departments in Title IV-E placements.

DFPS works with local, and county juvenile probation departments as needed to support efforts to coordinate service planning for youth and families who interact with both systems.

DFPS staff inform youth before they leave care about the Extended Foster Care and Supervised Independent Living programs and the positive advantages of staying in care past age 18 to meet their educational or employment goals. Youth and young adults are also informed about the option to return to care to prevent homelessness, achieve other goals, or access other immediate services. DFPS has discussed with youth how to rebrand the Extended Foster Care program to avoid directly associating a young adult with being in "foster care."

The PAL contract case managers refer youth and young adults to community housing services, such as homeless shelters, local housing authorities, and other transitional living programs offered by DFPS-contracted providers. A list of available housing resources is maintained in each region and on the DFPS website. Additionally, DFPS involves other state agencies to staff the more difficult cases where the risk of homelessness is greater because of the needs and challenges to a young adult. In federal fiscal year 2022, the most recent NYTD data available, 26 percent of a random sample of 19-year-old young adults who took the survey at age 17 reported having been homeless which may include “couch surfing” in the last two years.

DFPS has collaborative relationships with the TEA, the TWC, and HHSC to ensure youth transitioning from care and secondary school have the help and support they need to obtain skills for adult living, increase independence, and obtain employment. The TEA offers learning support and programs on career and technical education programs with a sequence of courses that provides students with coherent and rigorous content. This content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Youth are offered the opportunity to participate in these programs if interested and as appropriate.

One of the more successful and ongoing initiatives involve building community consortia, which address and resolve barriers students in foster care face as they meet graduation requirements and move into the workforce or continue in completing their post-secondary opportunities.

DFPS and the TWC share data regarding youth and young adults for the purpose of increasing the number of youths receiving employment and supportive services. For calendar year 2023, 99 percent of youth and young adults referred to local workforce offices or transition centers received a workforce service. DFPS and the TWC renewed their agreement in 2021 to continue their efforts to provide youth currently or formerly in foster care priority workforce services. In addition, the 11 local DFPS and CBC regions have completed renewals or are in process of renewing local agreements with the 28 workforce solutions boards and corresponding transition centers. The transition centers were included in these renewals to better define and outline roles and responsibilities of each entity in addressing the job readiness, career development, and employment needs of youth and young adults currently or formerly in foster care.

These agreements improve educational, training, and employment outcomes for youth through effective workforce collaborations. Additional requirements include cross training of agencies, increased frequency of meetings between agencies for more accountability, and increased internship and apprenticeship opportunities. DFPS submits quarterly data on the number of PAL eligible youth referred to workforce centers and transitions and receives a report back from the TWC of those same youth who received a workforce service or transition center service from the workforce advocate. DFPS works with the TWC to improve the structure of the report and better understand the information provided. The TWC provides an additional report twice a year with skill demand data

broken down by DFPS region to better assist youth and young adults in knowing employers' work expectations. DFPS staff, providers, and caregivers provide encouragement to youth and young adults to access local workforce solutions centers for employment and training related opportunities, benefits, and resources and register in the Texas job search system, Work in Texas. DFPS has partnered with the Workforce Solutions for North Central Texas to provide future internships. In addition, DFPS Regions 06 and 10 have offered formal internship opportunities. Other local Workforce Solutions offices offer general summer internship opportunities to the community including youth in foster care.

DFPS coordinates with the TEA, local school districts, and local workforce agencies to introduce youth to employment opportunities and trainings offered. Since Texas law prioritizes workforce services for youth, CPS works to ensure youth are enrolled in employment programs offered by local workforce centers. CPS has a point of contact list for each local workforce development board or center in case youth are having difficulty in accessing workforce services. PAL staff receive updates to the contact list as provided. Having access to these contacts is beneficial to CPS staff and providers who assist youth with information about workforce programs and other employment services.

DFPS coordinated regular meetings with the TWC vocational rehabilitation services staff to educate and strategize ways to increase the number of youth and young adults receiving services. The TWC Vocational Rehabilitation staff provided presentations during this reporting period to multiple groups of DFPS staff and community advocates to create awareness of their available services and how to enroll youth. DFPS provided a virtual presentation to TWC Vocational Rehabilitation Regional Transition Specialists about Transitional Living Services on March 20, 2024.

If a youth runs away from care, DFPS reports the runaway to law enforcement and tracks the event in IMPACT. An IMPACT enhancement went live in April 2022 to provide an opportunity to capture the physical location of a youth when temporarily absent from a paid placement with an intent to return. DFPS has policy and protocols that have special staff assisting the caseworkers with efforts to locate youth who runaway. The regional director assistant serves as the missing child regional liaison to coordinate runaway issues between the special investigators and conservatorship staff and ensure regional protocols are in place for completion of regional reports. Staff notify the liaisons when a youth goes missing. The liaisons track this data for weekly reports to State Office. This information is reviewed monthly with the liaisons to ensure substantial efforts are made to locate the children. CPS makes efforts to ensure PAL services are available to youth who return from runaway.

DFPS collaborates with the National Center for Missing and Exploited Children and DPS to promote a safe transition to adulthood by reducing the human trafficking risks to youth and young adults. The DFPS website contains human trafficking information with the National Human Trafficking Hotline, YouTube public service announcements, and regional resources and contacts. This information is shared through the PAL program at Aging-out seminars, statewide and regional teen conferences, and Circle of Support

meetings. Staff are required to complete a webinar training on human trafficking.

The Office of the Governor, the TWC, and the DFPS Child Sex Trafficking team identified a need to serve victims of sex trafficking age 16 to 25, and to deter repeat victimization of these youth and young adults. The Texas Employment Empowerment Model for Disenfranchised Youth and Young Adults pilot has been developed in response to this need with the goal of developing a tailored process and experience lead by a training and employment navigator to increase the chance of finding and maintaining employment.

Four local workforce development boards were identified as participants in this pilot due to the number of local sex trafficking victims and the availability of an area foster youth transition center to provide referrals to this pilot. The boards are as follows:

- Dallas, City Square and TRAC Dallas;
- Gulf Coast, HAYS Center;
- Alamo, Baptist Child and Family Services Health and Human Services of San Antonio; and
- North Central, City Square and TRAC Fort Worth. North Central has no board, so either City Square Dallas or Fort Worth can serve that area.

Each board will hire at least one employment and training navigator who will receive training from the Child Sex Trafficking team in the Office of the Governor. The navigator will guide each participant through the workforce center processes. Additional navigators may be added with additional funding. The participants will be referred from only two sources: child sex trafficking team advocates or the foster youth transition centers. The navigator will be the only contact for the participant, other than training, who will provide specialized intake and assessment, determine needs, and training. The navigator will also identify a committed pool of Texas employers who will commit to hire and support program participants.

As mentioned above, all child-placing agency administrators, treatment directors, child placement staff, child placement management staff, and full-time professional service providers, except those exclusively assigned to provide adoption services, must receive two hours of pre-service and two hours of annual training regarding normalcy, including the prudent parent standard. This must be completed before the person can be a designated person who makes decisions regarding a child's participation in childhood activities. DFPS staff are required to provide Preparation to Adulthood experiential training. Providers are expected to utilize the following the guides and tools.

CPS provides training to unverified relative and kinship caregivers through kinship development workers. Training includes, but is not limited to, defining permanency, recognizing the importance of participation in normalcy activities, supervision and applying reasonable and prudent parent standard, and assessing age-appropriate activities. Since this is a state mandate, licensing standard, and DFPS policy, each child-placing agency offers it as a part of pre-service and annual training requirements. DFPS delivers this training through classroom, webinar, and in-person training throughout the year.

Youth in DFPS conservatorship can obtain contraceptive services through Medicaid-approved programs. PAL staff and contractors refer and provide resources available to youth and young adults in their communities. Information is disseminated in PAL life skills training classes about sexual responsibility, healthy relationships, and resources. The Texas Teen Conference conducted July 12-14, 2023, offered a workshop entitled *Adulthood 101* which included a discussion on sexual responsibility. The 2024 Texas Teen Conference will also offer similar information for young adults. The DFPS Prevention and Early Intervention division offers pregnant and parenting teens in DFPS foster care parenting education and basic needs support through the Helping through Intervention and Prevention program. This initiative began in 2014 and is designed to provide services to high-risk families with newborns. A young adult over age 18 who is pregnant, or parenting may be referred from the Extended Foster Care and the PAL programs to the Helping through Intervention and Prevention program. This program provides home-based assessments and a home visiting program and is only offered in a limited number of DFPS regions and Texas counties.

(https://www.dfps.state.tx.us/Prevention_and_Early_Intervention/About_Prevention_and_Early_Intervention/programs.asp#hip).

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

DFPS engages youth and young adults in all aspects of agency work including the development of policy and best practices at the local, state, and national levels. Youth in care and alumni participate as partners and advisors. These youth and young adults attend leadership trainings with CPS managers, participate on advisory committees, and conduct presentations with CPS staff. The statewide Youth Leadership Council representatives meet three to four times a year via conference calls or in person to address issues and formulate recommendations for improving services to children and youth in care and those preparing to age-out of care, including developing or modifying action steps and strategies in the DFPS Title IV-B Child and Family Services Plan. DFPS staff participated in the October 7, 2023, Statewide Youth Leadership Council meeting to explain the Child and Family Services review process and to get youth and young adult input for the upcoming Child and Family Services review. Current and former youth and young adults in foster care also participated in a youth interview during the Child and Family Services review on April 23, 2024.

DFPS receives ongoing input from youth and young adults through evaluations provided at the conclusion of contracted service and events, from Aging-out Seminars, and through one-on-one contact with DFPS staff and CPS leadership. During these meetings and events, DFPS staff receive input from youth and young adults on improvement activities related to the NYTD, Child and Family Services Review statewide assessment development, and Chafee Foster Care Independence Program efforts. Normalcy activities are a part of quarterly structured case readings. Regional and statewide Youth Leadership Council members provide input into the continuous quality improvement of

Chafee Foster Care Independence Program, NYTD, and Child and Family Services Review activities and services. NYTD data is shared with youth during regional and statewide events, aging-out seminars, and regional and statewide Youth Leadership Council meetings.

DFPS collaborates with the Texas Network of Youth Services, the Texas Alliance of Child and Family Services, youth at regional and statewide youth councils, field staff, and other external partners for feedback on meeting the needs of Chafee-eligible youth.

Describe, if applicable, how the State utilizes, or plans to coordinate with the state Medicaid agency to implement provisions of the Patient Protection and Affordable Care Act (ACA) that requires mandatory medical coverage to individuals who are under the age of 26, were in foster care under at age 18.

DFPS and HHSC developed a process for youth to access Medicaid coverage as seamlessly as possible. The Former Foster Care Children program provides continuous healthcare coverage through age 25 to young adults who age-out of Texas foster care and receiving Medicaid at that time.

These young adults are eligible to receive services in two separate programs based on age. Young adults aged 18 to 20 years are enrolled in STAR Health, and young adults age 21 to 25 years receive Medicaid through the STAR plan of their choice. The Medicaid for Transitioning Youth continues to be available for young adults up to age 21 who were otherwise not eligible for the Former Foster Care Children program. This category covers youth who age-out of foster care and are not receiving Medicaid, such as youth who at age 18 still had an immigration application pending with the United States Citizenship and Immigration Services. DFPS continues to ensure information is available to Medicaid-eligible older young adults who do not have regular DFPS staff contact, such as young adults 21 years and older. Information about the STAR and STAR Health Services is available at:

http://www.dfps.state.tx.us/Child_Protection/Youth_and_Young_Adults/Transitional_Living/medical_benefits.asp.

Current and former youth in DFPS conservatorship who reside in another state are covered under the Medicaid for Transitioning Foster Care Youth Program if there is an Interstate Compact for the Placement of Children in place.

As of January 1, 2014, the Former Foster Care Children program provides healthcare coverage through age 25 to young adults who age out of Texas foster care and who were receiving Medicaid when they aged out of care. This also includes young adults who aged out of foster care in another state on or after January 1, 2023, and who were receiving Medicaid when they aged out of foster care.

The NYTD outcome data provides DFPS with Medicaid coverage data at ages 17, 19, and 21. In federal fiscal year 2022, the most recent NYTD results available reported 80 percent of the random sample of 19-year-old young adults who took the survey at age 17

had Medicaid coverage. Revisions were requested during the IMPACT modernization project. This update was determined to need internal completion though DFPS IT outside of this project. Survey explanation updates needed were provided to IT, but this update remains on a list for future completion. Input was received at the July 2017 statewide Youth Leadership Council Meeting to ensure the terminology is more youth friendly and Texas specific which may affect outcome responses about Medicaid coverage. At the direction of the Office of the Governor in response to the federal Families First Coronavirus Response Act, P.L.116-127, (HR 6201) and in collaboration with DFPS, HHSC took steps to ensure no Medicaid recipient was discontinued for Medicaid coverage during the COVID-19 crisis.

Information about the Former Foster Care Children program is provided to youth during Circles of Support, transition planning meetings, PAL services, and aging-out seminars, as well as to young adults participating in the Extended Foster Care program, and through the Texas Youth Connection and DFPS public websites. Young adults access the 2-1-1 system and the Your Texas Benefits self-service portal (www.YourTexasBenefits.com) to make changes and apply or re-apply for benefits. People can now download the Your Texas Benefits mobile app to their phones to find a HHSC office, create an account, report changes such as addresses, check the status of their case, upload documents, and sign up for alerts.

A two-page Medicaid healthcare coverage chart is used as a handout for young adults. HHSC has developed a training presentation for PAL staff and other DFPS staff, as well as people in the community.

The DFPS Transitional Living Services team continues to coordinate medical services and participate in quarterly meetings with HHSC. HHSC automation changes have been implemented so young adults who aged out of foster care in another state on or after January 1, 2023, and who were receiving Medicaid when they aged out of foster care are eligible for the Former Foster Care Children program healthcare benefits.

Describe the results of the Indian Tribe consultation (Section 477(b)(3)(G)), specifically, as it relates to determining eligibility for benefits and services and ensuring fair and equitable treatment for Indian youth in care:

The tribes have not expressed any concerns about accessing the PAL or the Education and Training Voucher programs. Baptist Child and Family Services reports no tribal students applied for the Education and Training Voucher for the 2021-2022 fiscal year.

DFPS entered into a Title IV-E agreement for the purposes of IV-E eligibility with the Alabama Coushatta Tribe on April 12, 2012; however, it was not renewed after fiscal year 2016. DFPS continues to discuss Title IV-E state/tribal agreements with the other two Tribes, Ysleta Del Sur Pueblo/Tigua, and Kickapoo, Traditional Tribe of Texas. PAL or other DFPS staff coordinate and conduct biannual in-person meetings with the three federally recognized Native American Tribes in Texas to discuss the provision of transitional living services, including Chafee Foster Care Independence Program services

and Native American youth eligibility. PAL staff provide each Tribe with updated eligibility and service information for the PAL and the Education and Training Voucher programs, as needed and upon request. PAL staff is available to train the Tribal staff about applying for the Education and Training Voucher program through its website at www.texasetv.com. DFPS State Office staff annually presents updates on Chafee benefits to the three Texas Tribes at biannual Tribal-State meetings and seek their consultation on the adequacy of services provided to tribal youth. Contacts for Chafee Foster Care Independence program services this year include the following:

Region 05 – Elizabeth Jeffcoat, Region 5 PAL coordinator met with Michelle Thompson Janis, Social Service Director and Melissa Celestine, Caseworker with the Alabama Coushatta Tribe on August 23, 2023, via TEAMS meeting. Information was shared regarding transitional services and PAL Benefits including the Education and Training Voucher Program. Information regarding Life Skills Training was also shared in addition to the importance and use of the Casey Life Skills Assessment as a tool and resource. NYTD Surveys and Data was discussed as well as services available to foster youth thru the Texas Workforce Center. Discussion included CBC transition. Mrs. Thompson-Janis and Mrs. Celestine were provided the newest version of Brief Overview of Transitional Living Services. Mrs. Thompson-Janis was also provided contact information to include address, email, and cell phone number for Region 5 PAL staff; Elizabeth Jeffcoat and Sonya Holman, as well as the Service Program Administrator, Tracy Redeaux.

Region 08 –There are no tribes in Bexar county currently and we did not receive any referrals for tribal youth in Bexar county for fiscal year 2023. Since transitioning to CBC in all Region 8 counties except Bexar, the CBC provider has not yet met with the tribe. They will be asked to make plans to meet with the tribe in 2024 to discuss services and contact information.

Region 10 – The PAL program will continue to work with the Ysleta Del Sur Pueblo (Tigua Tribe) to help youth continue their heritage and have access to the programs that are available to them through their tribe. Region 10 currently has no PAL aged youth who are tribal members.

The Department has open communication with the Tribe and when a tribal youth is identified we will set up a meeting to discuss PAL in further detail. Leah López, LMSW was the Social Services Coordinator for the Tribe. The Tigua Tribe has many employment and educational opportunities available.

Report on the state’s CFCIP specific accomplishments achieved since the 2021-2024 CFSP and 2023 APSR submission.

DFPS provides statewide Chafee Foster Care Independence and state-paid program services and benefits through its Transitional Living Services program, which incorporates PAL, Education and Training Vouchers, and other related services in support of youth and young adults ages 16 to 22, and in some cases age 23, who are currently or formerly in foster care or transitioning out of care. In addition, the life skills assessment is provided to youth in DFPS permanent managing conservatorship at age 14 and 15 years old. Other

services are provided as funding or resources are available to youth ages 14 and 15.

DFPS updated policy and other documents to include the language “transitioning to a successful adulthood.” When information is identified with the former language “independent living”, efforts are made to update the materials.

As a result of internal audit recommendations, the life skills training online curriculum was published in the *CPS Policy Resource Guide* to meet the auditors’ recommended changes to the financial management and life decisions and responsibilities core element sections. A standard quality review process for life skills training class observations was implemented for consistency and uniformity statewide, including ratings criteria and separate evaluations for trainers or guest speakers. PAL staff share results of the completed reviews with contract staff and the State Office for contract performance monitoring. The audit recommendations formalized a review process for life skills training and case management services when the contract is on the statewide monitoring plan. PAL staff now monitor for quality and content of services provided by a contractor, and contract managers continue to monitor for contract compliance. DFPS uses monitoring tools and a process guide but is currently revising the monitoring tools. DFPS anticipates the forms will be published in 2024.

To increase completion of life skills training by youth 18 years and older who leave substitute care, the *Independent Living Study Guide* was revised, and a paper version was completed for those youth who do not have computer access. An additional revision began during fiscal year 2020, and DFPS released a revision of the study guide in Summer 2021, including work from community partners and feedback from a large group of youth and young adults with lived experience in care. Another revision of the study guide will begin during fiscal year 2024, utilizing ideas and suggestions from current and former foster youth across the state. PAL staff will gather further information during regional and statewide events.

CPS Rights for Children and Youth in Foster Care (Foster Care Bill of Rights) Updates

CPS made changes to the Rights of Children and Youth in Foster Care by adding two new rights related to children and youth being kept informed about any investigations involving them and the outcomes of any complaints made to the Ombudsman for Children and Youth. CPS finalized these updates in fiscal year 2020. Additional updates occurred in October 2021 to align three rights with current policy and contracts and Minimum Standards, as well as clarify time frames for when a youth must have their personal documents. The Texas Foster Care Handbook is under revision to reflect these changes and other program updates in 2024.

Personal Documents-Federal and State Legislation

DFPS currently provides certain personal documents and other information to a youth:

- When a youth exits DFPS conservatorship;
- When the youth ages-out; or
- Before age 16; and before the youth turns age 18.

DFPS provides a copy and the original or certified copy of the youth's birth certificate, Social Security card, and a state identification card before age 16. Just prior to age 18, DFPS provides the youth their birth certificate, Social Security card, and state identification card 30 days before leaving care, unless the youth already have these documents. The youth and caregiver sign a form to indicate receipt of these documents.

DFPS ensures each youth who is 14 years of age or older has an email address through which the youth may receive encrypted copies of personal documents and records, even after the youth leaves conservatorship. DFPS provides youth with instructions on how to access encrypted emails.

DFPS provides youth ages 16 and 17 years old with encrypted flash drives containing their important documents as funding is available.

Credit Reports

The caseworker notifies youth ages 14 to 18 years old when their credit report was processed. These reports are batch processed annually until DFPS legal responsibility has ended at 18. An email address (CPSCreditReports@dfps.state.tx.us) is available for staff to submit individual credit report requests or seek technical assistance.

Post-Secondary Education Event

The FY 2023 Education Reach for Texas conference was held on April 3-4, 2023, at Texas State University in San Marcos. The FY 2024 conference will be held June 10-11, 2024, at Texas Woman's University in Denton. DFPS Transitional Living Services staff helps plan these annual conferences and conducts workshops to inform the college foster care student liaisons about youth and transitional living services with topics such as accessing benefits for former foster youth, building better partnerships between PAL and post-secondary staff, and youth housing programs and partnerships.

Human Trafficking

The *CPS Handbook* includes human trafficking requirements as it relates to the federal legislation. The PAL life skills training curriculum includes training available services and supports for victims of human trafficking, including reporting alleged abuse to local law enforcement. Life skills training and PAL contracts for case management services include this same information.

The DFPS website contains information on human trafficking and resources. The DFPS contractor Education and Training Voucher website also contains resources on human trafficking including PAL staff and the 800 number for assistance. The Transitional Living Services team partners with the DFPS Human Trafficking division to ensure policies across the agency are current and consistent.

College Foster Care Student Liaisons and Memorandum of Understanding-State Legislation

State colleges and universities are required to appoint foster care student liaisons. State

law also requires DFPS and the Texas Higher Education Coordinating Board to enter a MOU to exchange information to facilitate the evaluation of educational outcomes for former foster care students, including:

- CPS will provide annually demographic information of former foster care students enrolled in state colleges and universities to the Texas Higher Education Coordinating Board;
- The Texas Higher Education Coordinating Board will provide CPS aggregate data on the identified educational outcomes with demographic information received;
- CPS and the Texas Higher Education Coordinating Board will determine what educational outcomes will be included in student academic achievement, graduation rates, attendance, and other outcomes identified and relevant to the purpose of the evaluation;
- CPS may authorize the Texas Higher Education Coordinating Board to provide education research centers demographic information to perform additional analysis for educational outcomes only for youth in foster care.

This MOU was renewed in July 2022 and DFPS provided the Texas Higher Education Coordinating Board with data in March 2023. This data includes previous annual data and new current data utilizing an updated agreed upon methodology. DFPS plans to provide the Texas Higher Education Coordinating Board with fiscal year 2023 data in May 2024. DFPS is working with the Texas Higher Education Coordinating Board to create an annual report analyzing the fiscal year 2019-2023 comparison data from the exchange which is anticipated to be completed September 2024. The report will be shared with CPS staff, stakeholders, members of the Children's Commission, and the Post-secondary and Secondary Education workgroup.

Reasonable and Prudent Parent Standard-State Legislation

Statute empowers substitute caregivers to approve or disapprove a child's participation in activities based on a caregiver's own assessment and availability to help facilitate a child's access to these activities, using reasonable and prudent parent standards, without prior approval of DFPS. CPS policy specifies that, unless indicated on the child's plan of service, the caregiver may make decisions regarding normalcy activities based on the use of the reasonable and prudent parent standard. Webinars were used for staff to ensure they understand the importance of normalcy for all foster children and youth and staff receive refresher training on an annual basis.

Public Private Partnership

The Public Private Partnership was appointed as the group to assist with Foster Care Redesign and the new model, CBC. The partnership includes participation by a young adult formerly in foster care, as well as members of the judiciary, foster care providers, advocates, provider associations, a DFPS Advisory Council member, and DFPS executive staff.

Improve activities related to National Youth in Transition Database, Child and Family Service Review, and Chafee Foster Care Independence Program

During Aging-out Seminars and other youth events, DFPS staff receive input from youth

and young adults about ways to improve activities related to NYTD, Child and Family Service Review, and Chafee Foster Care Independence Program services. As a result, normalcy activities are now a part of structured quarterly case readings. Regional and statewide Youth Leadership Councils are other venues where youth and young adults provide input into the continuous quality improvement of NYTD, Child and Family Service Review and Chafee Foster Care Independence Program activities and services.

NYTD data is shared with youth during regional and statewide events, Aging-out seminars, Circle of Support meetings, and regional and statewide Youth Leadership Council meetings. Use of ACF data snapshot materials has aided discussions with ease of comprehension for the youth. DFPS also provides staff with a separate talking points handout to help with the discussion. PAL staff continue to increase their efforts to share the NYTD data with stakeholders in a variety of ways, such as during meetings with the following stakeholders: CASA, Tribal representatives, internal DFPS foster parent trainings, DFPS caseworkers, child-placing agencies, and PAL providers, as well as court hearings. Based on these discussions, efforts have been made to increase employment opportunities and relationships with workforce boards, the number of youths who go on to pursue post-secondary education, the number of youths who complete life skills training, and the number of available adult mentors, an essential piece to a youth's success. An annual report template completed by regional PAL staff includes progress on these efforts. Below is an example of an annual report template question and its responses.

National Youth in Transition Database

Describe regional efforts made with the following:

- Discussion of NYTD data with stakeholders to include youth, courts, and other stakeholders;
- Service improvements made because of NYTD data results; and
- A breakdown of any NYTD data with other system data available to region and use to determine any local patterns and trends.

The following represent some regional examples of improvements that are in process.

- **Region 01**, the SSCC contractor shared NYTD data during conservatorship staff unit meetings and through the virtual education consortium meetings for both Lubbock and Amarillo. Meetings are also scheduled with CASA of Lubbock to share this information. Additional training on NYTD was ongoing during the fiscal year.
- **Region 02**, the SSCC contractor shared NYTD data during conservatorship staff unit meetings and utilized it to better serve their youth. Additional trainings and presentations were made to local attorneys and judges. NYTD information was presented at Youth Leadership Council meetings.
- **Region 03**, the NYTD data results discussions are ongoing with the PAL contractor through contract meetings to tailor services to better suit the needs of youth and young adults. Region 03 has strengthened its relationships with local courts, workforce boards, and CASA by meetings with these entities regularly to share ideas and resource information to help youth to gain employment. The data is also discussed

with youth in their Circles of Support, as well as at the aging-out seminars and Youth Leadership Council meetings. The SSCC contractor is expanding its use of the data to reach youth in their area by facilitating conversations with them on post education, career planning, building a support system, and the use of TRAC for aftercare services. The SSCC contractor has plans to do more with NYTD survey information in the future to identify areas of need for the youth served and offer a more robust array of transitional supports in the community.

- **Region 04**, NYTD data is shared with youth during Aging-Out Conferences, Teen Conferences and Youth Leadership Meetings. Caregivers and caseworkers are made aware of the different ages NYTD information is gathered. NYTD data results are also shared with community stakeholders. The data is also shared with youths during aging-out and teen conferences, and Youth Leadership meetings, as well as with stakeholders, caseworkers, and caregiver. NYTD data revealed a priority to address homelessness in Region 04 by working with caseworkers and disability and education specialists to reduce the numbers of youth experiencing homelessness. The education level of 17-year-olds is reviewed to determine their progress toward achieving graduation. Furthermore, education specialists must identify at-risk youth and assist them with progress toward graduation. Region 4 is searching for supportive facilities and programs that may help in the reduction of homelessness. During Circle of Support meetings, homelessness is discussed with the youth in a realistic manner, and the youth receives assistance in creating a plan for aging-out of foster care. Region 04 works to identify youth who have a pattern of numerous placements, lack of supportive connections, and have an incomplete education to reduce their risk of homelessness. The need for personal documents is also discussed with the conservatorship caseworker and supervisor to create a timeline for securing the documents prior to the youth turning 16 years old.
- **Region 05**, NYTD information was shared with youth as well as literature provided during Youth Leadership Council meetings, Aging-Out seminars, and the regional Teen Conference. The importance of identifying a stable caring adult was discussed in addition to maintaining and providing accurate contact information. Youth were encouraged to create a personal email. During Circles of Support, a caring adult is identified for youth. This included suggestions of keeping addresses updated through 211, Medicaid, and Food Stamps. NYTD incentives for 19 and 21-year-old participants were discussed with youth. Upcoming reporting periods were also discussed with youth to provide readiness about the NYTD surveys.

Utilizing the services of the Texas Workforce Center was also discussed as this seems to be a trend in the data. Some youth expressed that they were unaware of the TWC Advocate at the Transition Center and that foster youth are considered a priority population. Some youth expressed that summer school and school activities conflict with summer employment. Lack of transportation and willingness of caregivers to encourage employment is an obstacle. More youth were aware of the TWC Advocate housed in the Transition Center in the southern end of the region. Aftercare Case Manager shares information on registering with the Texas Workforce Center and available programs to youth.

NYTD Data was discussed during the quarterly PCR Meeting with T.R.A.I.L.S the Aftercare Service Provider for Case Management Services during PCR Meetings. Utilizing the TWC Advocate to increase awareness of the Workforce Center and Programs were discussed. During quarterly meetings with Texas Workforce Center boards Region 05 was able to make suggestions and ways to capture data of foster youth registering and seeking assistance at the Workforce Center. The Aftercare Case Managers were also informed of the importance of obtaining correct addresses, phone numbers and email addresses for the youth served to be able to contact a youth if selected for a survey.

All youth receiving ACCM Services are aware of the TWC Advocate as well as registering with the Texas Workforce Center for employment and job training. Child placing agencies understand the importance of allowing youth access to complete surveys. PAL staff also reminded aftercare Case Managers to ask for updated contact information for youth on the Individual Monthly Reports and are a resource for updated information in locating youth.

- **Region 06**, ongoing discussions of NYTD data occur throughout the fiscal year to identify areas for improvement with residential providers, foster parents, child-placing agency staff, caregivers, and other stakeholders. A range of other meetings with service providers and legal stakeholders also included this information sharing and discussion, including meetings with Fostering Hope, Collective Action for Youth, Dress for Success, CASA of Galveston County, and Angel Reach.
- **Region 07**, PAL staff use the information collected from NYTD on a weekly basis. The information is shared at Aging Out Seminars, Youth Leadership Council meetings, Circle of Support meetings, transition planning meetings, and case meeting. NYTD data is also presented to community partners, internal staff, and court hearings. The collected data is used to inform community partners of ways to better serve youth. NYTD information is presented in our monthly contractor staffing. PAL coordinators and supervisor meet with a variety of community stakeholders monthly and present NYTD data.
- **Region 08**, Region 08A staff has continued to discuss information about the NYTD surveys with youth at Aging Out Seminars, Youth Leadership Council meetings, and other community meetings such as the Interagency Foster Care Collaboration (IFCC). During these meetings information regarding the importance of getting NYTD surveys completed and how their completion affects fiscal year budgets is shared. PAL staff have met with the conservatorship units on a quarterly basis to discuss youth transitioning out of foster care and the importance of keeping the education logs updated. NYTD information will also be shared at the Interagency Foster Care Committee meetings with the Child Placing Agencies that attend.

Region 08A has provided NYTD information to the Bexar County Child Welfare board (BCCWB) to better direct regional funding provided by the board. The BCCWB looks to direct its funds in solution focused ways, ensuring their dollars are provided to areas that directly solve and address foster youth issues. NYTD information helps showcase issues that might warrant the BCCWBs attention and

funds.

Region 08B continues to collaborate and work with other regions on how to successfully complete NYTD surveys. Discussion of NYTD data occur at Aging-Out seminars, Youth Leadership Council meetings and community partners such as the IFFC. Regularly meetings are held with Region 08B units discussing aging out of care and the importance of keeping vital documents such as education records, state identification, social security cards and birth certificates with youth and on file.

- **Region 09**, discussions regarding NYTD data were held with conservatorship staff throughout the fiscal year, as well as at unit staff meetings. Information is also disbursed at the two Foster Care Coalition groups and discussed with youth at Youth Leadership council meetings and regional PAL events. Emphasis is placed on the number of homeless youths, and housing solutions. NYTD information and the critical areas are discussed, and ideas are shared. Committee members are from the areas of mental health, housing, post-secondary and secondary education, Workforce and child placing agencies as well as interested community members. Homelessness and Housing has been an issue in the region and Region 09 has a Supervised independent living program at Angelo State University, A FUP and FYI program in San Angelo, a FYI program in Midland, Andrews, and Odessa as well as a private transitional program with housing in Midland.
- **Region 10**, Information on NYTD has been shared with CASA volunteers, Child Placing Agencies, PAL contract providers, CPS staff, youth at Circles of Support, Aging-out Seminars, Youth Leadership Councils, educators and at other local Conferences. Interest on the data has been received with a general appreciation to hear the feedback from young adults.

Region 10 uses the data to help with planning for youth events such as Aging-Out Seminars and Teen Conferences, focusing on the areas where the data reflects a need. In the NYTD data for 2020, it shows improvement is needed under the area of employment-related services. to meet the need, Region 10 are building a relationship with Texas Workforce Borderplex to meet with the youth needs in the area. They provided training on interview skills, resume writing and of course job placement. At Circles of Support, youth are given a printout of workforce information to insure they can take full advantage of this service.

- **Region 11**, presentations with DFPS Staff and external stakeholders are held at least quarterly. Normalcy has continued to improve due to NYTD date results. Presentations during Circles of Support meeting to educate foster parents on Normalcy continues to be a priority. Region 11 has established partnership with Cameron Workforce to explore more Workforce meetings and on the job training for youth.

All regions continue work toward increasing life skills training completion rates for the number of youths who leave substitute care at age 18 or older. Youth were surveyed previously on their preferred method of training, incentives, and opportunities to practice

life skills in their placement. Survey results were shared with internal staff to help with locating potential incentives for youth completing the training. General results were shared with a statewide workgroup working on recommendations to enhance life skills training. A high percent of youth surveyed prefer classroom training over online training which will be considered during the workgroup discussions.

NYTD data collection has continued to improve. Regular technical assistance is provided by the State Office to staff who input the information into the IMPACT system. Additionally, a NYTD manual is available to staff when questions arise, or data collection details are needed. The DFPS State Office continues to cross-reference PAL contract provider documentation and IMPACT data entries prior to NYTD submissions. Provider training and document correction efforts have increased the accuracy and consistency of data entry statewide. Texas continues to offer a cash incentive to youth ages 19 and 21 of \$50 and \$100 respectively, to complete the survey and maintains regular contact with the random sample of survey participants which has contributed to a high survey completion rate. Texas also continues to utilize the statewide PAL staff to enter service data and collect survey outcomes data. Having a well-trained, small group to enter this data has contributed to success. Texas has followed NYTD reporting requirements since data collection started in 2010.

Texas is not currently on the federal NYTD review schedule for fiscal year 2023 or 2024; however, Texas volunteered and successfully participated in a federal review in 2013. Since the review, Texas has made improvement efforts based on site visit recommendations like correcting some data reporting methods and system mapping. Once Texas is notified about a review date, general and personal notifications will go out to appropriate internal and external stakeholders to outline how input will be helpful to the review. Since Texas has experienced a prior review, lessons learned will carry forward with any future reviews.

PAL staff continue to disseminate and discuss recent Texas NYTD data results with DFPS staff, youth, and community partners, such as CASA, post-secondary institutions, judges, and contract providers. Staff will assess input and incorporate suggestions to improve services or data collection going forward.

Education and Training Voucher program for Tribal Youth

PAL staff informs and is available to train Tribal staff on youth applying for the Education and Training Voucher program through its website at:

https://bcfscsd.org/data_post/education-training-voucher-unaccompanied-refugee-minor-etv-etv-urm/ The PAL contractor is available to meet with Tribal representatives and youth application assistance. The Education and Training Voucher contractor has been contractually required to perform outreach and marketing activities to Tribes since 2017. Contact information is available on the program's website or from the PAL staff. DFPS has received no suggestions from Tribes for improvement of NYTD data collection. PAL staff keeps in contact with the Tribes about NYTD survey participation eligibility and request their participation from their youth and young adults. As reported by the contractor, no Tribal youth has applied for the Education and Training Voucher program

in fiscal year 2023 or as of March 2024.

I.B. Education and Training Vouchers Program (ETV)

The Education and Training Voucher program operations are provided on a statewide basis by Baptist Child and Family Services Health and Human Services of San Antonio under a five-year contract (federal fiscal years 2024-2029). The contractor employs an education and training voucher lead staff and four education and training voucher staff members to administer the program statewide. Two staff specifically provide case management activities, outreach, and marketing services to increase program enrollment, maintain student participation, and promote opportunities and awareness for short-term vocational and technical certification programs to learn a specific skill. In addition, the contractor's primary responsibility is to verify Education and Training Voucher eligibility, collect certain demographic information (e.g., gender, age, and race), track student attendance at institutions of higher education, process applications, and issue voucher payments. Policies, processes, and forms are continually fine-tuned with the contractor and solutions for improvements are discussed. The program continues to receive regular feedback from the Texas Statewide Youth Leadership Council, Education and Training Voucher participants, DFPS staff, providers, partners, and other public and private organizations. DFPS Transitional Living Services and Legal staff submit questions to the ACF to obtain additional guidance on the Education and Training Voucher program.

The Education and Training Voucher program contractor provides information to students and providers on the program through their website at:

https://bcfscsd.org/data_post/education-training-voucher-unaccompanied-refugee-minor-etv-etv-urm/ A chat feature was added to the website in fiscal year 2019. The Education and Training Voucher Facebook page (<https://www.facebook.com/texasetv>) provides reminders, updates, and other pertinent information. The contractor offers both paper and electronic versions of the Education and Training Voucher application on this website which further streamlines services for applicants. The website also has links to the [College for All Texans](#) website, sponsored by the Texas Higher Education Coordinating Board which offers information about paying for college, finding the right college, and college costs. The Texas Higher Education Coordinating Board added a dependent or ward of the court designation on the Apply Texas application to assist schools with outreach and support efforts. This common application is used by students to apply to Texas higher education institutions and is currently available to applicants.

The contractor maintains and updates a toll-free number (877-268-4063) to provide information and answer questions about the Education and Training Voucher program. The Education and Training Voucher website includes information on human trafficking resources and assistance.

Report on the State's Specific Accomplishments Achieved Since the 2020-2024 CFSP Submission.

The Education and Training Voucher program contractor provided case management activities, outreach, and marketing services for the Education and Training Voucher program to increase program enrollment, maintain student participation, and promote opportunities and awareness for short-term vocational and technical certification

programs to learn a specific skill. Education and Training Voucher program contract deliverables include:

- Increase awareness of the Education and Training Voucher program statewide through outreach, marketing, and training;
- Promote opportunities and awareness to eligible students and others about vocational and technical schools and certification programs;
- Explore efforts to retain existing and recruit new Education and Training Voucher participants;
- Explore options with students on expediting the Education and Training Voucher application process by allowing education and training voucher coordinators access to student enrollment records;
- Explore common trends and barriers to students not completing or fully utilizing the Education and Training Voucher program;
- Report on outreach, market, and training activities including efforts to increase contacts;
- Track an increase in the number of new Education and Training Voucher participants associated with the expectations of the contract; and
- Request applications be reviewed and approved, if appropriate, if submitted after the deadline period.

DFPS continues to promote opportunities and raise awareness to vocational and technical training opportunities available through community colleges where the college tuition waiver may be utilized.

In addition to assisting and supporting participants with two or four-year degree plans, the education and training voucher specialists promote vocational and technical programs to current and former foster care students and others as another post-secondary education option. This includes:

- Researching and visiting colleges, universities, etc., to determine the types of vocational and technical training program opportunities available;
- Informing students and other interested parties on how to locate and enroll in these programs;
- Providing the schools program contact information to interested parties;
- Posting training programs available by school and region on the Education and Training Voucher webpage;
- Developing or using existing material related to vocational and technical skills training programs;
- Informing youth about entities listed in outreach, marketing, and training, as well as vocational and technical school opportunities either individually or at conferences and events;
- Creating a separate section on the Baptist Child and Family Services Health and Human Services of San Antonio Education and Training Voucher webpage with marketing materials; and
- Other activities associated with promoting vocational and technical opportunities.

The education and training voucher specialists and coordinators provided support

services as needed to students to maintain existing participation. The specialists reviewed student files each semester to identify students at risk of dropping out or losing federal financial assistance or Education and Training Voucher funds. Specialists also worked to mitigate incomplete applications, identify students with grade point averages below 2.5, and assist in situations where a student may need assistance to stay in school or need a new evaluation of their educational goals. The education and training voucher specialists and coordinator may also contact students and provide referrals or information about the appropriate school, community support services, or school resources a student may need.

When necessary, programmatic and policy updates were provided at the statewide PAL staff meetings throughout the year and Chafee or state-funded college and Teen Conferences, as well as other events, such as at the Education Reach for Texas conferences where youth, young adults, DFPS staff, providers, community partners, and institutions of higher education are in attendance

Since 2016, a post-secondary education committee has been led or attended by the Transitional Living Services Team Lead staff and a University of Texas at Austin staff person with the assistance of the Children's Commission, stakeholders, and staff. The committee addressed foster youth and young adults as they achieve higher education goals, as part of recommendations identified in the Children's Commission *Texas Blueprint* report. This committee distributed the *Texas Higher Education Foster Care Liaisons Information and Resource Guide* to schools and stakeholders. A post-secondary education committee workgroup created this resource for youth and young adults and foster care liaisons. Workgroup members contributed information about known services, gaps, solutions, and recommendations, as well as developed a webinar series to assist foster care liaisons, school counselors, and other advocates in educating current and former foster youth about the benefits, services, and resources available to them. In 2023, this workgroup created resources for caregivers to assist youth and young adults with their pursuit of post-secondary education. DFPS posted information about the Career Development and Education program on the DFPS website under the Transitional Living Services webpage since the workgroup identified a need for one central location of the many states career and education resources.

DFPS continues to work with the TEA and the Texas Higher Education Coordinating Board to refine and streamline program operations, practices, and policies, and promote the Education and Training Voucher program. Currently, when a former foster care student completes the Free Application for Federal Assistance, the student is directed to the lead state independent living coordinator to verify eligibility (e.g., the student was in foster care at the age 13- to qualify for federal student aid and determine other CPS benefits available to the student such as the Education and Training Voucher and Tuition Fee Waiver benefits. DFPS staff and providers regularly encourage youth and young adults to explore available opportunities aligned with their education goals through career and technical classes, or schools providing opportunities to learn a skill and receive a certification in a shorter period than a two- or four-year degree. DFPS reports Education and Training Voucher services provided to youth and young adults to the NYTD each

reporting period. Service data is reviewed for continuous quality program improvement.

The Education and Training Voucher program serves youth who were in out-of-state foster care and moved to Texas to attend school, when funding is available. Students who move to Texas and were previously receiving funds from another state will need to continue to receive funds from that state. Out-of-state students are provided contact information for their home state's independent living coordinator if they were previously receiving funds in that state to inquire about continuing in the Education and Training Voucher program in their state of origin.

Education and Training Voucher funds are not used to pay for any living costs of youth age 16 to 17 who are in DFPS conservatorship and living with a parent or guardian or if they are young adults enrolled in the Extended Foster Care or Supervised Independent Living programs. If a student over age 18 is living with a parent and attending school, a rental agreement between the parent and student is strongly recommended with each party agreeing to pay their share of living expenses, such as rent and utilities. The student receives the funds and is responsible for paying the parent the expenses agreed to in a rental agreement. In addition to the contractor monitoring how funds are spent, this payment method also teaches the student about financial management and responsibility. The Education and Training Voucher program website has information to assist staff and victims of human trafficking on how to receive assistance. Additionally, the home page was revised to promote and encourage students to explore vocational and technical schools for skills trainings and certifications.

Describe the methods the state will use to: (1) 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 (as defined in section 472 of the Higher Education Act of 1965); and (2) to avoid duplication of benefits under this and any other federal or federally assisted benefit program. (See sections 477(b) (3) (J) and (i) (5) of the Act, and Attachment C of this PI.)

The Education and Training Voucher program contractor ensures educational assistance to students who have applied for the Education and Training Voucher program and other federal financial assistance does not exceed the total cost of attendance. A student must submit a budget worksheet, along with the school's financial aid award letter, and notification or payment voucher which indicates the amounts and sources of any federal or state financial aid the student is receiving for the academic year. All eligible students are required to submit a Free Application for Federal Assistance to determine the federal student aid program to which the student may be eligible. Students must submit a renewal Free Application for Federal Assistance each year they enroll in school. DFPS worked with the contractor to implement a direct deposit requirement in fiscal year 2021.

In Texas, the state college tuition and fee waiver are factored into the costs of attendance. The Education and Training Voucher staff uses this information to calculate the amount of Education and Training Voucher funds the student is eligible for each academic or school program year. If the student's cost of attendance, as set out by the higher education

institution, is fully covered through other funding sources Education and Training Voucher funds cannot be awarded. In these cases, students are advised to visit the financial aid office to inquire about a cost of attendance adjustment if there is proof class costs cannot be met with existing funds. For example, a required specialized software program is needed for a class. If approved, the student can resubmit a revised financial aid letter and budget sheet with a request to have Education and Training Voucher funds pay for these additional costs, if funds are available to the student.

For fiscal years 2021 and 2022, enrollment and new applications in the Education and Training Voucher program decreased. Some of this decrease can be attributed to the pandemic; however, the contractor has identified other enrollment issues that may be contributing factors, including:

- Not meeting the school policies for satisfactory academic progress with a drop in the grade point average affecting continued financial aid eligibility;
- Exceeding the cost of attendance for students applying for loans and then applying for Education and Training Voucher funds without understanding the impact;
- Not accessing all funding available even when reminders are sent from staff;
- Not sending all documents to complete the application process despite follow up from the staff.

The Education and Training Voucher program contractor continued to prioritize improving services in federal fiscal years 2022 and 2023 as follows:

- Increasing social presence with user-friendly updates to the Education and Training Voucher website and the addition of an Education and Training Voucher Facebook page;
- Increasing flexibility with application deadlines and quicker processing times;
- Conducting monthly follow-ups to pending applications to enroll youth sooner in the program;
- Increasing outreach and communication with youth, staff, and the community;
- Continuing partnerships with transition centers, DFPS PAL staff, and foster care liaisons to host Education and Training Voucher days;
- Sending mass email reminders via the Remind App for application open dates, deadlines, documents needed, and more to both youth and staff;
- Continuing utilization of the Education and Training Voucher website; and
- Texting for follow up purposes with youth.

The Education and Training Voucher program contractor will continue outreach to these students to discuss the effects of loans and receiving the voucher, refer underperforming students to tutoring and mentoring resources available at college offices, and notify students about the need to access remaining fund balances and submit the missing documents to complete the application.

The Education and Training Voucher program contractor will continue to advise all students not receiving the full, allowed fund amount to have discussion with the financial aid office on a cost of attendance adjustment so the student can benefit from the full amount. Information adjustment requests are posted on the website. In the Extended

Foster Care and Supervised Independent Living programs where student's housing or room and board expenses are paid for from these programs, the contractor ensures Education and Training Voucher funds are not duplicating these same expenses. DFPS is currently amending the contract to clarify what can be paid for youth in Extended Foster Care and Supervised Independent Living. The Education and Training Voucher eligibility form requires the PAL staff to indicate if a student is in the Extended Foster Care program or if the student is living with a parent. The Education and Training Voucher eligibility form was revised in fiscal year 2020 to include youth up to age 23, removing the age 21 enrollment limit.

Collaborations with Tribes (section 477 (b) (3) (G), Social Security Act.

PAL staff provide each of the three federally recognized Tribes located in Texas with updated information about eligibility for benefits and services of the PAL and the Education and Training Voucher programs as needed and upon request, including the Education and Training Voucher program online application process at: https://bcfscsd.org/data_post/education-training-voucher-unaccompanied-refugee-minor-etv-etv-urm/

The PAL staff are available to provide training to Tribal staff on Chafee Foster Care Independent program benefits. The contractor will assist Tribal representatives and youth in applying for the Education and Training Voucher program. Contact information is available on the program website or from the PAL staff. PAL staff, CPS regional directors, or the CPS tribal liaison consult annually and upon request with the Tribes. For regions that have transitioned to CBC, the SSCC will provide this information to the tribes.

Consultations include Tribal member name, location, contact dates, and information discussed, including child-specific cases, if necessary. In fiscal year 2023 and as of March 2024, no tribal youth have applied to the Education and Training Voucher program.

Report on the state's postsecondary specific accomplishments achieved since the 2020-2024 CFSP submission.

The contractor provides case management activities, outreach, and marketing services for the Education and Training Voucher program to increase enrollment in the program, maintain student participation, and promote opportunities and awareness of short-term vocational and technical certification programs to learn a specific skill. In fiscal year 2020, DFPS implemented a direct deposit requirement, which has streamline payments to youth and young adults and alleviates risks of fraud.

DFPS staff and providers encourage youth and young adults to explore available opportunities aligned with their education goals through career and technical classes or schools providing opportunities to learn a skill and receive a certification in a shorter period than a two- or four-year degree.

The PAL staff are available to provide training to Tribal staff to better inform Tribal youth about Chafee Foster Care Independent program benefits. The contractor is also available

to meet with Tribal representatives and youth to assist in applying for the Education and Training Voucher program. Contact information is available on the program’s website or from the PAL staff.

Education and Training Vouchers Texas

Attachment D

Time Period	Number of Education and Training Vouchers Awarded	Number of New Education and Training Vouchers Awarded
2023-2024 School Year* (July 1, 2023, to June 30, 2024)	562(estimate)	90(estimate)
Time Period	Number of Education and Training Vouchers Awarded	Number of New Education and Training Vouchers Awarded
<u>Final Number:</u> 2022-2023 School Year (July 1, 2022, to June 30, 2023)	630	166

The service contract with Education and Training Voucher program provider outlines how database requirements, methodology, and performance monitoring of the contractor’s accounting practices, records, and data system functions. The contractor assigns a unique number to each youth entered in their database. Each youth’s personal information is entered into their system which notifies the contractor of duplicate information. The contractor can provide the number of youths awarded vouchers during certain time periods based on this informational data.

The delivery of the Chafee PAL and Education and Training Voucher services helped DFPS to achieve the strategies and objectives outlined in Sections 2.4 e, f, and 2.4 g.



TEXAS
Department of Family
and Protective Services

The State of Texas

2025-2029 Child and Family Services Plan Requirements

PART 3

5. Consultation and Coordination Between States and Tribes

**Texas Department of Family and Protective Services ACYF-
CB-PI-24-02**

**2025-2029 Child and Family Services Plan Requirements
(CFSP 5-year plan)**

5. Consultation and Coordination Between States and Tribes

In the 2025-2029 CFSP, states must address the following:

- *Describe the state's process to gather input from Tribes for the development of the 2025- 2029 CFSP, including the steps taken to reach out to all federally recognized Tribes in the state. Provide specific information on the name of Tribes and Tribal representatives with whom the state has consulted. Please provide information on the outcomes or results of these consultations. States may meet with Tribes as a group or individually.*
- *Provide a description of the state's plan for ongoing coordination and collaboration with Tribes in the implementation and assessment of the 2025-2029 CFSP. Describe any barriers to this coordination and the state's plans to address these barriers.*
- *Describe the arrangements jointly developed with Tribes as to roles and responsibilities for providing child welfare services and the protections delineated to Tribal children, whether under state or Tribal jurisdiction. These services and protections include operation of a case review system for children in foster care; a preplacement preventive services program for children at risk of entering foster care to remain safely with their families; and a service program for children in foster care to facilitate reunification with their families, when safe and appropriate, or to place a child in an adoptive home, legal guardianship or other planned, permanent living arrangement subject to additional requirements outlined in section 475(5)(C) and 475A(a) of the Act.*
- *Provide a description, developed after consultation with Tribes, of the specific measures taken by the state to comply with ICWA.*
- *Describe the results of the state's consultation with each Indian Tribe in the state regarding eligibility for Chafee and ETV benefits and services and ensuring fair and equitable treatment for Indian youth in care*

Specifically:

- *Describe how each Indian Tribe in the state has been consulted about the programs to be carried out under the Chafee program.*
- *Describe the efforts to coordinate the programs with such Tribes.*
- *Discuss how the state ensures that benefits and services under the programs are made available to Indian children in the state on the same basis as to other children in the state.*
- *Describe the Chafee benefits and services currently available and provided for Indian children and youth.*
- *Report on whether any Tribe requested to develop an agreement to administer, supervise, or oversee the Chafee or an ETV program with respect to eligible Indian children and to receive an appropriate portion of the state's allotment for such administration or supervision. Describe the outcome of that negotiation and provide*

an explanation if the state and Tribe were unable to come to an agreement.

States may provide this information either in this section or in the Chafee Section of the 2025-2029 CFSP but are requested to indicate clearly where the information is provided.

- *State agencies and Tribes must also exchange copies of their 2025-2029 CFSP. Describe in detail how the state will meet this requirement for the 2025-2029 CFSP and the plan for exchanging future APSRs.*

Response to the five major components of the Indian Child Welfare Act:

1. Identification of children subject to Indian Child Welfare Act (ICWA) by the state child welfare services agency.
2. Notification of parents subject to ICWA and Tribes of State proceedings involving Indigenous children and their right to intervene.
3. Placement preferences of children subject to ICWA in foster care and pre-adoptive and adoptive homes.
4. Active efforts to prevent the breakup of families subject to ICWA when parties seek to place a child in foster care or for adoption.
5. Tribal right to intervene in state proceedings or transfer proceedings to the jurisdiction of the Tribe.

The Department of Family and Protective Services (DFPS) uses formal liaison relationships for ongoing coordination and collaboration with the Tribes. This formal process is utilized for the assessment, monitoring, and improvement of Texas' compliance with the ICWA. The formal liaison process with specified DFPS Child Protective Services (CPS) staff exists in the regions where the three tribes are located: the Alabama Coushatta Tribe of Texas in DFPS Region 05, the Kickapoo Traditional Tribe of Texas in Region 08, and the Ysleta del Sur Pueblo/Tigua Tribe in Region 10. There is a discussion regarding barriers to coordination and collaboration with the three federally recognized tribes at annual state/tribal meetings and the regional tribe specific meetings. A state/tribal format and its frequency, agreed upon at a joint meeting in August 2019 provides the Tribes, state office leadership, regional leadership, and the liaisons with the venue to discuss issues that may arise. In addition to the ongoing meetings, the state office liaison is responsible for identifying potential barriers and working with the regional liaisons, regional leadership, and the Tribes to come to a resolution. Participants include the Tribes, DFPS, and other interested stakeholders. Challenges related to the COVID-19 pandemic and its unintentional consequences continue to impact work at the regional level and coordination with the tribes.

DFPS and the Tribes have agreed to meet locally and at the state level. A statewide meeting would be held between DFPS state representatives and each Tribe once per quarter, resulting in each Tribe having a dedicated meeting. Annually, all three Tribes and DFPS state representatives would meet. Additional meetings or conference calls could be held as needed to ensure compliance with the ICWA and enhance collaboration.

Due to continued ongoing challenges related to COVID-19, the state/tribal meetings have been held virtually. In-person meetings will be held when mutually agreed upon by the state and the Tribes. The state/tribal meeting includes state office leadership including DFPS Legal and the DFPS ICWA liaison, the Child Protective Investigations (CPI) and CPS directors of field and regional directors, as well as Administration for Children and Families (ACF) representatives, a Court Appointed Special Advocate (CASA) representative, a Supreme Court of Texas Permanent Judicial Commission for Children, Youth, and Families (Children's Commission) representative, and representatives from all three federally recognized tribes. The meetings focus on knowledge building related to DFPS programs and strategic planning for ongoing collaboration between DFPS and the Tribes. The goal is to encourage joint strategic effort by DFPS and Tribal representatives to improve safety, permanency, and well-being for Indigenous children and their families throughout the Texas child welfare system.

Since the United States Supreme Court decision in *Brackeen v. Haaland*, discussions have begun between DFPS, the Children's Commission, and the Tribes to host another Texas Indian Child Welfare Act Summit. The first Summit was a one-day conference held in January 2021, which provided several hours of continuing education to strengthen ICWA knowledge and understanding among caseworkers, CASAs, attorneys, and judges. The Ysleta del Sur Pueblo/Tigua Tribe has voiced their interest in hosting the Indian Child Welfare Summit on their reservation. The Alabama Coushatta Tribe of Texas has agreed to collaborate for the content included at the Summit. DFPS will continue to collaborate with the Tribes and various community stakeholders in the planning of another ICWA Summit.

Restrictions related to COVID-19 and turnover of key staff in both the Tribes and DFPS resulted in planned in-person meetings being further delayed. Throughout fiscal year 2023, attempts to schedule virtual meetings with the Tribes and the Children's Commission were initially not fruitful due to changes in key staff for both DFPS and the Tribes. However, in March 2022, DFPS began hosting a virtual ICWA monthly meeting, including DFPS disproportionality managers. Any monthly meetings where this did not occur were at the request of either the attending Tribes or DFPS. Monthly virtual meetings are scheduled to continue. The Tribal representatives from the Alabama Coushatta Tribe of Texas participating in these monthly virtual meetings are Melissa Celestine and Michelle Janis. The Tribal representative from the Ysleta del Sur Pueblo/Tigua Tribe participating in these monthly virtual meetings is the Director of Social Services for the Tribe, formerly Leah Lopez, and currently Elizabeth Palyu and members of her team, which include Stephanie Lopez, Cristina Flores, Jessica Guillen, Estrella Cervantes, Ricardo Anchondo, and Jennifer Guerra. Tribal representatives from the Kickapoo Traditional Tribe of Texas have been invited to this monthly meeting. They include Selena Gonzalez, Sydney Rabago, Dora Vasquez, and Mercedes Arredondo. Discussions include, but are not limited to, updates learned during the National Indian Child Welfare calls, identified areas to improve child welfare policies and practices, and other resources beneficial for improving positive permanency outcomes for Native American children.

During the monthly virtual meeting, each Tribe is surveyed regarding availability to host

or attend in-person meetings. DFPS informed the Tribes of its fiscal year 2024 goal to conduct an in-person visit with each Tribe individually. The outcomes from the virtual and in-person meetings include case-specific support, joint training planning, discussion of services needed for the Tribes, updates on new policies and programs, and planning for the next Texas Indian Child Welfare Act Summit. DFPS plans to continue to include the Tribes in ongoing consultation virtually and in-person. The DFPS ICWA Liaison will continue to schedule in-person meetings in the upcoming year with each Tribe to ensure appropriate supports to assist in positive permanency outcomes and providing child welfare services

DFPS has experienced barriers to coordinating and consulting with the Alabama Coushatta Tribe of Texas, the Kickapoo Traditional Tribe of Texas, and the Ysleta del Sur Pueblo/Tigua Tribe. These barriers include continued restrictions by the Kickapoo Traditional Tribe of Texas related to COVID-19. The Kickapoo Traditional Tribe of Texas has not been responsive to phone, e-mail, and meeting invites made by DFPS. The DFPS ICWA Liaison makes monthly efforts to engage and consult with the Kickapoo Tribe as well as engaging with other stakeholders to assist in facilitating ongoing coordination and collaboration. DFPS plans to address this barrier by engaging with Casey Family Program to facilitate a joint training between DFPS and the Kickapoo Tribe. The Ysleta del Sur Pueblo/Tigua Tribe has had turnover of key staff in their Social Services Department, which resulted in rebuilding a relationship between the Tigua Tribe and DFPS. The DFPS ICWA Liaison has addressed this barrier by ensuring communication and engagement continued to occur between employee transition and scheduling one-on-one in-person meetings to discuss coordination and collaboration. DFPS plans to continue consistent communication and virtual and in-person meetings with each Tribe to ensure coordination and consultation is occurring between DFPS and the Tribes. The DFPS ICWA Liaison will make herself available, as needed by the Tribes, to ensure they are supported in providing child welfare services

In August 2023, the DFPS ICWA liaison hosted an in-person meeting for all three Tribes. The Alabama-Coushatta Tribe of Texas was able to attend this meeting. DFPS plans to continue to host an in-person meeting with each tribe each year.

DFPS enters and operates in conjunction with the three Native American Tribes in Texas by means of either an intergovernmental agreement or memorandum of understanding (both are further referred to as "Agreements" throughout this document). These Agreements serve to delineate the roles and responsibilities for providing child welfare services as well as ensuring the Tribes are afforded all protections under the Act.

In fiscal year 2022, the Agreement between Ysleta Del Sur Pueblo/ Tigua Social Services and DFPS was finalized. DFPS and Ysleta Del Sur Pueblo/Tigua representatives continue to meet as needed to resolve issues and maintain a collaborative relationship. Since updating the Agreement, DFPS and Ysleta Del Sur Pueblo/Tigua representatives have collaborated on joint trainings for DFPS staff and continue to do so because of staff turnover. Additional trainings are planned each year going forward. The Alabama Coushatta Tribe of Texas expressed interest in updating their Agreement with DFPS.

Tribal representatives are working with their Tribal Council and legal counsel to begin revisions to this Agreement. These revisions are planned for fiscal year 2025.

Discussions continue with the Alabama-Coushatta Tribe of Texas to begin the process of updating its Agreement with DFPS. The 2010 Agreement is currently under review by the Tribe.

The Children's Commission supports partnering with system stakeholders to promote ongoing knowledge and understanding of the ICWA and its importance. The Children's Commission also partners with DFPS in supporting state/tribal collaborative meetings and collaborates with the National Center for State Courts and the participants of the Texas Court Improvement Project ICWA Constituency Group. A representative from the Ysleta Del Sur Pueblo/Tigua Tribe served on the Statewide Collaborative on Trauma-Informed Care at the request of the Children's Commission.

The Children's Commission issued a jurist in residence letter in August 2019, informing readers of the U.S. District Court for the Northern District of Texas opinion in *Brackeen v. Haaland* (formerly *Brackeen v. Zinke*) declaring unconstitutional provisions of ICWA. In June 2023, the United States Supreme Court upheld the Indian Child Welfare Act. This ruling continues to underscore the importance of an ongoing dialogue between DFPS and the Tribes. DFPS leadership continues to coordinate with Tribal representatives to strengthen lines of communication and their willingness to meet at the Tribes request.

The DFPS ICWA liaison also participates in National Indian Child Welfare Act calls with the Child Welfare League of America to enhance DFPS' ability to provide services and collaborate with Tribal partners. These meetings are held virtually each month. DFPS Disproportionality managers have also been included in these meetings.

DFPS effectively ensures compliance with the ICWA through established policy and procedures. Current policy provides DFPS employees with detailed ICWA information and DFPS responsibilities under the Act. DFPS policy details specific ICWA child-placing requirements and related guidelines and regulations to ensure compliance in any court action involving a Native American child who is subject to the Act. The policy can be found in CPS Policy Handbook Sections 1225, 5330, 5340, and 5740, and the *Court Related Issues Resource Guide*. DFPS began development of an ICWA Resource Guide for staff in fiscal year 2024. The DFPS ICWA Liaison utilizes the virtual state/tribal meeting to incorporate feedback from the Tribes and other stakeholders on the meeting. Development will continue into fiscal 2025 to ensure specific ICWA child-placing requirements and related guidelines and regulations are included to ensure compliance with the Act. DFPS will be working with Casey Family Program in fiscal year 2024 and 2025 to facilitate a joint training between DFPS and the Kickapoo Traditional Tribe of Texas, which will include the roles and responsibilities for child welfare services and compliance with the Act. DFPS plans to support these joint training efforts and plan to continue to implement this training model with all three federally recognized Tribes in Texas.

As part of the Texas Child and Family Services Review process, Item 14 Preserving Connections, rates both how well DFPS preserved important connections the child had before coming into foster care, and rates whether staff were compliant regarding inquiry into whether a child may be a member of or eligible for membership in a Native American tribe. There is also a follow-up question to see if DFPS provided the Tribe with timely notification of its right to intervene in any state court proceedings seeking an involuntary foster care placement or termination of parental rights. The questions continue to be used in all foster care cases reviewed through structured case review processes.

All new caseworkers are required to attend the CPS and CPI professional development training which includes a computer-based training on the ICWA. Since 2015, new caseworkers also work closely with an assigned mentor. This relationship is designed to promote active learning of essential CPS skills, including consistent interviewing of children, parents, and family members to identify all potential ICWA cases. Agency attorneys present on the ICWA in the live training "Legal Fundamentals for CPS" for new CPS staff and in informal trainings for existing staff. Agency attorneys, disproportionality managers, and permanency staff work collaboratively to review policy updates. Ysleta representatives recently reviewed the fiscal year 2020 computer-based training and provided feedback informed training updates now available to DFPS staff.

The *Texas Practice Guide for CPS Attorneys* available on the DFPS website contains an ICWA related article, forms, and notices. This guide is intended primarily for the district and county attorneys who represent DFPS in many parts of the state, as well as DFPS regional attorneys. CPS staff may also access these materials for guidance on ICWA requirements. DFPS Legal provides ICWA training to external legal stakeholders by providing presentations at local CASA organizations and attorney ad-litem conferences. DFPS Legal also provides support to county and district attorneys throughout Texas for ICWA cases.

Of the three federally recognized Tribes, none are self-reporting or independent of the DFPS data reporting system. As a result, all reports of abuse and neglect and any resulting investigated cases are entered into the Information Management Protecting Adults and Children in Texas (IMPACT) system, the DFPS statewide information system. This information is used to analyze outcomes for Native American children as part of ongoing efforts to address disproportionality, as well as to meet the needs of Native American children in terms of achieving safety, permanency, and well-being. In October 2022, the Indian Child Status page in IMPACT went live. This page includes tribal membership or eligibility for membership, confirmation of membership, and legal notice to a Tribe.

DFPS continues to analyze race and ethnicity data to determine trends and inform strategies to best serve children and families. In September 2023, DFPS released *Report for the Fiscal Year 2023 Disproportionality and Disparity Analysis*, pursuant to DFPS Rider 33, General Appropriations Act, 88th Legislature. DFPS provides the number of children removed from their homes by child protective services and the number of children investigated, by race and ethnic group, in the seven largest urban regions of the state during the preceding fiscal year. This report analyzes disproportionality and disparities

within Harris, Dallas, Tarrant, Bexar, Hidalgo, Travis, and El Paso counties and presents the prevalence of racial and ethnic disproportionately and disparity at DFPS. The Rider 33 Report is located at:

https://www.dfps.texas.gov/About_DFPS/Reports_and_Presentations/Rider_Reports/documents/2023/2023-09-28_Rider_33_Report.pdf

DFPS caseworkers are trained to ask about possible Native American heritage initially, as a case progresses, or when new family members become known. A Native American Child and Family Questionnaire facilitates getting the critical information a Tribe needs to verify a child's status under the ICWA. This information is obtained by asking questions of parents, any child who is old enough to report, and other available relatives. To track which CPS cases are subject to the ICWA, caseworkers must document if any and which family member reports or denies Native American heritage.

In addition, the Texas Family Code, Sections 262.201(f), 263.202(f-1), and 263.306(a-1) (3) require a judge to ask all parties present whether the child or family may have Native American heritage and to identify any Native American tribe at the adversary and status hearings, as well as the permanency hearing before final hearing.

Identification of Native American Children by the State Child Welfare Services Agency

In fiscal year 2023, 46 Native American children were served statewide through Family Preservation Services and 40 Native American children were in DFPS custody at some point during the same period as indicated by race and ethnicity data recorded in the *DFPS Data Book*. These numbers do not reflect the number of ICWA cases, but rather the number of children listed as Native American by the caseworker. This aspect of data collection requires further ongoing DFPS efforts to refine procedures for improvements in identifying Native American children subject to the ICWA. The CPS professional development training for new caseworkers makes clear all parents, family members, and any child old enough to be interviewed must be asked about possible Native American ancestry and family ties, both initially and throughout the life of a case. In the specialty trainings for both investigations and conservatorship workers, ICWA requirements are also reinforced. The *CPS Professional Development Legal Guide* provided to all new employees reiterates this directive to workers:

"The only way to find out whether a child is or may be an Indian child is to ask. Ask any child old enough to be interviewed, ask parents, and ask any relatives who are available to be interviewed. The best practice is to ask every family member whether anyone in the family or their ancestors has a connection to an Indian Tribe. Many times, key facts about a child's Native American heritage may not be available when a case is first investigated. The best practice is to ask about Indian status routinely during the life of a case, especially when new family members are identified."

If there is any information to suggest the child or family has a Tribal affiliation, whether current or in prior generations, the necessary information must be sent to the Tribe for research on the child's status under the ICWA.

DFPS policy also directs staff to work closely with legal counsel in any case where the ICWA may apply. DFPS attorneys offer guidance on individual cases to ensure ICWA compliance. DFPS Legal provides training to DFPS regional, legal, and CPS staff. DFPS Legal also consults with district and county attorneys who represent DFPS in ICWA cases. In addition, the DFPS ICWA liaison consults with staff and provides support as needed.

CPS has incorporated information on family member responses to questions about Native American family history into all standard court reports. Questions about possible Native American family history have been added to agency forms and court reports used by both families and caseworkers including Family Information Form (2626); Child Caregiver Resource Form (2625); Status Report to Court (2070); and the Permanency Plan and Progress Report to the Court (2088). These forms help raise awareness of the issue and prompt families, agency staff, other parties, and the court to consistently consider whether ICWA may apply in an individual case.

Tribal Right to Intervene in State Proceedings, or Transfer Proceedings to the Jurisdiction of the Tribe

Executed Agreements with both the Ysleta del Sur Pueblo/Tigua Tribe and Alabama-Coushatta Tribe of Texas delineate DFPS procedures in circumstances when CPS receives referrals involving Tribal members. The Agreement with Ysleta del Sur Pueblo/Tigua was originally executed in 2014 and an updated version was finalized in December 2021. When a referral is received involving a child residing on a reservation, DFPS staff notify the Tribe's designated Indian Child Welfare Worker. If the Tribe wants to handle the referral, DFPS provides the Tribe with the information. Although the Alabama-Coushatta Agreement is currently under review by the Tribe, the parties continue to work cooperatively.

Notification of Native American parents and Tribes of State Proceedings Involving Native American Children and Their Right to Intervene; Placement Preferences of Native American Children in Foster Care, Pre-Adoptive, and Adoptive Homes; and Active Efforts to Prevent the Breakup of the Native American Family When Parties Seek to Place a Child in Foster Care or for Adoption.

With the location of the three federally registered Tribes, a formal liaison process with specified CPS staff exists in Region 05 containing Livingston for the Alabama- Coushatta Tribe of Texas, Region 08 containing Eagle Pass for the Kickapoo Traditional Tribe of Texas, and Region 10 containing El Paso for the Ysleta Del Sur Pueblo/Tigua Tribe. In addition, the CPS Associate Director of Permanency acts as a state level liaison to the three Texas Tribes and Tribe representatives from other states.

DFPS works with the designated Indian Child Welfare Worker employed by each Tribe, to ensure:

- Parents of a Native American child and the Tribe receive proper notification of CPS involvement, and statutory notices required under ICWA are properly served on all

- appropriate persons and entities;
- Parents and the Tribe participate in the development of a service plan with culturally responsive and effective services to resolve referral issues;
- Active efforts are made to prevent a child's removal consistent with the child's safety; and
- If a child must be removed, DFPS staff actively work with Tribal representatives and family members to have the child returned to the family. This includes identifying specific hurdles and impediments to reunification and developing an appropriate service plan as noted above.

Tribal representatives concurred the working relationship between the designated Indian Child Welfare Worker for each Tribe and the DFPS ICWA liaison process was effective and occurring as required. Notification to Tribes located outside Texas is also occurring.

Placement preferences applicable to Native American children are followed unless a court finds good cause not to do so.

DFPS employs active efforts to ensure Native American children and families are provided appropriate services and prevent the breakup of the Native American family. In many cases a Tribe's Indian Child Welfare Worker participates in all casework activities with the CPS worker to assist with language, cultural issues, and Tribal requirements. In addition, DFPS ensures protections are provided to all the families and children served by DFPS, which includes Native American families and children.

DFPS uses Family Group Decision-Making practices to work with and engage children, youth, and families in safety and service planning and decision making, including Family Group Conferences, Circles of Support, and Family Team Meetings. The Family Group Decision-Making model is used during an investigation to engage the family in safety decision-making to prevent a removal. It is also utilized during Family Based Safety Services and substitute care cases to engage the family in developing culturally appropriate service plans for Native American families. These Family Group Decision-Making meetings include the Tribal Indian Child Welfare Workers. By working collaboratively with the Indian Child Welfare Worker in the development of the service plan, DFPS can access services provided by the Tribes and available to Native American families. DFPS regional staff have also observed the Peacemaker Court established by the Alabama-Coushatta Tribe of Texas. The opportunity for DFPS staff to see how the Tribe resolves child and family issues in a non-adversarial manner has contributed to the ongoing collaboration between DFPS and the Tribe.

Other mechanisms to ensure compliance with the ICWA include verification by DFPS of Tribal members as foster parents, if requested, and ongoing training and resources for both DFPS staff and community partners, including the county and district attorneys who represent DFPS in many areas of the state, CASA, and attorneys ad-litem.

DFPS solicits feedback from the Tribes in attendance at meetings and on conference calls. The Tribes are encouraged to provide feedback during meetings, calls, or through

personal contact with DFPS staff. DFPS discusses CPS initiatives and existing CPS programs during the meetings. DFPS will work to provide additional information and updates on the operation of a case review system in collaboration with the Tribes and Tribal children in foster care using outside meetings, including amendments made to the case review system. The state plan is shared with the Tribal partners to elicit feedback prior to the annual meetings.

The Preparation for Adult Living (PAL) staff inform and are available to Tribal staff for training and application support for Tribal youth to participate in the Education and Training Voucher program. Tribal representatives, as other stakeholders, can access the website at www.texasetv.com. Baptist Child and Family Services, the Education and Training Voucher program contractor, is also available to meet with Tribal representatives and youth to assist in applying for the Education and Training Voucher program. Contact information is available on the program's website or from the PAL staff. The consultation with the Tribes addresses the procedure for obtaining the credit reports for Tribal children ages 16 years and older in foster care. A process to develop the best method to disseminate this information on an ongoing basis to Tribal partners will be discussed in the upcoming fiscal year.

The Tribes have expressed no concerns about accessing the PAL and the Education and Training Voucher programs nor behavioral health and medical resources. However, the Tribes have identified needs for increased participation in DFPS trainings available in-person or online, as well as partnerships for recruiting homes.

Provide Information Regarding Consultations with Indian Tribes in the State Specifically as It Relates to Determining Eligibility for Benefits and Services and Ensuring Fair and Equitable treatment for Indian Youth Under the Chafee Foster Care Independence Act (Section 477(b)(3)(G) of the Act)

Texas does not currently have Title IV-E state/tribal agreements with any of the three federally recognized Tribes in Texas. A Title IV-E agreement with the Alabama-Coushatta Tribe expired in 2016 and to date has not been renewed by the parties. DFPS is willing to discuss Title IV-E state/tribal agreements with all three Tribes. In January 2023, Ysleta del Sur Pueblo/Tigua Tribe informed DFPS and the Children's Commission that they would be pursuing Title IV-E eligibility. PAL or other DFPS staff conduct annual face-to-face meetings with the Tribes to discuss the provision of transitional living services to eligible Native American youth.

PAL staff continue to provide each Tribe, as needed and upon request, with updated information about eligibility for benefits and services through PAL/Chafee and the Education and Training Voucher program. DFPS added a strategic action step to ensure concerted efforts are made by the Education and Training Voucher contractor to outreach and provide information regarding the Education and Training Voucher program to the Tribes on an annual basis and upon request. Through a contract addendum and renewal, the Education and Training Voucher program contractor began outreaching, marketing, and training various entities to include Tribal representatives about the program.

Promoting vocational/technical school opportunities as an alternative to traditional two- and four-year degree plans, and recruitment of new participants is a focus of the Education and Training Voucher program. These activities and meetings are coordinated with PAL staff. On an annual basis and upon request, CPS Transitional Living Services staff present updates on Chafee benefits to the three Tribes in Texas and seek their consultation regarding the adequacy of services provided to Tribal youth.

Regions 05, 08, and 10 federally recognized Tribe participation includes: outreach was made to the Alabama-Coushatta Tribe, the Kickapoo Tribe, and the Tigua Tribe with presentations of PAL benefits and other supports available. None of the tribes had PAL age youth who were tribal members during fiscal year 2023. DFPS plans to continue these presentations with the Tribes to ensure these benefits and services are available to eligible Indian children. The DFPS ICWA Liaison will ensure the fair and equitable treatment for PAL age youth by specifically addressing the benefits and services available for these youth during case-specific staffing with the Tribes.

State Agencies and Tribes must also Exchange Copies of Their CFSP and APSR. Describe How the State is Meeting This Requirement

DFPS posted the completed Annual Progress and Services Report and Child and Family Service Plan on its public website. Also, a copy of the annual plan is provided to the Tribes each year. The 2023 plan was shared via e-mail in March 2024. DFPS will continue to share subsequent copies of the CFSP and APSR via e-mail.

Throughout fiscal year 2023, DFPS continued to collaborate with each Tribe to meet any needs identified for improving the policies and practices related to Native American child welfare. To ensure the voice of the Tribes are represented throughout policies and practices, DFPS and Tribal staff are jointly working on a needed update of the *ICWA Resource Guide*.

DFPS continues efforts to resume in-person meetings with each of the Tribes throughout fiscal year 2024. When in-person meetings are not been possible, DFPS will continue to host monthly virtual meetings with the Tribes. These monthly meetings continue to include DFPS leadership staff from CPI, CPS, and Disproportionality. In addition, DFPS continues to collaborate with the Tribes and various community stakeholders to plan another ICWA Summit.



TEXAS
Department of Family
and Protective Services

The State of Texas

2025-2029 Title IV-B Child and Family Services Plan Requirements

Part 3

6. Targeted Plans

- A. Foster and Adoptive Parent Diligent Recruitment Plan**
- B. Health Care Oversight and Coordination Plan**
- C. Disaster Plan**
- D. Training Plan**

**Texas Department of Family and Protective Services
ACYF-CB-PI-24-02**

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

6. Targeted Plans within the 2025-2029 CFSP

CFSP Targeted Plan A. Foster Adoptive Parent Diligent Recruitment Plan

States should review the effectiveness of the plans developed for the 2020-2024 CFSP and use that review as the basis for the development and revision to the 2025-2029 CFSP. In future APSRs, states will be expected to review and update the plans, as appropriate.

- For the 2025-2029 CFSP, the Foster and Adoptive Parent Recruitment Plan should reflect the activities to be conducted over the next five years to ensure that there are foster and adoptive homes that meet the needs of the infants, children, youth, and young adults (including those over the age of 18 who are in foster care) served by the child welfare agency.
- In developing the plan, the state should consider its assessment of performance on the CFSR Systemic Factor Foster and Adoptive Parent Licensing, Recruitment, and Retention and ensure that the plan will support improved performance in this area.

CB expects that a comprehensive recruitment plan will include:

- A description of the characteristics of children for whom foster and adoptive homes are needed;
- Specific strategies to reach out to all parts of the community;
- Diverse methods of disseminating both general information about being a foster/adoptive parent and child-specific information;
- Strategies for assuring that all prospective foster/ adoptive parents have access to agencies that license/approve foster/adoptive parents, including location and hours of services so that the agencies can be accessed by all members of the community;
- Strategies for training staff to work with diverse communities including cultural, racial, and socio-economic variations;
- Strategies for dealing with linguistic barriers;
- Non-discriminatory fee structures; and
- Procedures for a timely search for prospective parents for a child needing an adoptive placement, including the use of exchanges and other interagency efforts, provided that such procedures ensure that placement of a child in an appropriate household is not delayed by the search for a same race or ethnic placement.

Please note the three new national centers to provide expertise and evidence-informed training and technical assistance on this topic, including:

- [National Resource Center for Diligent Recruitment](#). The National Resource Center for Diligent Recruitment will provide technical assistance in developing and implementing

strategic, data-driven diligent recruitment plans.

- *National Center for Enhanced Post-Adoption Support. The National Center for Enhanced Post-Adoption Support will serve as a hub for post permanency expertise and evidence-informed training and technical assistance as states they develop and implement culturally responsive, comprehensive, and accessible services to related and unrelated adoptive and guardianship families.*
- *National Center for Adoption Competent Mental Health Services. Building upon the National Adoption Competency Mental Health Training Initiative (NTI), the National Center for Adoption Competent Mental Health Services will increase the utilization of the NTI training within mental health systems and leverage existing partnerships to increase the competency and capacity of mental health practitioners to improve mental health outcomes for children, young adults, and their families while in care and in adoptive and guardianship homes.*

A description of the characteristics of children for whom foster and adoptive homes are needed.

The Texas Department of Family and Protective Services (DFPS) recognizes diligent recruitment of foster and adoptive homes must generate foster and adoptive families that meet the demographic characteristics of children in care. Demographic data of the characteristics of the children needing foster and adoptive homes is available to all staff through the Data Warehouse reports updated monthly. Current demographic information on children and families is being used to establish recruitment targets and track progress. In 2022, DFPS conducted a study to review current capacity which offered recommendations on how to improve capacity specifically by geographical region.

In collaboration with DFPS and each Single Source Continuum Contractor (SSCC), the Texas Health and Human Services Commission (HHSC) developed a plan to increase the placement capacity in each catchment area. A workgroup consisting of DFPS State Office and regional staff, the current SSCCs, Office of Community-Based Care Transition, and HHSC met during the interim to discuss the development of this plan: (<https://www.hhs.texas.gov/sites/default/files/documents/foster-care-capacity-needs.pdf>).

As mandated in Texas Family Code, Section 264.1261, regional Child Protective Services (CPS) management in regions where Community-Based Care has not been implemented must collaborate with regional foster care providers, faith-based entities, and child advocates in that region. CPS must also create a plan to address the substitute care capacity needs in the region, using DFPS-collected data on foster care capacity needs and availability of each type of foster care and kinship placement in the region.

Since 2017, an annual statewide *Foster Care Needs Assessment* has been completed. The current needs assessment is posted on the DFPS website at: [Foster Care Needs Assessment Dashboard](#). CPS continues to use this data to project the locations and types of foster care services needed over the next several years. Using the completed 2024 needs assessments and other available data, CPS will develop plans to address the substitute care capacity needs of non-community-based care regions.

The *Fiscal Year 2023 Capacity Building Plan* based on the *Foster Care Needs Assessment* is published on the DFPS website ([Capacity Building Plan](#)). DFPS involves external stakeholders in placement discussions, and their input is included in the development of strategic planning for recruitment efforts. Stakeholder meetings are held in all legacy regions, and include by invitation the judiciary, political advocates, universities, faith-based groups, child welfare advocates, Court Appointed Special Advocates, childcare providers, and staff.

As of January 2024, the following demographic information was available for youth ages 0 to 17 years in substitute care.

Demographic Data for Youth in Substitute Care Age 0 to 17 years as of January 2024

Demographic Category	Percentage
Age	Blank
0-2 Years	29.5 %
3-5 Years	17.5%
6-9 Years	17.9%
10-13 Years	15.6%
14-17 Years	19.5%
Gender	Blank
Male	48.4%
Female	51.5%
Unable to Determine	0.1%
Race and Ethnicity	
African American	23.6%
Hispanic	42.7%
Anglo	26.9%
Native American	0.06%
Asian	0.4%
Multiple	5.35%
Unable to Determine/None Listed	1.04%
Characteristics	Blank
Physical	0.87%
Medical	4.78%

Demographic Category	Percentage
Drug/Alcohol	7.8%
Emotional	15%
Learning	16.3%
Sibling	10.3%
Teen Parent	0.25%

Data Source: Data Warehouse cps_sa_04

Race and Ethnicity Data for FAD Homes as of January 2024

Race and Ethnicity Category	Adoptive	Adoptive %	Foster	Foster %	Foster/Adoptive	Foster Adoptive %
African American	22	21%	8	25.8%	23	12.4%
Hispanic	57	54.3%	5	16.1%	79	42.7%
Anglo	21	20%	17	54.8%	54	29.2%
Native American	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Other/Unknown	5	4.8%	1	3.2%	29	15.7%

Data Source: Data Warehouse CPS_FAD_03

The number of children in DFPS FAD homes will continue to decrease each year as the Agency moves towards privatization in more regions.

Specific strategies to reach out to all parts of the community

DFPS is actively participating in the Children’s Bureau Adoption Call to Action and working with community stakeholders to increase capacity and recruit homes for children awaiting permanency. DFPS participated in Adoption Call to Action state planning meetings with a focus on diligent recruitment and developed an Adoption Call to Action plan, submitted to the Children’s Bureau with action steps to promote awareness, increase capacity, and improve policies and practices surrounding permanency and diligent recruitment.

DFPS remains committed to reaching out to diverse communities and is collaborating with faith and community-based organizations to accomplish this goal. DFPS partners with child-placing agencies on information meetings and collaborates with the Advisory Committee on Promoting Adoption of Minority Children to target areas of need in a community. DFPS entered Memoranda of Understanding (MOUs) with external partners, such as Children Awaiting Parents and Wendy’s Wonderful Kids, dedicated to finding adoptive placements for children in DFPS care. A workgroup consisting of internal DFPS staff and external stakeholders was established to identify areas in need of diligent

recruitment initiatives and work with community partners in those areas to expand recruitment efforts

DFPS regional staff work with local media outlets to provide recruitment information to local communities. Campaigns included activities such as A Forever Family, Wednesday's Child, The Gift of Love, Children are a Gift, and Heart Galleries displayed across the state. Giveaways are provided at different events to community stakeholders. DFPS also participates in contracted provider and trade organization meetings across the state. Information related to placement needs is shared with these coalitions and organizations. These efforts are effective and continue to be the emphasis for recruitment. DFPS is working with community partners to identify areas of the state with gaps in local recruitment and expand recruitment efforts to these areas.

DFPS has a reinvigorated collaboration between the faith-based community and the child welfare system in Texas. Further supported by DFPS' Adoption Call to Action plan, DFPS is emphasizing this approach by collaborating with external stakeholders and community partners. Representatives from both systems pledged to work jointly and differently than before in providing service to children, youth, and families. The approach developed for collaboration reflects both the faith-based community's mission and the state's commitment to safely reduce the need for foster care through a clearly articulated prevention to permanency model. Another notable recruitment effort is the use of the adoption forums facilitated by the Advisory Committee on Promoting Adoption of Minority Children. These forums are held three to four times a year in different locations across the state. DFPS will continue to participate in these forums by sharing local, regional, and state data to provide a profile of placement needs.

In February 2024, Texas submitted the Round 4 CFSR Statewide Assessment. In that assessment the state identified challenges with diligent recruitment of foster and adoptive placements. DFPS is currently analyzing results from Round 4 in anticipation of the final report. DFPS anticipates reporting on enhanced strategies in this area in future reports.

Diverse methods of disseminating both general information about being a foster/adoptive parent and child specific information

DFPS uses information sharing methods to communicate the ongoing need for additional foster and adoptive parents and provide general information to the public. DFPS increased its collaboration with faith and community-based organizations to share general information. One such collaboration is between DFPS and private child-placing agencies conducting joint information meetings. DFPS maximizes the use of internet resources such as the DFPS public website, Facebook, and the DFPS YouTube channel. The DFPS social media policy has been revised to provide staff with additional guidance on the use of social media sites. Data is posted on the public website to share the demographics of children in local areas and educate the public about placement needs. Through the Adoption Call to Action, DFPS is working with community partners to identify areas of the state with gaps in awareness of the need for homes for children in foster care and expand recruitment efforts to these areas.

The Texas Adoption Resource Exchange (TARE) is a primary recruitment avenue for specific children, and each child registered on the exchange is simultaneously registered with Children Awaiting Parents, Adoption.com, AdoptUSKids, and the local Heart Gallery, if applicable. In alignment with the DFPS Adoption Call to Action plan, DFPS partnered with AdoptUSKids to improve the TARE manual and discussed improvements for the TARE website and application. The partnership with AdoptUSKids focused on providing tools and training to DFPS staff for creating strength-based narratives. DFPS has finished the first phase of the AdoptUSKids service plan and has moved on to phase two, which involves developing and delivering interactive and engaging training on public narratives and photo listing to the TARE coordinators. This training will be provided by May 2024. The TARE website is currently undergoing a redesign to improve the application and provide a better customer experience for DFPS internal and external users. This project is a way to ensure TARE meets DFPS electronic accessibility policy standards, as well as comply with Section 508 of the Rehabilitation Act of 1973 and the Texas Administrative Code, Chapters 206 and 213. Completion of these changes is anticipated for 2025. The TARE manual was updated in January 2024. Some of the updates include no longer allowing a child's medical information, such as any medical diagnosis, to be included in a public narrative. Moreover, noting that a young person is transgender in a public narrative is prohibited, even if the young person is comfortable with the listing. The manual also includes new language regarding social media and gaming platforms. This revision makes the manual more user-friendly for staff and closely aligns with AdoptUSKids narrative standards for more uniformity. State Office staff, in partnership with the Center for Learning and Organizational Excellence (CLOE), are currently working on developing a comprehensive training program called "Intro to TARE" for new TARE coordinators. This training will be mandatory for all coordinators before they are assigned TARE coordinator access. The main goal of this training is to provide new TARE coordinators with a fundamental understanding of the TARE coordinator duties and procedures to ensure they can perform their tasks effectively. Information for this training will be derived from the TARE manual.

DFPS staff participate in recruitment activities during existing national recognition months, such as Child Abuse Prevention Month in April, Foster Care Month in May, and National Adoption Month in November. As part of the increased faith-based collaboration, DFPS emphasized participation in special events such as Go Blue day and Blue Sunday, and these efforts will continue to expand. Community recruitment activities, including information meetings, adoption fairs and expositions, match parties, and print and electronic media stories on television and radio continue. A video depicting the wishes of children needing foster and adoptive care was developed for use in future events to encourage families to consider fostering and adopting. The video is on the TARE website home page and the DFPS YouTube channel for ease of access. In partnership with AdoptUSKids, a public service announcement (PSA) has been developed to promote adoption and raise awareness of children and teens who are waiting to be adopted. This PSA features actual adoptive families sharing their adoption from foster care stories, detailing how rewarding the journey has been for both parents and teens in their own words. This PSA will be shared on the TARE website as well as the TARE social media platforms.

DFPS created strategies to ensure all prospective foster and adoptive parents have access to agencies they can utilize to become verified and approved, including the expansion of locations and hours of services allowing access by all members of the community. Contact information, designated by region, for partner child-placing agencies and CPS recruitment staff is shared on the TARE website where it is maintained and accessible to the public. Prospective families who contact the toll-free Foster and Adoption Inquiry line will be informed of child-placing agency information. Information packets provided to prospective foster and adoptive families include a list of partner child-placing agencies in the area. DFPS staff and child-placing agencies have a shared commitment to continue collaborative information meetings.

Strategies to build capacity and achieve permanency for children in foster care through the Children’s Bureau Adoption Call to Action.

DFPS has developed an Adoption Call to Action plan in partnership with the Children’s Bureau with the primary goals of increasing the number of consummations and decreasing the time to permanency through adoption. DFPS is actively participating in state team planning meetings. This allows DFPS to hear strategies from other states’ recruitment ideas. DFPS is also hosting state team planning meetings with external stakeholders and community partners to identify areas of need and develop an action plan specific to local community needs. DFPS partnered with the National Training Initiative (NTI) to roll out an adoption competency training statewide. This training was implemented in January 2021 and provides staff with better adoption knowledge to assist children in finding permanency through adoptions. Tenured CPS Adoption and Foster and Adoptive Home Development (FAD) caseworkers completed NTI training as of August 2021. Moving forward, new DFPS Adoption and FAD staff are required to complete NTI training within the first year of employment.

Additionally, DFPS partnered with the Texas Alliance of Child and Family Services to implement the adoption competency training through NTI to DFPS and child-placing agency staff. This partnership allows all professionals in the child welfare continuum to begin speaking the same language around adoption and permanency. By having both child-placing agency and DFPS involvement, the goal is for child placing staff, children, and families to be educated and prepared for adoption.

Other initiatives focus on enhancing recruitment at the local level using a collaborative approach with external stakeholders, community partners, and faith-based organizations, in addition to enhancing training for prospective foster and adoptive parents, internal staff, and community partners. Additionally, DFPS continues to use a data driven approach to identify areas for improvement and gaps in capacity and recruitment.

Treatment Foster Family Care:

The Treatment Foster Family Care Program is designed to provide innovative, multi-disciplinary treatment services to a child or youth in a highly structured family home environment as an alternative to residential treatment. In several circumstances, children in DFPS conservatorship with very high needs require treatment services typically not

available in the foster home setting. The purpose of the program is to increase capacity in the foster care system, reduce the number of children in residential treatment centers, and prepare or stabilize children for a successful, less restrictive placement through multi-disciplinary treatment services. Innovative, multi-disciplinary treatment services offered through Treatment Foster Family Care are designed to:

- Focus on reducing known risk factors and enhancing individual strengths;
- Be delivered in trained treatment foster family homes;
- Be sensitive to the child's age, culture, gender, developmental level, and other socio-economic factors; and
- Build on and support the therapeutic benefits of trauma-informed care, positive parenting, and permanent placements.

A Treatment Foster Family Care home has specialized training in providing services to children with mental health or socio-behavioral needs that cannot be met in traditional foster care settings, including:

- 24-hour supervision to ensure the child's safety and sense of security which includes frequent one-to-one monitoring with the ability to provide immediate on-site response;
- Individualized, strengths-based therapeutic services and case management; and
- Time-limited services which include wrap-around services designed to transition children to a permanent and stable placement.

On July 8, 2022, the Open Enrollment for Treatment Foster Family Care was posted for all providers in Texas and solicited application. DFPS identified a continuing need to expand these highly qualified services to children with complex mental health and behavioral needs and is hopeful it will provide more capacity for the children who need it most. This expansion allows current providers to extend their capacity statewide and for new providers to become contracted to serve children who need treatment services in a home like setting.

As of February 27, 2024, there were 100 active Treatment Foster Family Care homes in legacy areas and there were 110 active Treatment Foster Family Care homes in SSCC regions, bringing the total number of Treatment Foster Family Care homes in the state to 210 homes that were serving 183 youth, statewide.

Strategies for training staff to work with diverse communities including cultural, racial, ethnic, and socio-economic variations

DFPS increases the cultural sensitivity of staff through training opportunities and has a sustainable means to continue this practice. CPS is aware of a need for greater exposure to information regarding socio-economic variations in cultures through training. This awareness led to the collaboration between the Office for Addressing Disproportionality, CPS, and the DFPS CLOE to develop courses on working with African American and Latino families and a course for child welfare caseworkers. The Office for Addressing Disproportionality will resume with Missouri Community Action Poverty Simulation to be delivered to internal and external stakeholders. CPS developed and implemented a course for caseworkers to enhance knowledge of the Indian Child Welfare Act. The Office for Addressing Disproportionality also works with regional staff to discuss

disproportionality and disparity data and needs. The Office for Addressing Disproportionality will consult with the program to provide activities and updates through the “meeting-in-a-box” platform

Strategies for dealing with linguistic barriers

DFPS recognizes prospective foster and adoptive parents may encounter linguistic barriers. The agency connects families as needed with an interpreter by phone or in person with a staff person who speaks the family's primary language. Information is shared with staff on how to request sign language interpreters as needed, and a message was placed on the Texas Adoption Resource Exchange website to ensure prospective families know that they can contact recruitment staff to request a sign language interpreter. When possible, DFPS continues to seek prospective staff and contract agencies who have the skills to communicate with families in diverse ways and through multiple languages.

Non-discriminatory fee structures

DFPS does not charge a fee to prospective families and only contracts with agencies governed by strict minimum standards requirements related to fees.

Procedures for a timely search for prospective parents for a child needing an adoptive placement, including the use of exchanges and other interagency efforts, provided that such procedures ensure that placement of a child in an appropriate household is not delayed by the search for a same race or ethnic placement.

DFPS utilizes the Texas Adoption Resource Exchange in efforts to locate and secure appropriate adoptive placements for Texas children. A search for an appropriate adoptive placement is not delayed by the search for a same race or ethnic placement.

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

6. Targeted Plans within the 2025-2029 CFSP

Targeted Plan B. Health Care Oversight and Coordination Plan

States should review the effectiveness of the plans developed for the 2020-2024 CFSP and use that review as the basis for the development and revision to the 2025-2029 CFSP. In future APSRs, states will be expected to review and update the plans, as appropriate.

Section 422(b)(15)(A) of the Act requires states to develop a plan for the ongoing oversight and coordination of health care services for children in foster care (Health Care Oversight and Coordination Plan). States must develop the plan in coordination with the state title XIX (Medicaid) agency, and in consultation with pediatricians and other experts in health care, and experts in and recipients of child welfare services.

The Health Care Oversight and Coordination Plan must include an outline of all of the items listed below;

- A schedule for initial and follow-up health screenings that meet reasonable standards of medical practice;*
- How health needs identified through screenings will be monitored and treated, including emotional trauma associated with a child's maltreatment and removal from home;*
- What medical information for children in care will be updated and appropriately shared, which may include developing and implementing an electronic health record;*
- Steps to ensure continuity of health care services, which may include establishing a medical home for every child in care;*
- The oversight of prescription medicines, including protocols for the appropriate use and monitoring of psychotropic medications;*
- How the state actively consults with and involves physicians or other appropriate medical or non-medical professionals in assessing the health and well-being of children in foster care and in determining appropriate medical treatment for the children;*
- The procedures and protocols the State has established to ensure that children in foster care placements are not inappropriately diagnosed with mental illness, other emotional or behavioral disorders, medically fragile conditions, or developmental disabilities, and placed in settings that are not foster family homes as a result of the inappropriate diagnoses; and*
- Steps to ensure that the components of the transition plan development process required under section 475(5)(H) of the Act that relate to the health care needs of youth aging out of foster care, including the requirements to include options for health insurance, information about a health care power of attorney, health care proxy, or other similar document recognized under state law, and to provide the child with the*

option to execute such a document, are met.

For the 2025-2029 CFSP submission, states must provide a new Health Care Oversight and Coordination Plan. The new plan should reflect lessons learned since development of the prior plan and continue to strengthen activities to improve the health care and oversight of children and youth in foster care over the next five years. States are strongly encouraged to outline data and other measures to determine how the state can document compliance with state policies and procedures.

In developing their Health Care Coordination and Oversight Plans and in developing health services for children and youth in foster care, we particularly encourage states to continue to review and strengthen protocols for the appropriate use and monitoring of psychotropic medications for children and youth in foster care. ACF previously issued guidance in April 2012, through [ACYF-CB-PI-12-05](#), that informed states of the elements that must be included in their protocols for monitoring the appropriate use of psychotropic medications for children and youth in the foster care system:

- Comprehensive and coordinated screening, assessment, and treatment planning mechanisms to identify children's mental health and trauma-treatment needs (including a psychiatric evaluation, as necessary, to identify needs for psychotropic medication);*
- Informed and shared decision-making (consent and assent) and methods for ongoing communication between the prescriber, the child, his/her caregivers, other healthcare providers, the child welfare worker, and other key community partners;*
- Effective medication monitoring at both the client and agency level;*
- Availability of mental health expertise and consultation regarding both consent and monitoring issues by a board-certified or board-eligible Child and Adolescent Psychiatrist (at both the agency and individual case level); and*
- Mechanisms for sharing accurate and up-to-date information related to psychotropic medications to clinicians, child welfare staff, and consumers, including both data sharing mechanisms (e.g., integrated information systems) and methods for sharing educational materials.*

The Department of Family and Protective Services (DFPS) has multiple systems in place to oversee and coordinate the health care provided to children in DFPS conservatorship and involve medical professionals in assessing the health and well-being of children. These systems include:

- A single managed care organization for children in DFPS conservatorship;
- The designation of a medical consenter for each child;
- DFPS policy;
- Residential Child Care Contract requirements;
- Residential Child Care Licensing Minimum Standards;
- Judicial review of medical care; and
- Specialized staff designated to:

- ▶ DFPS medical services;
- ▶ Trauma informed care; and
- ▶ Medicaid eligibility.

Development of Plan to Coordinate Health Care Single Managed Care Organization

Since September 2005, Texas Family Code Chapter 266 has required the Texas Health and Human Services Commission (HHSC), which is the Texas Medicaid agency, to coordinate with DFPS for a comprehensive health care delivery system for children in DFPS conservatorship.

STAR Health is a statewide Medicaid managed care plan for children and youth in foster care and young adults who have aged out of the foster care system. STAR Health was implemented in April 2008 and provides an integrated medical home where each child in foster care has access to Primary Care Providers, regular checkups, medical, behavioral health, dental, vision, and pharmacy services. STAR Health also offers Service Coordination to help members understand benefits, get help with appointments, find transportation assistance, and identify local community resources that provide clinical expertise and program information for families, caregivers, and other child advocates. DFPS collaborates with HHSC and STAR Health to ensure oversight and coordination of health care services for children. Joint team meetings with HHSC, STAR Health and DFPS staff are held bi-weekly to discuss health care provided to children in conservatorship, remove barriers, and plan innovations.

The STAR Health Plan includes features such as:

- Expedited enrollment for immediate access to Medicaid benefits;
- Initial Telephonic Member Screenings completed within ten days of receiving notice a child has entered foster care;
- An initial medical exam for qualified youth within three business days of coming into conservatorship to screen for illnesses or injuries and get any needed treatment;
- Coverage of Texas Health Steps Checkups,¹ for children and youth in foster care, including the required initial checkup within the first 30 days of care;
- A Child and Adolescent Needs and Strengths (CANS) assessment of developmental and behavioral health care needs for children three years of age or older within 30 days of entering foster care, or upon turning three, and annually thereafter;
- Integrated physical and behavioral health care;
- The Person-centered Star Health Individual Service Plan replaced the Healthcare Service Plan and must be updated after every visit to reflect a child's or youth's goals and needs to facilitate progress toward the member's well-being;
- Complex Case Management is a Service Coordination team that works with high level needs members to provide additional member support;
- Discharge Planning Teams works with members when they are admitted for an

¹ The Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) service is Medicaid's comprehensive preventive child health service (medical, dental, and case management) for children and youth from birth through 20 years of age. In Texas EPSDT is known as Texas Health Steps.

inpatient hospital stay;

- Telephonic health screenings when children change placements to assess medical and behavioral health needs;
- Access to services through a network of providers;
- A Health Passport which is a web-based electronic health record for each child;
- Oversight and review of psychotropic medications;
- STAR Health Liaisons, who work closely with Child Protective Services (CPS) Well Being Specialists to address health care needs of children;
- An online training toolkit, which includes information and resources on the continuum of care available for behavioral and medical health needs;
- Training for caregivers and residential providers about STAR Health services, Trauma-Informed Care, and related topics;
- Participation in family group conferences and other case meetings conducted by CPS related to children's health care needs;
- An electronic interface to allow the transmission of key data from the DFPS IMPACT system to the Medicaid and STAR Health systems;
- Nursewise, a 7-day, 24-hour nurse and behavioral health hotline for staff, youth, caregivers, and medical consenters;
- Disease Management programs to help with ADHD, asthma, depression, diabetes, pregnant youth, and weight management;
- The Transition Specialist Team works with adolescents, young adult members, and their support network to prepare them for successful adult living by helping them understand how to manage their adult healthcare;
- The Turning Point program which provides psychiatric hospital diversion services to children and youth in foster care. Turning Point offers emergency assessment and crisis intervention 24 hours a day and 7 days a week to prevent hospitalizations and disruptions in placement;
- The Foster Care Centers of Excellence program provides STAR Health network providers with extensive foster care experience and are trained to work with children and youth who have undergone trauma.
- The Judicial Support Program operates in select areas and sits in on select court hearings to expedite medical and behavioral health issues;
- Mobile Crisis & Hospital Diversion Services is a program that requires STAR Health to utilize trauma-informed care providers to assist with educational training for children and youth, their medical consenters, and caregivers, and provide crisis stabilization services and enhanced wraparound services to those who qualify;
- The Electronic Visit Verification System can be used by STAR Health to align with other managed care contracts; and
- All STAR Health members entering foster care receive Service Coordination services which include regular contact to discuss service needs and assist with service delivery.

Policy, Contract and Standards

DFPS Policy, the Residential Child Care Contract, and HHSC Residential Child Care Licensing Minimum Standards have provisions in place to ensure children's health care

needs are met and coordinated. Contracted residential operations must have policies and procedures in place to address routine and emergency diagnosis, treatment of medical and dental problems, routine health care relating to pregnancy and childbirth for pregnant youth, and provision of health care services to children with primary medical needs. A random sample of cases are monitored to ensure compliance with these requirements. CPS caseworkers follow up with caregivers regarding the provision of preventive and medically necessary health care and complete a summary of medical care for court reports.

Medical Consenter

The Texas Family Code and DFPS policy require a court authorized, DFPS designated medical consenter for each child or youth in DFPS conservatorship. The medical consenter must complete training on informed consent, be knowledgeable of the child's health care needs, participate in medical appointments, keep CPS updated about the child's medical care, and ensure the child's health needs are met.

DFPS provides online training and handouts on medical consent to CPS staff and caregivers as part of the required pre-service and annual training for all medical consenters. The training incorporates information about trauma informed care, informed consent for psychotropic medications and the appropriate use of non-pharmacological interventions prior to or concurrently with psychotropic medications. Medical consenters must provide evidence of completion of the training before DFPS staff designates a person to be a medical consenter. DFPS created a Medical Consenter email address for questions about medical consent from internal and external stakeholders. Trainings and handouts can be found online at:

http://www.dfps.state.tx.us/Training/Medical_Consent/default.asp.

Youth receive training on medical consent as part of the health section of the Life Skills training offered through the Preparation for Adult Living (PAL) program after a youth turns 16 years old. DFPS has processes in place to inform 16 and 17-year-old youth of their right to request the court authorize them to consent to their own medical care according to the Texas Family Code. In 2022, a provision was added to ensure youth aged 16 years and above receive guidance from a healthcare provider on managing their medications. DFPS policy and Medical Consent training address the requirement for medical consenters to involve youth in decisions about their health care in developmentally appropriate ways. Youth authorized by the court to consent to some or all their own medical care or who are aging out of DFPS conservatorship are required to complete the online Medical Consent training.

Judicial Review of Medical Care

CPS caseworkers include a summary of medical care in each court report, and the Texas Family Code requires the court to review the child's medical care at each permanency hearing. The court must ensure the child has been provided opportunity, in a developmentally appropriate manner, to express their opinion of medical care provided. Courts sometimes issue orders addressing children's health care needs. The law requires court reports and hearings to address:

- Behavior strategies and psychosocial therapies considered before or used concurrently with psychotropic medications;
- Expected timeframe for medications and other medications tried;
- Expected benefits of any psychotropic medication the child is taking;
- Dates of appointments; and
- Notification of rights for youth 16 and older about their right to request the court authorize them to consent to some or all their own medical care and the youth's response.

STAR Health voluntary created enhancement changes as of September 1, 2023. These changes allow for a Judicial Support Program, in select areas, with a Court Team and Judicial Liaison to ensure children's medical and behavioral health needs are met in a timely manner to eliminate barriers.

Specialized Staff

DFPS has multiple specialized staff dedicated to the coordination and oversight of health care services for children in DFPS conservatorship who are eligible for Medicaid.

Dedicated staff include:

- A CPS Medical Director,
- A Medical Services Division; with
 - ▶ Nurse consultants;
 - ▶ Well-being specialists; and
 - ▶ Other staff;
- A CPS Medicaid Exceptions team;
- A Behavioral Health Services Division; with
 - ▶ Mental health specialists;
 - ▶ Substance abuse specialists; and
 - ▶ CANS specialists; and
- A Wraparound Services Division; with
 - ▶ A Trauma Informed Care team;
 - ▶ Psychiatric hospital liaisons; and
 - ▶ Clinical coordinators.

These staff all assist direct delivery staff with technical assistance and consultation and help access specialized services to support the enhanced well-being of children in the Texas child welfare system.

Collaboration to Ensure the Appropriate Use of Psychotropic Medications

The Psychotropic Medication Monitoring Group, chaired by the CPS Medical Director, meets on a quarterly basis to review the results of the Psychotropic Medication Utilization Reviews (PMUR) conducted by STAR Health and utilization of psychotropic medications for children in DFPS conservatorship. The group consists of medical doctors, psychiatrists, pharmacists, and other professional staff from STAR Health, HHSC, the Department of State Health Services, the University of Texas at Austin College of Pharmacy, and DFPS. The Psychotropic Medication Monitoring Group oversees the biennial review and update of the *Psychotropic Medication Utilization Parameters for*

Children and Youth in Texas Public Behavioral Health (the “Parameters”). The Parameters contain recommendations for the appropriate use of psychotropic medications for children served by the public behavioral health system in Texas, including children in foster care, and identifies nine criteria that indicate a need to review a child's clinical status. The group updated and published the 6th version in June 2019. The Parameters are currently under review, a process conducted every few years. The results of this review are expected to be published by May 2024. Additionally, the PMUR Process for STAR Health members Frequently Asked Question and Stakeholder Manual were updated May 2023.

Evaluations of psychometric medication utilization show the prescribing of psychotropic medication for children in foster care have trended down since implementation of the parameters. The development of this process for foster youth was recognized as a best practice and Texas has adopted the practice for other youth who receive Medicaid but are not in foster care. Many national experts consider these Texas guidelines to ensure the appropriate use of psychotropic medications to be a best practice model and have asked to use the parameters in their states.

Schedule for Initial and Follow-up Health Screenings

DFPS policy requires children in DFPS conservatorship receive preventive and medically necessary health care through Texas Medicaid including:

- An initial medical exam for qualified youth within three business days of entering foster care to screen for illnesses or injuries and provide any needed treatment;
- An initial Texas Health Steps medical checkup within 30 days of entering foster care and subsequent Texas Health Steps preventive medical checkups as outlined in the Texas Health Steps periodicity schedule;
- A CANS behavioral health assessment within 30 days of entering foster care for children three years of age or older;
- An initial Texas Health Steps dental checkup within 60 days of entering foster care beginning at age six months and subsequently every six months; and
- Medically necessary health care services through the Texas Health Steps Comprehensive Care Program.

The CPS Medical and Behavioral Health Services teams provide training on the initial medical exam, Texas Health Steps requirements, and CANS assessments to regional conservatorship staff. The requirements are included in the online STAR Health training provided as part of the CPS professional development training for all new conservatorship caseworkers. Texas Health Steps and CANS requirements are included in the general medical consent training required for all medical consenters. STAR Health offers a similar training for foster parents and residential providers.

Beginning in fiscal year 2018, DFPS, HHSC, and STAR Health managed care organization created a “3 in 30” approach to assessment across the state. The “3 in 30” combines three separate tools used in assessing the medical, behavioral, and developmental strengths and needs of children and youth entering DFPS conservatorship. The law requires specific children have an initial medical exam within

three business days of entering DFPS conservatorship. The 3-day medical exam is a medical screening to check for injuries or illnesses and intended to provide a baseline of an eligible youth or child's physical health when they enter foster care. Youth who are removed for physical or sexual abuse, have an obvious injury, have a chronic medical condition, are considered medically complex, or have a mental health diagnosis qualify for the 3-day medical exam. Ongoing preventive care is required for all children and youth in accordance with the Texas Health Steps periodicity schedule. The periodicity schedule requires annual preventive care checkups for children ages three and up and more frequent preventive checkups for children younger than three years old. CANS assessments are required to be updated annually, though children served by a single source continuum contractor (SSCC) identified as having treatment needs, or through Treatment Foster Care, receive the CANS assessment quarterly.

How Health Needs Are Monitored and Treated

HHSC is the single state agency responsible for administering the Texas Medicaid program. CPS policy, HHSC Residential Child Care Licensing Minimum Standards, and the Residential Child Care contract require foster parents and residential providers to ensure health needs identified through Texas Health Steps screenings receive any necessary follow up or treatment. DFPS licensed and contracted residential operations are required to have policies and procedures in place to address routine and emergency diagnosis and treatment of medical and dental problems, routine health care relating to pregnancy and childbirth for pregnant youth, and provision of health care services to children with primary medical needs. Residential operations are monitored for compliance with these requirements.

Children have a medical home for medical and dental services as a part of STAR Health to ensure health care needs are identified and treated. STAR Health is required to provide all medically necessary preventative screenings and Medicaid covered health services. STAR Health provides telephonic health screenings upon a child's entry into conservatorship and at placement changes to ensure every child's needs are known by the caregiver and fully met. STAR Health follows up with caregivers about such needs through their service coordination programs and develops a health care service plan for any youth who requires service coordination assistance. As of September 1, 2023, all youth entering foster care on that date or after and by request for youth in foster care will be assigned to a Service Coordinator on one of three levels based on acuity. Service Coordination includes person-centered initial and ongoing assistance identifying, selecting, obtaining, coordinating, and using support services to enhance a child's or youth's well-being, independence, and integration in the community for potential productivity. STAR Health also has extended evening hours for their hotline and are available weekdays from 8:00am – 9:00pm. The goal is to ensure a special kind of care management is provided to identify a child and youth's healthcare needs. HHSC Medicaid staff monitor the health plan to ensure required screenings and services are occurring within contractually required timeframes. CPS caseworkers follow up with caregivers regarding the provision of preventive and medically necessary health care and complete a summary of medical care for court reports. The STAR Health Medicaid managed care contract was re-procured, and the new contract began September 1, 2023.

A primary medical needs resource guide provides staff guidance on assessing safety and well-being when meeting the health care needs of children with primary medical needs. DFPS developed guidance and a computer-based training for staff in all stages of service. These materials include:

- Provision of a reference guide with questions to ask children and health care providers;
- Instruction on assessing and using the child's communication method in the interview;
- Education on how to observe the child, his or her medical equipment and supplies, and physical environment;
- Provision of educational materials about medical equipment, supplies, and terminology including visual aids;
- Identification of regional resources to assist caseworkers; and
- Other supporting resource and reference materials.

DFPS has worked with HHSC to develop reports that help monitor compliance with Texas Health Steps medical checkup requirements. The CPS Medical Services Division provides guidance and support to field staff to help determine eligibility for and access to the 3-day medical exam. As part of performance-based contracting, contract monitoring process include searching for evidence of the Texas Health Steps checkup and CANS assessments in the child's Health Passport. The CPS Federal and Program Improvement Review Division, which conducts a variety of case reviews on a routine basis, also searches for evidence of the Texas Health Steps checkup and CANS assessments in the child's Health Passport as part of the structured case review process.

How Medical Information Will Be Updated and Shared

The Texas Family Code requires HHSC to provide a Health Passport record for each child in DFPS conservatorship. The Health Passport electronic health record application is a STAR Health tool populated with two years of health care claims data for children who were enrolled in Medicaid or Children's Health Insurance Program (CHIP) prior to entering DFPS conservatorship. The system continues to populate with data through medical provider claims submissions and information transmitted from the DFPS IMPACT system (e.g., medical consenters, demographics).

Information in the Health Passport includes:

- The name and address of each of the child's health care providers, credentials, and certifications in:
 - Trauma-informed care;
 - Trauma focused-cognitive behavioral therapy;
 - Parent child interaction therapy;
 - Trust based relational intervention; and
 - Child parent psychotherapy;
- The child's medical consenters,
- A record of each visit to a health care provider,
- A record of immunizations,
- CANS assessments,

- Physical and behavioral health diagnoses, and
- Information on all prescriptions.

Medical consenters, court appointed special advocate (CASA) staff, certain authorized users for each residential operation, health care providers, SSCCs, and CPS staff have access to the Health Passport records for the specific children they serve. DFPS is required to provide a copy of the Health Passport record to the child's new conservator when DFPS conservatorship is dismissed or transferred, as well as young adults who leave foster care after age 18.

CPS staff is required to provide a detailed summary of medical care in each court report, including physical health care, behavioral health care, and details about all medications, health care appointments, and other related health information. Court reports are shared with CASA, attorneys, guardian's ad litem, and judges. Residential childcare providers keep records of a child's medical and behavioral health visits, copies of which must be provided to the caseworker. CPS caseworkers share medical information with the people involved in each case and notify parents of the initial prescription of psychotropic medications and any dosage changes at the next scheduled meeting with the caseworker after the prescription to comply with Texas Family Code, Section 264.018.

Although the medical consenters have the legal authority to consent to medical care, DFPS policy allows for other people involved in the case to provide input into some medical decisions and express concerns about medical care provided.

Steps to Ensure Continuity of Care and Consultation with Physicians and other Professionals to Determine Appropriate Medical Treatment

STAR Health is the primary means to ensure ongoing consultation with health care providers and continuity of health care for children in DFPS conservatorship. STAR Health integrates medical and behavioral health care, provides the Health Passport electronic health record, and delivers medical and behavioral health service management and service coordination to ensure coordination of services and continuity of care. When children enter DFPS conservatorship, change placements, or their medical needs change, STAR Health is contractually required to conduct telephonic general health screenings with caregivers to address children's medical and behavioral health needs and any needs related to medication. As of September 1, 2023, due to contract changes all telephonic screenings will be held within ten days of enrollment and all children in STAR Health will now be assigned a Service Coordinator based on one of three levels of acuity. The new model implements a three-tiered approach wherein, based on each level, a member receives the following:

- Level 1 – A minimum of four face-to-face visits per year, monthly telephonic contacts in months where there are no face-to-face visits, and a named Service Coordinator who is a licensed clinician.
- Level 2 – A minimum of two face-to-face visits per year, six telephonic contacts per year, and a named Service Coordinator who has an undergraduate or graduate degree in social work or related field or is a Licensed Vocational Nurse with previous Service Coordination, case management, or child welfare experience.

- Level 3: A minimum of one face-to-face visit and three telephonic contacts per year, and a named Service Coordinator upon request. Children with complex behavioral health, medical health, or intellectual and developmental disabilities can be assigned service coordinators who are either registered nurses or master's level behavioral health clinicians, depending on the child's primary needs.

STAR Health Service coordinators regularly develop a health care service plan, provide medical case management, and outreach to caregivers. STAR Health specialized service coordination programs address complex needs, such as diabetes, transplants, and the Start Smart program to follow pregnant teens and their newborns. Children with less complex needs will receive service coordination based on acuity. Service coordinators facilitate access to primary, dental, and specialty care and support services, including assistance with locating providers and scheduling appointments as necessary. STAR Health has a discharge planning team to provide planning and coordination for children who are being discharged from an in-patient setting.

To ensure coordination and continuity of medical care for children with complex medical conditions, DFPS holds multi-disciplinary primary medical needs case meetings at removal, placement changes, and transitions to adoption or reunification. The purpose is to plan the transition of medical care, such as specialized training for the new caregiver, transportation of the child and durable medical equipment, or services needed in the home such as private duty nurses, specialists, or others. Well-being specialists facilitate the meetings. Those in attendance may include STAR Health service coordinators, DFPS direct delivery staff, placement staff, CPS regional nurse consultants, the STAR Health medical director, health care providers, residential providers, caregivers, biological parents, CASA, and attorney's ad litem. CPS placement staff conduct similar meetings to plan discharge from psychiatric hospitals.

Steps to Ensure That Transition Plans Include Required Elements Relating to Health Care Needs

Transition Plan

During the development of a youth's transition plan, DFPS policy requires staff to inform youth about the importance of designating a health care or medical power of attorney to make health treatment decisions on behalf of the youth if he or she becomes unable make these decisions. DFPS discusses information about the medical power of attorney and health care options with youth during their Transition Plan Meeting, Circle of Support, PAL training, and other meetings between the youth and caseworkers.

The youth's transition plan addresses physical and mental health care needs and resources. The plan ensures youth transitioning out of foster care have improved ability to exercise informed consent, understand their own health care needs, know how to safely manage any psychotropic medications prescribed, and know how to access health care resources. STAR Health also has Transition Specialists that work with adolescents and young adult members and their support network to prepare them for successful adult living and to understand how to manage their adult health care.

Medicaid for Former Foster Care Youth

The Former Foster Care Children Program provides health care coverage through age 25 to young adults who receive Medicaid at the time they age out of the Texas foster care. Young adults aged 18 to 20 years old remain enrolled in STAR Health, unless they opt out or choose to receive Medicaid benefits through STAR, the primary Medicaid managed care program for Texans. Young adults aged 21 to 25 years old receive Medicaid through the STAR managed care plan of their choice through the end of the month of their 26th birthday.

Medicaid for Transitioning Foster Care Youth continues to be available for former foster youth who are younger than 21 years and not eligible for the Former Foster Care Children Program because they were not receiving Medicaid when they became an adult. Former foster youth eligible for the Medicaid for Transitioning Foster Care Youth are enrolled in STAR Health through the month of their 21st birthday.

HHSC provides health care coverage for Texas youth who aged out of foster care in another state under an Interstate Compact for the Placement of Children agreement. This includes children and youth placed by DFPS in foster care in other states once they return to Texas and those placed in foster care in Texas from other state child welfare systems.

CPS caseworkers, PAL staff, and youth specialists inform youth about the details of Medicaid programs during Circles of Support, transition plan meetings (before leaving care), life skills classes, Aging-Out Seminars, and upon request. CPS caseworkers, PAL staff, and youth specialists inform transition centers, contractors, caregivers, and community partners about services. Information on Medicaid programs for transitioning foster care youth is available on the STAR Health member handbook online and the DFPS Texas Youth Connection public website.

Training of Staff and Providers to Support the Treatment of Emotional Trauma and promote Trauma-Informed Care

DFPS recognizes the long-term effects of adverse childhood experiences, such as child abuse and neglect, and the need to address trauma as an important component of effective service delivery. The continuing transition of the Texas child welfare system into a trauma-informed system of care promotes child emotional well-being, can reduce the use of psychotropic medications, increases placement stability, and supports more efficient permanency.

DFPS uses the CANS assessment tool statewide for children and youth aged 3 to 17 years old. The CANS assessment is a comprehensive, developmentally appropriate, trauma-informed behavioral health evaluation and communication tool. CANS assessments help decision-making, drive service planning, facilitate quality improvement, and allow for outcomes monitoring. DFPS uses CANS to gather information about the strengths and needs of a child to plan for individualized services that will help the child and family reach their goals.

DFPS caseworkers receive four hours of initial trauma-informed care training during CPS professional development training. An annual computer-based refresher training is required for caseworkers and supervisors. Additional trainings related to trauma and trauma-informed care are available on the DFPS Learning Management System. In 2019, DFPS updated the trauma-informed care training provided to caseworkers and will be adding multiple new trauma-informed care trainings through the CPS certification process to build upon staff knowledge over the course of their career. The trainings are based on the National Child Traumatic Stress Network Child Welfare Trauma Training Toolkit 2.0.

CPS has one trauma-informed care manager and six regional trauma-informed care specialists. This program is part of the CPS Wraparound Services team. These staff address the needs of families receiving Family Based Safety Services or who have a child in DFPS conservatorship. Trauma-informed care specialists provide support, resources, and technical assistance to direct delivery staff in their work with families experiencing trauma and trauma related behavioral health issues through every stage of service.

DFPS has protocols in place to support staff with secondary traumatic stress. Policy allows staff to take leave with appropriate coverage in place. The DFPS Employees Assistance Program provides staff with support, including Critical Incident Stress Debriefings. The DFPS Worker Safety Support Division provides assistance related to primary and secondary traumatic stress events and helps managers address issues after traumatic events.

Statewide trauma informed care training includes:

- The DFPS trauma-informed care training which is available on the public website for use by child welfare stakeholders, including agencies, providers, foster parents, and kinship caregivers. The updated training is also available in Spanish;
- The DFPS 24-hour Residential Child Care contract requires a minimum of eight hours of trauma-informed care training prior to being the only caregiver responsible for a child in care. Training must include at least one of the DFPS approved trauma-informed care trainings, a component on Adverse Child Experiences and resources related to prevention and management of secondary traumatic stress. An annual refresher training is also required, and contractors must ensure its completion. This training must be at least two hours in length and providers can use the approved DFPS online training, although contracted providers are encouraged to use their own curriculum or model to build upon the training already received. DFPS requires trauma-informed care training for all DFPS foster homes and completion is monitored by CPS Foster and Adoption Development staff;
- STAR Health provides free training upon request to foster care stakeholders on a wide range of trauma and trauma-informed care related topics;
- STAR Health recruit's trauma-focused cognitive behavioral therapy qualified therapists to be a part of their network, known as the Trauma-Informed Care Specialty Provider Network;

- STAR Health employs a nationally certified trainer for trauma focused cognitive behavioral therapy and contracts with additional certified trainers to facilitate a consultation program for qualified clinicians to become nationally certified;
- STAR Health offers training on trauma-informed care to health care providers in the network upon request. STAR Health offers training to certify behavioral health therapists as trauma-informed care therapists; and
- DFPS coordinates with the Texas Department of State Health Services to update online provider education modules for Texas Health Steps providers, including the new Trauma-Informed Care for Children in Foster Care training which will assist Texas Health Steps providers and other health-care professionals with implementing trauma-informed practices when providing services for children and adolescents in state conservatorship.

DFPS also provides trauma-informed caregiver support. The *Kinship Newsletter*, published quarterly, provides educational information related to trauma and provides resources for kinship caregivers of children in DFPS conservatorship.

Since 2017, DFPS has been an organizational member of the Statewide Collaborative on Trauma-Informed Care, led by the Texas Children's Commission. Multiple DFPS staff members serve across workgroups and on the steering committee. DFPS also serves on several committees aligned with promoting trauma-informed care in the child welfare and behavioral health systems of Texas. These include the Statewide Behavioral Health Coordinating Council, the Child and Youth Behavioral Health Subcommittee to the HHSC Behavioral Health Advisory Committee, and the HHSC Office of Mental Health Coordination Cross System Trauma-Informed Care workgroup.

Comprehensive Coordinated Screening, Assessment and Treatment Planning to Identify Mental Health Needs and Trauma-Treatment Needs

Current Practice for Identifying and Treating Mental Health Needs

DFPS identifies the behavioral health needs of children and youth from CANS assessments given to children and youth aged 3 to 17 years old. All children receive mental health and developmental screenings during the initial Texas Health Steps medical checkups within 30 days of entering conservatorship and subsequent annual medical checkups. Texas Health Steps has a trauma-informed care online training module for providers that focuses on treatment for children and youth in Texas foster care. DFPS may identify behavioral health needs as caseworkers gather information for the child and family service plans and informally assess children. DFPS Residential Operations receives information for an admission assessment required by HHSC Residential Child Care Licensing Minimum Standards. Psychological evaluations and psychiatric examinations are conducted on children, when indicated. Psychological evaluations are required before children are admitted for treatment services for intellectual and developmental disabilities, as well as placement of children for adoption. The evaluations assist in case planning, service coordination, and determining recommendations to the court.

DFPS uses the CANS assessment to screen for trauma in children ages 3 to 17 years old entering care. Child welfare stakeholders identify trauma and refer the child for evidence-based, trauma-informed treatment. STAR Health has developed a network of behavioral health therapists trained in trauma-focused cognitive behavioral therapy and a director to promote evidence-based and other promising trauma-focused practices in the Texas child welfare system. Texas Child Advocacy Center clinicians use trauma focused cognitive behavioral and parent child interaction therapies as part of the therapy services to the children and families receiving services through DFPS.

Texas created strategies to ensure the appropriate use of psychotropic medications by strengthening informed consent processes, training, using a judicial review of medical care, notification of parents, and transition planning. DFPS requires medical consenters, CPS staff, and caregivers to attend psychotropic medication appointments for children in person. The medical consentor and health care provider must complete and sign a psychotropic medication treatment consent form for each new psychotropic medication prescribed which covers the elements of informed consent required for psychotropic medication for children in foster care.

As part of the consent process for psychotropic medications, the health care provider and medical consentor must consider usage of non-pharmacological interventions prior to or concurrently with psychotropic medications. The medical consentor must ensure the child receives the recommended interventions. DFPS defined non-pharmacological interventions as any psychosocial therapies or behavior strategies provided to the child or youth. These interventions can help the child heal from trauma, cope with traumatic stress, learn to self-regulate, and achieve social and emotional well-being. STAR Health continues to develop and expand the health plan's clinical capacity to provide, trauma-informed, evidence-based psychosocial therapies.

All medical consentors are required to ensure children taking psychotropic medications have an appointment with the health care provider at least every 90 days to:

- Appropriately monitor the side effects of the medication;
- Decide whether the medication is helping the child achieve the treatment goals; and
- Decide whether continued use of the medication is appropriate.

With stakeholder input, DFPS developed a family friendly brochure titled *Making Decisions About Psychotropic Medications* which outlines expectations regarding psychotropic medication by children in conservatorship. The brochure addresses non-pharmacological interventions, informed consent, how to talk to health care providers about children's behavioral health needs and psychotropic medications, requirements for follow-up appointments with health care providers, involving youth in decisions, side effects, and other concerns. Caseworkers are required to give the brochure to all medical consentors, and it is available on the DFPS website.

Procedures to Ensure that Children in Foster Care Are Not Inappropriately Diagnosed with Mental Illness, Other Emotional or Behavioral Disorders, Medically

Fragile Conditions, or Developmental Disabilities, and Placed in Settings that Are Not Foster Family Homes as a Result of the Inappropriate Diagnoses.

Instituted in April 2008, STAR Health is a Medicaid managed care system for children in DFPS conservatorship with prescribing physicians clinically privileged under their auspices. Medical and behavioral health care is covered by STAR Health through providers Superior Health Plan Network and Cenpatico Behavioral Health. STAR Health provides the internet-based Health Passport for each child which enables STAR Health, DFPS, and the child's caretaker to track each child's care, such as demographics, contact information, all prescribed medications, diagnoses and visits to clinical providers, and other important information.

DFPS utilizes assessments of children entering care as tools to ensure proper diagnosis and appropriate placement. Children may receive an initial medical exam within three business days of entering care. The initial medical exam, or 3-day medical exam, allows those who qualify for treatment to occur quickly and allows the caregiver to gain a good understanding of a child's needs. Within 30 days of entering care, children ages 3 to 17 years old participate in a CANS assessment. The CANS helps DFPS understand the impact of the trauma experienced and the children's level of coping skills. The CANS results include recommendations for services, such as counseling, and identifies a child's strengths, such as positive relationships. A child also receives their initial Texas Health Steps medical checkup within the first 30 days. Texas Health Steps is health care for children, teens, and young adults aged 20 years and younger who receive Medicaid. Texas Health Steps checkups are designed to find and treat medical and dental problems and must include regularly scheduled examinations and screenings of general physical and mental health, growth, development, and nutritional status of infants, children, and youth.

In conjunction with the above tools, DFPS can utilize psychological assessments and a Determination for Intellectual Disability if a caseworker suspects the presence of a mental, behavioral, intellectual, or developmental disability. Psychiatric evaluations are an additional tool to determine a child's level of functioning and diagnosis. All may be used to inform placement decisions and treatment options.

Texas uses a best practice guide to ensure the proper use of psychotropic medications for the children in foster care. Continuously reviewed since its initial release in February 2005, the *Psychotropic Medication Utilization Parameters for Children and Youth in Texas Public Behavioral Health* serves as a resource for physicians and clinicians who care for children diagnosed with mental health disorders. Updated in June 2019, the Parameters include general principles for optimal practice, reference material, and a listing of commonly used psychotropic medications with dosage ranges and indications for use in children. They are currently in the process of being updated and expected to be completed by May 2024.

STAR Health conducts ongoing oversight of the psychotropic medication regimens of children to ensure the medication practices are reviewed if they fall outside of the

Parameters. If the child's psychotropic medication regimen appears to be outside of the Parameters, the case is referred for a PMUR. The need for a review is triggered by one of the following:

- Health screenings conducted by service managers when a child enters care or when his or her status changes;
- Automated pharmacy Medicaid vendor drug claims data;
- Outside requests from CPS nurse consultants, caseworkers, CASAs, foster parents, attorneys, residential childcare providers, and others; and
- Court requests.

A preliminary screening of identified cases in which psychotropic medication regimens appear to be outside the Parameters is conducted by STAR Health behavioral service managers, who are masters level clinicians. The information is reviewed by the STAR Health behavioral health medical director, a child psychiatrist, and, if indicated, forwarded to a child psychiatry consultant for a formal review and peer to peer consultation with the prescribing physician. The child's case is then tracked by STAR Health to see if changes are made.

STAR Health includes the use of a quality-of-care review process. Physicians with practice patterns of concern, identified through the PMUR process or by complaints by parties involved in the child's care, are thoroughly reviewed. Physicians who appear to consistently prescribe "outside Parameters" where concerns for risks to the child can be referred to the quality-of-care review process. Additional records are requested, and the cases are reviewed in detail. If a pattern of inappropriate care is identified, the prescribing physician will be referred to the STAR Health Credentialing Committee for further investigation and action. A physician may be placed on a corrective action or face disciplinary action up to and including termination from the network.

A Psychotropic Medication Monitoring Workgroup includes representatives from DFPS, HHSC, the Texas Department of State Health Services, The University of Texas at Austin College of Pharmacy, and STAR Health and manages the overall psychotropic medication monitoring program on an ongoing basis. Activities include quarterly review of HHSC data regarding medication usage and STAR Health reports on the PMUR outcomes. The group reviews the regular updates of the Parameters.

Processes are in place for quarterly psychotropic medication monitoring by HHSC's Medicaid Vendor Drug Program Pharmacy Utilization Review contractor for children placed in Texas under the Interstate Compact for the Placement of Children and not enrolled in STAR Health. The home state of any child placed in Texas under jurisdiction of the Interstate Compact for the Placement of Children is notified when the medication regimen is outside the parameters.

There is informed and shared decision-making, and methods for ongoing communication, between the prescriber, child, caregivers, health care providers, caseworker, and other key stakeholders. Texas has systems to share decision-making and information about the use of psychotropic medications for children and youth in DFPS conservatorship.

Children's medical consenters, who are typically children's live-in foster or kinship caregivers, emergency shelter staff, or CPS staff, have the legal authority and duty to provide informed consent for psychotropic medications for children in conservatorship. Medical consenters are required to involve youth in decisions about their medical care.

Medical consenters who are not DFPS staff are required to notify DFPS of a new prescriptions and changes to existing prescriptions for a psychotropic medication by the next business day. DFPS Residential Operations ensure foster parents and staff who administer psychotropic medications follow DFPS requirements, monitor for side effects and the child's response to psychotropic medications, and follow-up with the prescriber at least quarterly and immediately when the child experiences significant side effects or adverse reactions.

DFPS monitors the overall medical care of children and the performance of medical consenters and acts to change the medical consenter when needed. The court reviews reports provided by DFPS at each court hearing, which includes detailed information about children's psychotropic medications. The court hearing provides one of several venues for interested parties to raise any concerns about children's psychotropic medication regimens.

CPS caseworkers share medical information with the people involved in children's cases, such as biological parents, caregivers, medical consenter, residential childcare staff, CASA, and attorney's ad litem. Although the medical consenters have the legal authority to consent to medical care, other people involved in the case can provide input into some medical decisions and express concerns about medical care provided.

There is effective medication monitoring at both the client and agency levels. DFPS requires children prescribed psychotropic medications receive follow-up with their health care providers at least quarterly and metabolic monitoring for children as indicated in the parameters. Caregivers who administer medications are required to monitor children's progress and report side effects to physicians. Courts review children's psychotropic regimens, and STAR Health tracks children's prescriptions and conducts PMURs when indicated. A Psychotropic Medication Monitoring Group quarterly reviews data and plans innovations to improve the process.

Psychotropic medications prescribed to children in DFPS conservatorship are prescribed by credentialled medical professionals. STAR Health child and adolescent psychiatrists provide consultation to prescribers who are outside the parameters during the PMUR process. Texas statute requires the prescribing medical provider to see the child every 90 days. Prescribers may also access the Child Psychiatry Access Network (CPAN) which provides telehealth-based consultation and training to primary care providers. CPAN is part of the Texas Child Mental Health Care Consortium, created by the 86th Texas Legislature to leverage the expertise and capacity of the health-related institutions of higher education to help improve the mental health care system in Texas for children and adolescents.

There are mechanisms for sharing accurate and up-to-date information related to psychotropic medications to clinicians, child welfare staff, and consumers. The Psychotropic Medication Utilization Parameters for Foster Children provide a listing of commonly used psychotropic medications with dosage ranges, indications for use in children, and common side effects and adverse reactions. The Health Passport provides detailed information on each psychotropic medication typically included in pharmacy inserts. STAR Health offers training and information to clinicians. Psychotropic medication training is often included in various conferences offered to DFPS staff, external stakeholders, and clinicians.

There is monitoring to ensure children are not placed in settings other than foster family homes, because of an inappropriate diagnosis. DFPS uses a third-party contractor, Youth for Tomorrow, to conduct utilization reviews of children’s records to determine their appropriate service level needs and monitor for compliance with the service level standards. Information reviewed in monitoring includes copies of assessments and psychological evaluations. Children with specialized and higher levels require reading every three months. An annual service review monitoring ensures each provider is meeting the indicators required to adequately address the needs of the children they serve. DFPS plans to increase oversight by amending the contract to include monitoring for appropriate diagnosis for placements that are not foster family homes.

DFPS uses its coordination with HHSC and the STAR Health managed care organization to monitor compliance with state policies and procedures. A few examples include the following:

Data reflects fiscal year 2023 for youth seen at Turning Point based on the STAR Health managed care organization reporting:

Event Type	Total	Percentage
Psychiatric Hospital Diversions	165	N/A
Placement Changes within 90 Days of Turning Point Discharge	7	4%
Hospitalizations within 90 Days of Turning Point Discharge	17	10%

Psychotropic Medication Utilization Review (PMUR)

Data reflects fiscal year 2023 – September 1, 2022 – August 31, 2023

Screening Event	Total	Percentage
PMUR Screenings Triggered	2,453	NA
Psychotropic Medication Reviews Screened, but not Needing Advanced Review	2,127	86.71%
Total PMUR Completed	blank	blank
Total PMUR Screenings Requiring Advanced Review	326	13.29%
Regimen Results		
Within Parameters	31	1.26%
Outside Parameters, but within Standard of Care	188	7.66%
Outside Parameters with Opportunities to Reduce Medications	104	4.24%
Outside Parameters with Risk or Evidence of Significant Side Effects	3	0.12%

Case Management Utilization

Data reflects September 1, 2022 – August 31, 2023, based on STAR Health managed care organization reporting:

Type of Service	Number of Cases	Percentage of Total Enrollment
Total Open Cases	4,793	10%
Care Coordination: Care Coordination Level	2,576	5%
Behavioral Health Service Management	1,309	3.00%
Physical Health Service Management	751	2%
Complex Care Management	143	.03%

Waiver Population Participation:

Data reflects September 1, 2022, to August 31, 2023, participation from a total estimated enrollment of 55,336 children and young adults.

Waiver Type	DFPS Children and Youth Served
Deaf Blind with Multiple Disabilities (DBMD)	0
Community Living Assistance and Support Services (CLASS)	1
Youth Empowerment Services (YES)	160

Waiver Type	DFPS Children and Youth Served
Medically Dependent Children Program (MDCP)	107
Home and Community-based Services (HCS)	253
Texas Home Living (TxHmL)	3

SOURCE: HHSC

HHSC publishes a summary of activities and value-added services each fiscal year, reflecting quality, timeliness, and access to health care for Texas Medicaid and CHIP recipients. This report includes STAR Health and is published at: [STAR Health Contract Operational 9-1-2023 \(texas.gov\)](https://www.starhealthcontractoperational9-1-2023.texas.gov)

Texas provides Medicaid medical services through four Medicaid managed care programs: STAR, STAR+PLUS, STAR Kids, and STAR Health. STAR Health has been described above as the plan provided for most children in DFPS conservatorship and young adults who have aged out of DFPS care. The report provides information that compares the Medicaid programs, as well as the CHIP program with national Medicaid data.

In its report, HHSC documents compliance with mandatory protocols, such as federal and state Medicaid managed care regulations, performance measures, and performance improvement projects, as well as optional protocols for STAR Health and other Texas Medicaid programs. The report also publicizes results of client satisfaction surveys, Healthcare Effectiveness Data, and Information Set and other quality measures, and compliance with Texas initiatives such as the Texas Health Steps program.

Healthcare during COVID-19 Pandemic

Effective March 21, 2022, DFPS is no longer required to track COVID cases. As a result of this change, DFPS has discontinued monitoring COVID-19 testing for children in DFPS conservatorship. During the COVID-19 pandemic a special mailbox was created for caregivers to report when a child in DFPS care receives a test and the related results. If a child has a positive test result, there was notification of parties involved with the child. If a child or youth became ill with COVID-19, the caregiver was required to seek medical attention and report that information to the DFPS Abuse Hotline. A copy of lab results for positive tests was requested and shared with STAR Health for uploading into a child’s Health Passport. If a test was completed through an in-network STAR Health lab, claim-based information was visible in Health Passport, including the test results.

For general health care services, there was an increased reliance on telehealth and flexibility where needed. Prior to the pandemic, telemedicine was not utilized often except for occasional psychiatric appointments. As the pandemic progressed, STAR Health increased availability for medical visits, behavioral health services, psychiatric appointments, and CANS assessments via telehealth. The CANS assessment was made a permanent telemedicine option, although in-person assessments are preferred. Use of

telehealth provided expanded access to bilingual or specialty providers in areas where access was identified as an issue.

As of June 19, 2022, every Texan age six months and older became eligible to receive a COVID-19 vaccine, including youth in DFPS conservatorship. Vaccination is recommended, but not required. On its public website and through communications, DFPS continues to inform staff, caregivers, and providers of changes in eligibility or vaccination guidelines. STAR Health can assist in finding a location for a vaccine appointment.

Youth in DFPS conservatorship who obtain a vaccine are provided a paper record. This document is very important, as it must be brought to the appointment for subsequent doses. Proof of vaccine administration is documented in the child's case file by scanning the paper record and uploading it into IMPACT. COVID-19 vaccines may also be entered into the statewide IMMTRAC system, which uploads into a youth's Health Passport monthly.

3-Day Medical Exam

The 3-day medical exam policy has been updated. The law identifies six qualifying situations in which a child should receive a 3-day medical exam: physical or sexual abuse, obvious physical injury, chronic medical condition, medically complex condition, or diagnosed mental illness. These children will have a 3-day medical exam within three business days of removal. Updated training and guidance were provided to staff by September 1, 2023.

CANS Assessments

There are now telehealth options for CANS assessments for children of all ages, although in-person assessments are preferred. Any STAR Health certified CANS assessor can opt to provide a telehealth CANS assessment. If the routine CANS assessor preferred by the caregiver or caseworker does not provide the assessment via telehealth, STAR Health can provide another CANS assessor option.

Texas Health Steps Medical Checkups

In-person Texas Health Step checkups are prioritized for newborns, infants, and young children under the age of two years to stay current on recommended vaccines and developmental surveillance. While some health care providers may have limited capacity to provide well visits at this time, many have instituted policies to maintain well visits for young children. HHSC provided guidance to allow telehealth for some components of the Texas Health Steps exam, followed by a second in-person exam to complete all Texas Health Steps requirements within six months. However, DFPS encourages continued in-person Texas Health Steps exams whenever possible and allows exceptions to the Texas Health Steps requirements if in-person exams are not accessible for youth in DFPS conservatorship.

Dental Checkups

All children six months and older receive an initial dental checkup within 30 days of entering DFPS conservatorship. Dental checkups occur every six months based on the periodicity schedule. For urgent or emergency dental issues, children continue to access dental health care as previously done and follow dental health professional recommendations.

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

6. Targeted Plans within the 2025-2029 CFSP

Targeted Plan C. Disaster Plan

States should review the effectiveness of the plans developed for the 2020-2024 CFSP and use that review as the basis for the development and revision to the 2025-2029 CFSP. In future APSRs, states will be expected to review and update the plans, as appropriate.

Section 422(b)(16) of the Act requires that states have in place procedures explaining how the state programs assisted under title IV-B, subparts 1 and 2, and title IV-E, would respond to a disaster, in accordance with criteria established by the Secretary.

Disasters disproportionately impact and widen disparities for marginalized groups, including people of diverse racial and ethnic backgrounds. Disasters are also resource intensive, and they can overwhelm child welfare systems, including the workforce, making it difficult for agencies to implement equitable practices when disasters hit. As the frequency and severity of disasters increase, it is critical for child welfare agencies to build equitable approaches into their disaster preparedness and response initiatives.

Disaster Plan should describe how a state would:

- *Identify, locate, and continue availability of services for children under state care or supervision who are displaced or adversely affected by a disaster;*
- *Respond, as appropriate, to new child welfare cases in areas adversely affected by a disaster, and provide services in those cases;*
- *Remain in communication with caseworkers and other essential child welfare personnel who are displaced because of a disaster;*
- *Preserve essential program records; and*
- *Coordinate services and share information with other states.*

A Disaster Plan must be submitted as part of the 2025-2029 CFSP. In developing the 2025-2029 Disaster Plan, states should review the 2020-2024 Disaster Plan, and reflect on how the plan was used in any emergency or disaster situations in the past five years to determine if changes are needed. CB also strongly encourages states to engage community partners to ensure that equity is embedded into the state's plan and emergency response services. In August 2023, CB released "[Using Your Disaster Plan to Advance Equity in Disaster Response](#)," a letter with information and resources underlining the importance of equity and outlining practices to strengthen the state's emergency response planning. Prior to developing the updated Disaster Plan, CB

encourages all states to review this letter and the resources highlighted in it.

DFPS Continuity of Operations Plan -March 2024

CONTINUITY PLAN OVERVIEW

The Department of Family and Protective Services (DFPS) Continuity of Operations Plan (COOP) provides a framework for creating a viable continuity plan and focuses on the key continuity planning elements as addressed in Continuity Guidance Circular (CGC), *FEMA National Continuity Programs*, dated February 2018.

DFPS is charged with promoting safe and healthy families and protecting children and vulnerable adults from abuse, neglect, and exploitation. The agency's services are provided through its Adult Protective Services (APS), Child Protective Services (CPS), Child Protective Investigations (CPI), Statewide Intake (SWI), and Prevention and Early Intervention (PEI) divisions.

DFPS recognizes unexpected disruptive events may bring significant risks to essential public health service delivery and business processes. The DFPS COOP provides a framework for building organizational resilience to mitigate, minimize, or recover business processes deemed to be most essential to restore mission critical business systems resulting in disruption of services to partners, clients, and consumers. Strategies include leveraging of shared enterprise resources and working cooperatively and collaboratively with the Texas Division of Emergency Management and the Emergency Management Council.

During fiscal year 2024, activation the disaster plan was not required, and it was not used to address the COVID-19 pandemic and national public health emergency.

PRIVACY STATEMENT

The disclosure of information in this plan could compromise the security of essential DFPS equipment, services, and systems or otherwise impair DFPS' ability to carry out essential emergency responsibilities. Distribution of this COOP in its entirety is limited to those DFPS functions with a need to know the information in order to successfully implement the plan.

This plan is exempt from disclosure to the public per Texas Government Code, Section 552.156.

Any decision to disclose information in this plan outside a Texas or federal government entity or withhold information in this plan from a non-Texas or federal government entity must be coordinated with DFPS' General Counsel.

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I.PROMULGATION STATEMENT

The DFPS COOP provides a framework to delineate and coordinate efforts that facilitate DFPS's ability to continue its essential functions during a variety of disruptions. The plan is designed to support the agency's ability to maintain critical business and program functions across a wide range of potential threats, specifically when the primary facilities and/or DFPS leadership are threatened, incapacitated, and/or inaccessible.

The plan describes the processes required to continue or restore the function of the DFPS Mission-Essential Functions (MEFs). The desired outcome is to enable preparation processes that lead to continuation or rapid return of vital services provided to DFPS vulnerable clients. Planning for the business continuity of the DFPS mission essential functions during and in the aftermath of a disaster is a complex task. Preparation for, response to, and recovery from a disaster affecting DFPS program and administrative functions requires the cooperative efforts and partnership of each functional area supporting DFPS business.

This plan identifies the essential strategic processes and components of DFPS operations and DFPS' MEFs; presents the roles and procedures for implementation; outlines necessary lines of command; and identifies critical processes needed to continue operations. Specific staff actions and operational tools are included as separate operating guidelines.

Stephanie B. Muth
Commissioner

II. SECURITY AND DISCLOSURE STATEMENT

This plan and planning materials used to develop this plan are exempt from public disclosure. Texas statute provides information contained in a continuity of operations plan developed under the requirements of Texas Labor Code, Section 412.054 and Texas Government Code, Section 552.156 is confidential and excepted from public disclosure. This includes all records written, produced, collected, assembled, or maintained as part of the development or review of such plans.

III. PURPOSE, SCOPE, SITUATIONS, HAZARD ANALYSIS AND ASSUMPTIONS

Purpose

The primary purpose of this document is to ensure DFPS as an organization continues or restores normal business operations under emergency and/or disaster conditions and within targeted timeframes. To meet its obligations, DFPS must ensure critical operations can resume/continue normal processing. Throughout the continuity effort, this plan establishes clear lines of authority and prioritizes work efforts.

Scope

This document was developed in accordance with the *Continuity Guidance Circular (CGC)* dated February 2018. It describes the strategic actions and processes DFPS may utilize to resume and/or continue the operations necessary to continue essential functions in a business disruption emergency incident. This plan refers to agency-level actions management and recovery team leads may refer to when implementing division and program-level COOP.

This document describes the actions and processes required to maintain essential functions. Other than the Hurricane Annex, this plan does not address specific disasters. The procedures, strategies, and identified resources in this document may be applied to any incident (all-hazards), as determined by the DFPS Commissioner or designee, in communication with the DFPS Executive Team and DFPS Business Continuity Planner. The DFPS COOP is developed to ensure the capabilities exist to continue mission-critical activities within a wide range of potential emergencies, including localized acts of nature, accidents, and technological, or attack-related emergencies. Furthermore, the scope of the plan does not apply to temporary disruptions where services are anticipated to be restored within 24 hours to primary facilities.

Individual field offices or regional continuity activations are determined by the appropriate Director of Field, Regional Director, District Director, or designee, in conjunction with their chain of command and are supported by the DFPS Executive Team.

Situation Overview

Unexpected disruptive incidents may bring significant risks to essential functions and business processes. To reduce these risks, DFPS has developed a COOP management strategy detailed below. The COOP strategies facilitate the performance of the DFPS essential functions during an emergency incident that may cause an extended disruption to normal operations and/or the timely recovery to normal operations following such an incident.

DFPS response and recovery efforts may require the cooperative effort of intra- and interdivision coordination. DFPS as an agency may request DFPS Programs to coordinate with Health and Human Services (HHS) System agencies. DFPS strategies include leveraging shared agency and HHS System resources while working cooperatively and collaboratively with the Emergency Management Council.

Should there be a disaster that crosses state lines or coordination be needed between states, the Business Continuity Coordinator works closely with the Texas State Liaison Officer for information sharing and analysis. Agency leadership between states within the federal region, which are all contiguous states to Texas, communicate with each other and support needs that cross-state lines. Local staff housed in bordering areas often share similar resources and services and have relationships with those states which can be used for a common response, when needed. There have been no recent significant events requiring this coordination activation, but it has worked well in the past.

HAZARD ANALYSIS

State planners identified 22 hazards of significant risk in Texas based on an assessment of past federally declared Texas disasters, historical and potential events, and a review of local mitigation action plans.² These hazards are described in the State of Texas Hazard Mitigation Plan and the State Threat and Hazards Identification and Risk Assessment (THIRA). Each of these hazards poses a threat to DFPS, although each facility, office, and program may be impacted differently. For example, inland areas are less likely to be significantly impacted by a hurricane but may be more likely to experience wildfires.

Natural Hazards

- Hurricane, Tropical Storm
- Drought
- Hailstorms
- Flooding (Coastal and Riverine)
- Wildfire
- Pandemic
- Severe Winds

² Texas Division Emergency Management, State of Texas Emergency Management Plan, 2020

- Winter Weather
- Extreme Cold
- Extreme Heat

Technological

- Dam Failure
- Chemical Hazmat Release
- Radiological Incidents

Human Caused Hazards

- Improvised Nuclear Attack
- Cross-border Violence
- Explosive Devise
- Active Shooter
- Cyber Attack
- Biological Attack
- Terrorism

Planning Assumptions

The actions and processes in this document are based on the following planning assumptions:

- The incident may be statewide or limited geographically and in duration.
- Personnel and resources located beyond the area affected by the emergency or threat will be available to provide support as necessary.
- Outside assistance may be interrupted or unavailable for the first 72 hours.
- In a catastrophic event, selected essential functions may be suspended or devolve to another geographic area or entity until agency capability is reconstituted.
- Planning for a worst-case scenario will provide protection applicable to other incidents.

Objectives

The objectives of the COOP include:

- Ensure DFPS can deliver mission critical services to its staff and clients;
- Minimize the duration of a serious disruption to operations and resources (both information processing and other resources);
- Minimize immediate damage and losses;
- Establish management succession and emergency powers;
- Integrate with the building Office Emergency Action Plan (OEAP) for the safety and well-being of personnel and visitors on the premises at the time of a disaster;
- Establish effective coordination, communications, and reporting processes;
- Provide for the protection of critical facilities, equipment, records, and other assets;
- Achieve a timely and orderly recovery from a disruption and resumption of full services; and
- Assure compliance with legal and statutory requirements.

IV. CONCEPT OF OPERATIONS

A. Incident Management and Planning Philosophy

The DFPS incident management philosophy is that all post-incident activities and appropriate resources should be directed toward the goal of restoring MEFs within targeted timeframes, and subsequently reconstituting normal operations. Toward this end, "local and regional management action with State Office support" best describes the strategic structure of incident management teams. DFPS leadership recognizes most emergency incidents are best managed locally with local response resources and regional incident command structures. State Office personnel empower regional incident management teams, working within resource constraints and in the context of strategic partnerships, to restore normal functions and enable the resumption of services as quickly as practical. DFPS leadership also recognizes emergency response and operations constitute a very fluid environment requiring a high tolerance of ambiguity.

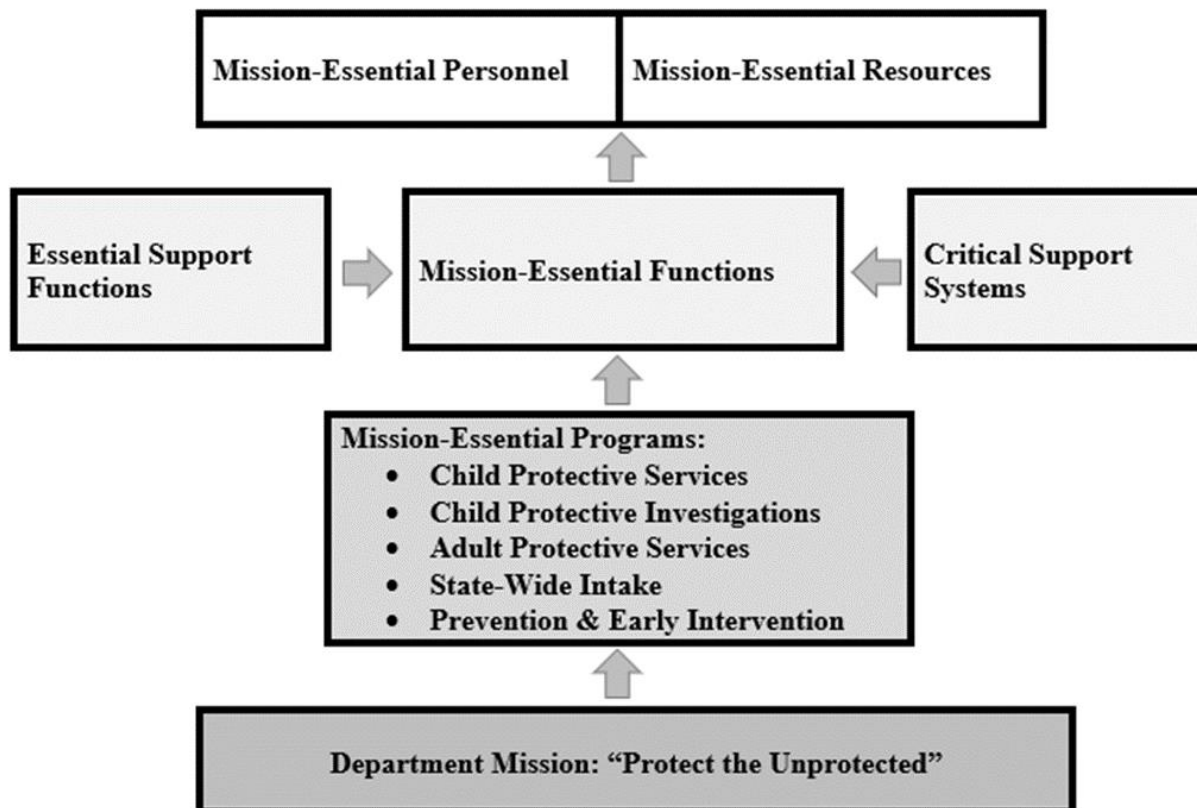
B. Bifurcated Mission

DFPS efforts during disaster response are divided along two parallel yet interrelated paths: continuity of MEFs; and recovery operations that deal with the effects of the incident. Government agencies cannot statutorily or ethically/morally abandon their safety net role and must take affirmative steps to restore services when they are interrupted. Recovery operations refer to those activities that enable reconstitution of normal operations. In the DFPS context, recovery operations will most frequently involve facilities, information technology, records recovery, and security issues (including access and safeguarding state-owned assets).

During incidents that threaten or disrupt DFPS business functions, DFPS implements the COOP in order to mitigate impact or recover from disruption of the DFPS mission-critical activities and MEFs.

V.MISSION-ESSENTIAL FUNCTIONS

DFPS MEFs are divided into five main programs: APS, CPS, CPI, SWI, PEI. The programs serve different populations but share many administrative functions. DFPS MEFs are prioritized according to a tiered system that provides the ability to restore critical services within targeted timeframes. The prioritization system also identifies where DFPS resources must be committed should circumstances or lack of resources necessitate hard choices.



Definitions and acronyms

- **MEFs (Programs):** Those activities for which DFPS exists or was created; functions that are required by statute, standardized practice, and/or recognized authority (Example: Priority 1 Child/Adult abuse investigations).
- **Essential Support Functions (ESFs) (Support Services):** Tasks (and personnel performing them) and knowledge bases that do not constitute a MEF, but materially contribute to DFPS' ability to perform them. (Example: IT personnel)
- **Critical Support Systems (CSSs) (Tools):** Technology, procedures, and/or data sets that enable and/or facilitate the efficient and timely performance of the DFPS MEFs. (Example: IMPACT)
- **Other Associated Activities (OAA):** Activities and tasks that contribute to DFPS efficiency and effectiveness but are not part of the mission-essential core.

Mission-Essential Functions Performance Target Timelines

- Tier 1 MEFs/ESFs shall be uninterrupted as much as practical and, in all cases, restored to function within 8-12 hours of the passing of the immediate emergency.
- Tier 2 MEFs/ESFs/CSSs shall be uninterrupted as much as practical and, in all cases, restored to function within 24 hours of the passing of the immediate emergency.
- Tier 3 CSSs shall be uninterrupted as much as practical and restored to function within 10 days of the passing of the immediate emergency when possible.
- OAAs shall be restored as time and resources permit.

Priority of Mission-Essential Functions

1. Tier 1 MEFs (Core Services and Support)

- Receive APS, CPS, and CPI, Priority 1 referrals through Statewide Intake (SWI) and transmit to the appropriate local office for screening (ESF);
- Investigate/take appropriate action where there is immediate danger regarding abuse or neglect of children (MEF);
- Investigate/take appropriate action where there is immediate danger regarding abuse or neglect of children, older adults, and persons with disabilities (MEF);
- Initiate a welfare check of children in DFPS Conservatorship and Family Based Safety Services following an emergency (MEF);
- All child placement functions including preventing placement disruptions;
- Parent-child visits;
- Runaway recovery;
- Investigate/take appropriate action where there is immediate danger regarding child abuse or neglect complaints (MEF); and
- Provide financial resources to support Tier 1 MEFs (ESF).

2. Tier 2 MEFs (Semi-Core Services and Support)

- Ensure SWI referral and subsequent investigation for all other (non-Priority 1) activities for all programs (ESF);
- Ensure activation of the Public Communication for Disasters Plan, and initiate follow-up communication with caregivers of children in DFPS Conservatorship (ESF);
- Follow-up and track facility evacuation sites and emergency contact numbers for facilities with open investigations (MEF);
- Ensure the availability of information technology in support of normal operations, with priority to IMPACT system (ESF);
- Ensure DFPS compliance with Strategic National Stockpile agreement (ESF).

3. Tier 3 MEFs (Important Support, Not Urgent)

- Ensure continuation of Runaway Hotline/Youth Hotline operation and referrals;

- Restore/perform purchasing and procurement and accounting functions except as urgently needed to support Tier 1 MEFs (ESF);
- Perform other administrative and support functions that enable routine operations (ESF); and
- Restore OAA as time/resources permit.

Mission-Essential Personnel/Non-Essential Personnel Defined

1. Tier 1 Essential Personnel

- All personnel whose responsibilities include supervision and delivery of Tier 1 MEFs/ESFs to clients/customers;
- All personnel whose responsibilities include receiving and routing initial reports for delivery of Tier 1 MEFs/ESFs to clients/customers;
- All personnel with designated duties in the DFPS Incident Management Structure when activated; and
- All personnel providing ESFs or CSS maintenance of Tiers 1 and 2 MEFs when/as designated by their supervisor.

Note: All personnel that have been issued State-owned equipment or software license(s) to enable off-site working (e.g., laptop, tablet, etc.) must comply with the DFPS “Work from Home” policy regardless of Essential/Non-Essential Status.

2. Tier 2 Essential Personnel

- All personnel whose responsibilities include only delivery of Tier 2 MEFs/ESFs/CSSs;
- All personnel whose responsibilities include routine administrative support when/as designated by management; and
- All personnel must remain available for immediate call-back during regular business hours, their regular work shift hours, and/or as designated by his/her immediate supervisor during emergencies or other extraordinary circumstances.

3. Non-Essential Personnel

- All personnel so designated by management and not involved in delivery or indirect support of Tiers 1 and 2 MEFs/ESFs;
- Personnel whose routine job functions may be suspended for a period of time without loss of mission-essential services; and
- All non-essential personnel must remain available for call-back during regular business hours, their regular work shift hours, and/or as designated by management personnel during emergencies or extraordinary circumstances.

Note: Any employee's essential status designation may be changed at any time upon notification. Duties may also be modified to perform tasks not routinely part of his/her job description, according to DFPS needs.

Mission-Essential Resources

Mission-Essential Resources are divided into four broad categories (people, circumstances, tools, and performance factors) that define what inputs and considerations are needed for DFPS to perform its mission. The value of this exercise is that it assists Incident Commanders to identify missing resources and prioritize efforts to restore essential services. The following provides details for considerations in each category (see Appendix A for diagram):

1. People

- Number sufficiency to meet performance requirements
- Appropriate certifications/licenses/authority to accomplish mission
- Appropriate training to accomplish mission

2. Circumstances

- Safety of DFPS personnel
- Mobility/Transportation Availability/Access safety
- Functioning communications
- Administrative support available
- Task volume/number of calls for service within the disaster area

3. Tools

- Computer/Internet/Paper records
- Communication equipment
- Vehicle appropriate for the circumstances
- Appropriate safety shields/barriers
- Facilities/Office space
- Records systems access
- Stocked client resources (diapers, formula, car seats, walking canes, etc.)

4. Performance factors ("How well?" or "To what degree?")

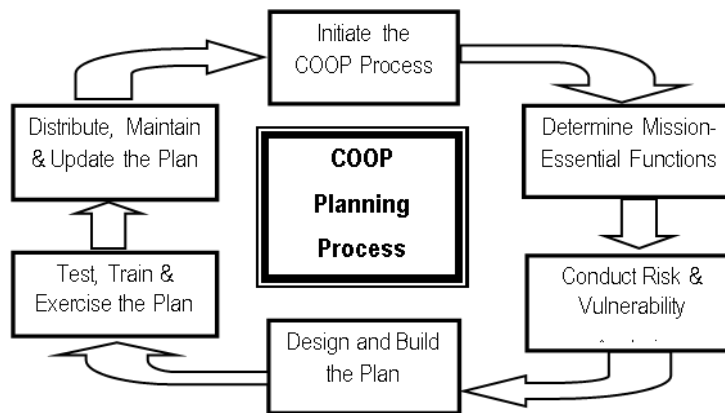
- Federal and State statutory mandate
- MEF/Business Continuity Planning performance objectives
- Necessary to "safeguard life and health"
- Necessary to maintain a favorable public opinion

Phase I: Readiness and Preparedness

Readiness and preparedness processes include plan development, testing, training, and exercise. These preparedness activities are essential to assessing, demonstrating, and improving the ability of DFPS to continue its essential functions. Training familiarizes personnel with their roles and responsibilities during COOP activation. Tests and exercises serve to assess, validate, or identify for subsequent correction components of the COOP and systems.

The objectives of testing, training, and exercising the COOP include:

- Assessing and validating COOP policies, and procedures;
- Ensuring agency personnel are familiar with COOP procedures and that designated staff can carry out essential functions in a COOP situation; and
- Testing and validating equipment to ensure both internal and external interoperability.



Training

Training DFPS staff is essential to effectively activate and carry out a COOP implementation. Personnel must be trained so they have the necessary skills and knowledge to carry out their responsibilities.

DFPS will develop a specific training plan and schedule to systematically provide orientation to both personnel with specific roles in COOP activation and all personnel who would be impacted by COOP activation.

Tests and Exercises

Testing and exercising COOP procedures and systems produce results that may be measured and evaluated. These results, combined with participant feedback, provide opportunities to improve the outcome of a COOP implementation following a disruptive incident. DFPS leadership and local program response teams will participate in the agency's COOP testing and exercise program.

The observations and comments of the exercise participants are gathered during the exercise to record a specific issue or upon completion of the exercise. An After-Action Report (AAR) will be completed and made available to the exercise participants. Issues presented in the AAR will form the basis of a Corrective Action Plan to improve COOP implementation (see Appendix G).

A solid, progressive exercise program is developed over time and with careful planning. Types of COOP exercises include discussion based and operational exercises. The DFPS COOP exercise program will utilize tabletop exercises, and drills and coordinate functional exercises. All exercises will be Homeland Security Exercise and Evaluation Program compliant.

Tabletop Exercise

In this exercise, participants are presented a scenario in a written/oral format and respond as if the scenario was really happening and then debrief afterwards. This type of exercise is particularly useful for new or newly revised plans. It allows decision makers to “walk through” an incident and afterwards discuss and resolve issues that became apparent during the exercise.

The DFPS Business Continuity Planner will coordinate with DFPS Programs to develop a program plan for facilitating tabletop exercises for their respective organizations. These plans identify exercise objectives, implementation schedules, participant roles, and after-action responsibilities.

Functional Exercise

This type of exercise involves the simulation of an individual or multiple parts of COOP implementation such as notification procedures or using specific systems and equipment. The DFPS Business Continuity Planner will coordinate with DFPS Programs to develop functional exercises that test the agency’s ability to communicate and work at an alternate worksite during continuity activation.

Phase II: ALERT AND NOTIFICATION - Activation

Emergency situations occur on a daily basis throughout the State. Program staff, Information Technology (IT), Program Support, Worker Safety Support, and Regional Administrative Services respond to the vast majority of emergency situations without external assistance. However, potential, or actual emergency situations that may produce a severe or widespread impact may create a need for DFPS system wide assistance. The State matches the intensity of its preparedness and response activities to the intensity of a potential threat or the impact of actual incidents. DFPS will adopt and implement these same “readiness and response levels.” As the intensity of threats or impacts increase, response teams are activated, staffing and equipment readiness is enhanced, and additional resources are alerted, mobilized, deployed, and employed.

COOP Activation

The authority to activate agency wide continuity of operations for DFPS rests with the DFPS Commissioner. If the DFPS Commissioner is unavailable or cannot be contacted, COOP activation authority is vested with agency leadership in order of succession. The DFPS Chief Information Officer or other designated IT staff may declare Disaster Recovery activation for an information systems disruption per the DFPS Disaster Recovery Plan.

COOP Activation Guidelines

<p>COOP Activation Recommended</p>	<ul style="list-style-type: none"> • DFPS facilities cannot be occupied due to structural damage, dangerous environmental conditions, or other limiting factors and the time to repair is estimated to exceed 14 days. • The DFPS information system technical environment is damaged, inoperable, or uninhabitable and the estimated time to resume essential services exceeds 14 days. • MEFs are disrupted and require additional agency wide support to continue or recover the function.
<p>COOP Activation Considered</p>	<ul style="list-style-type: none"> • DFPS facilities are damaged or inaccessible and use of temporary or alternate facilities is necessary. • Critical equipment and/or vital records have been damaged and cannot be repaired, replaced, or restored within 3-14 days. • Key personnel are injured or are otherwise not available. • Voice/communications cannot be restored within 3-14 days. • Public utilities (e.g., power, water, and/or sanitation) and/or public services (e.g., transportation, law enforcement, and/or communications) have been disrupted.
<p>COOP Activation Not Recommended</p>	<ul style="list-style-type: none"> • Damaged critical equipment and/or facilities can be repaired or replaced within three days. • Conditions do not disrupt mission-essential functions. • The loss of critical data/vital records is minimal and restorable within three days.

The decision process for activating DFPS COOP begins when an actual, threatened, or perceived incident with actual or potentially serious consequences to people, property, or business processes is reported to DFPS management. If the incident response requires the evacuation or implementation of other protective action guidance, DFPS staff will follow emergency procedures outlined in the facility's OEAP.

DFPS personnel are notified in a timely manner about the incident, the status of agency operations, and COOP activation. Methods of relaying information to agency personnel may include, but are not limited to, scripted messages in Send Word Now (SWN) and the DFPS website. In addition, DFPS supervisors maintain their direct reports' current emergency contact information as part of the agency's efforts to prepare for emergencies. Managers may use this "call tree" information to communicate pertinent information to their employees away from the worksite and/or during non-business hours in a timely manner.

External Stakeholders external to the agency also will be informed of the incident and changes in DFPS operations as it affects them. The level of information relayed, and the method of notification will be appropriate to the stakeholder's relationship with DFPS.

By DFPS policy and procedures, all calls and other inquiries or requests received by DFPS employees from the news media must be referred to the DFPS Communications Division or Public Information Office (PIO).

Phase III: Continuity Operations

Activation of the DFPS COOP is determined by the DFPS Commissioner in conjunction with the DFPS Executive Team, include and support from the Associate Commissioners for Programs and the DFPS Business Continuity Planner.

The DFPS Commissioner assumes the role of or appoints the Incident Commander (IC) at the State Office campus. The IC assesses and determines the extent of response and recovery support required and coordinates agency support of these efforts through DFPS leadership. Local response teams will be assembled based on the scale, location, and scope of the threat involved.

In the absence of an appointed IC, the most senior level DFPS employee first made aware of the disruption (e.g., regional director or district director) will assume the IC duties. An acting IC may be relieved from IC duty at the direction of a higher authority within DFPS or overall DFPS management. Staff relieved from this position are required to coordinate a briefing to the incoming IC and assist in a deputy or support role, as necessary.

If the continuity incident requires the relocation of the State Office campus, essential personnel may be distributed first to functioning DFPS leased space or to other state-owned space. If required, the purchase of new lease space would be processed through the state's leasing entity, the Texas Facilities Commission (TFC). Should relocation become necessary, relocation activities will become top priority. Only personnel essential to the maintenance and primary function of the affected business element or program will be provided space in continuity operations sites.

DFPS personnel may be required to relocate to an alternate work site if access to DFPS' primary facilities is not possible for an indeterminate period of time due to contamination, severe structural damage, or other limiting factors. To fulfill its mission in the event of diminished resources, DFPS leadership has identified a subset of functions most critical to DFPS' immediate mission and the minimum staff required to operate those functions. These staff would be provided space in the initial 24 to 72 hours.

Program and business areas with MEFs or essential support activities have pre-identified the resources they need to operate in a physical environment. These needs include seating, electrical requirements, equipment, and supply items. Based on these needs, DFPS will use one or more of the above options to acquire alternate work sites to accommodate staff who support critical agency functions.

DFPS staff who can coordinate MEFs or other business processes outside a traditional office environment may be asked to leverage remote access capabilities. DFPS has a large mobile workforce, including DFPS program caseworkers who are responsible for

MEFs, including child and adult investigations, foster care, and conservatorship workers. DFPS has also developed a telework process and policy, as well as the infrastructure needed to allow staff to work remotely. DFPS staff will follow agency policies, and Texas state policies and procedures related to remote/telecommuting, as well as information resources requirements, tools, and resources necessary to support remote/telework.

The telework program includes procedures to ensure employee accountability and provides training that helps supervisors manage employees without face-to-face contact during normal operations. Telework agreements are reviewed and renewed annually.

VI. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

All DFPS staff have some level of COOP planning responsibility. These responsibilities may include, but are not limited to, providing information as appropriate to COOP protocols and participating in training and/or exercises as needed to ensure DFPS' ability to implement continuity of operations. In addition, the following positions and groups have specific sets of expectations related to the agency's COOP planning process.

DFPS Executive Team

Supports the DFPS COOP planning via the following actions:

- Advocates for and provides strategic direction for DFPS and their respective program's COOP process.
- Reviews and approves high-level DFPS COOP deliverables.
- Resolves escalated issues and assists the DFPS Business Continuity Planner in making critical decisions based on recommendations; and
- Provides information and participates in events that further DFPS's ability to implement continuity of operations.

DFPS Chief Operating Officer / Deputy Chief Operating Officer

Assures DFPS COOP goals and objectives are consistent with DFPS objectives and policy; and COOP objectives, deliverables, and schedules are met on time and within scope via the following actions:

- Advocates for, secures resources, and provides strategic direction to the DFPS Business Continuity Planner;
- Reviews and approves COOP deliverables and submits to the DFPS Commissioner as needed;
- Resolves issues escalated by the DFPS Business Continuity Planner and makes decisions on recommendations; and
- Serves as the decision maker related to Brown-Heatly office closures

DFPS Business Continuity Planner

Assures the purpose, objectives, and deliverables of DFPS COOP planning are completed on time and within scope of DFPS goals via the following actions:

- Coordinates assignments that contribute to completion of COOP objectives and plans and submitting deliverables for approval;
- Convenes meetings of DFPS response teams and creates ad hoc workgroups to meet COOP planning objectives;
- Identifies issues, risks, and opportunities that may impact COOP planning and escalates as necessary to the DFPS COO for resolution;
- Liaisons with internal and external entities to meet agency COOP objectives;
- Advocates for the DFPS Business Continuity Management program and seeks appropriate resources; and
- Oversees DFPS presence at the State Operations Center (SOC) during activations.

DFPS IT Director

- Oversees and coordinates the development, maintenance, and distribution of DFPS Disaster Recovery Plans (DRPs) as appropriate, including Data Center Services.
- Coordinates actions with DFPS COOP programs so DRPs support the DFPS COOP in the event recovery from a significant disruptive incident is necessary.

DFPS Program Support Director

- Coordinates response with DFPS and HHSC staff to facility related issues statewide in the event that recovery from a significant disruptive incident is necessary.
- Serves as the Liaison with HHS Regional Administrative Services

X. COMMUNICATIONS STRATEGY & OBJECTIVES

When natural or man-made disasters occur, DFPS has a pressing need to communicate with clients, contractors, foster parents, the regulated community, the general public, and its own staff.

Since normal channels of communications may be disrupted, DFPS uses alternative and multiple methods of communication to increase the likelihood that messages reach their target audiences.

Key objectives include:

- Staying in communication with DFPS staff to maintain continuity of operations, assure the safety of employees, and expedite recovery to normal operations;
- Ensuring foster parents and licensed providers tell DFPS the location of children in state care, future locations in the event of a move, and report on the status and well-being of those children;
- Providing or coordinating assistance for clients; and

- Coordinating DFPS communications with the Texas Division of Emergency Management and other state agencies to improve the overall effectiveness of the state's emergency response.

To achieve these goals, DFPS relies on specific tactics and tasks. Various programs and divisions have specific communications responsibilities. However, the hub of mass communications activity is the Unified PIO.

Public Information Office

In the DFPS incident command structure, the DFPS Communications division is the PIO. The Communications Director is the incident Public Information Officer and leverages DFPS Communication staff as needed.

The PIO also coordinates with communications counterparts in the Texas Division of Emergency Management, The Office of the Governor, and other state agencies. This enables DFPS to benefit from and contribute to the communications, resources, and capabilities of all of state government.

The [Texas Division of Emergency Management](#) facilitates this coordination with regular conference calls.

Communications Tactics and Channels

Email and the DFPS intranet are primary forms of mass communications used internally to communicate daily with DFPS staff. However, in a widespread disaster such as a hurricane, these methods may be unreliable in some areas of the state. Therefore, DFPS uses a variety of tactics and channels to supplement normal channels of communications in these situations. Examples of some of these communications are in the appendixes.

When possible, DFPS will tell staff before or near the onset of an event to be aware of these types of communications and remind them of their responsibilities.

For staff communications, DFPS primarily provides immediate information through broadcast email and mass texting (Send Word Now) and follows those up with web postings and cascading communications as needed.

For external mass communications, DFPS primarily uses direct email, cloud-based subscription email (GovDelivery), web postings, and social media, but may also engage the news media for assistance in special circumstances.

Emergency Announcement Email

At the onset or prior to a widespread disaster, the Unified PIO sends a broadcast email, usually from the DFPS Commissioner to all staff warning them of the situation or emergency. The goal is to send this communication before normal communications channels are interrupted. This message varies depending on the situation, but usually it reminds staff about how to assure their safety, as well as alternative ways they may

receive information during and after the event. It will also remind staff to make sure their contact information in Send Word Now is current and their on-call schedules are updated in IMPACT. See example in Appendix 1.

Office Preparations Emails

In the event of a hurricane or other widespread weather event, Program Support coordinates with HHSC Regional Administrative Service (RAS) to assure instructions are sent to affected offices on how to protect state assets such as files and records. See example in Appendix 2. Note: The actual communications are handled primarily by RAS, but Program Support can send regional broadcasts if needed.

Mass Texting

DFPS uses Send Word Now, an online mass-texting application, to send warnings or other emergency messages on office closings, weather alerts, active shooter warnings, or any other special instructions to staff.

Call Trees

Call Trees are a backup or supplemental communication channel to mass texting and broadcast email. All divisions and offices maintain cascading call trees help account for the safety and whereabouts of employees or to provide instructions during times when normal communications channels are disrupted and assures the agency can maintain essential operations. Managers maintain multiple phones, personal email, and other contact and locating information for each staff member under their direct responsibility.

Program Specific Broadcasts

CPS and APS may send messages specific to their staff through program specific broadcasts if they need to provide instructions immediately. However, these distribution lists are statewide and cannot currently be targeted to specific regions or offices. If only certain areas are targeted, the PIO can relay these messages through regional broadcasts that reach all staff in a given geographic area or specific office. These messages may be followed by a cascade if deemed necessary to reinforce the message.

Cascading Communications

During a statewide disaster or disease outbreak, DFPS often supplements mass communications with cascading communications that pass specific instructions from executives to managers and from managers to their direct-reporting staff. This can be used to put staff on notice that they must read and follow all instructions in all disaster related communications, which can be critical to the health and safety of DFPS staff and clients. Or it could be specific instructions on program activities that must be altered because of the emergency.

A cascade begins at the executive level and may use any communications channel, but usually standard email or call trees. See example in Appendix 5.

Web Postings

During emergencies, DFPS maintains a page or pages on the public website containing resource information for DFPS staff, clients, and foster parents. At the onset and throughout a disaster or emergency, the PIO will work with divisions to place any additional appropriate emergency information on the DFPS public website and/or the DFPS Intranet. On the public site, this includes a prominent banner or headline on the DFPS Homepage.

Target audiences may include DFPS employees who may not be able to access the DFPS network, as well as clients, foster parents, providers, and others.

This method may include but is not limited to:

- Notice of available disaster information on this website;
- Instructions to foster parents, kinship caregivers, etc.;
- Resources and emergency preparedness tips for foster parents; and
- Specific instructions for DFPS staff if appropriate.

DFPS may summarize but does not attempt to duplicate the content of other agencies or non-profit organizations, nor create a comprehensive list of all resources. DFPS focuses on original content specific to its responsibilities and links to key resources of benefit its staff and clients.

Subscription Email

DFPS uses a mass email platform known as GovDelivery to send emails to subscribers. While subscribers include some DFPS staff, most are external stakeholders. This tool allows DFPS to send messages to more than 60,000 people and organizations at once and track how many emails were opened as well as other levels of engagement. DFPS often uses this tool in unison with the public website and social media.

Situation Reports

During a disaster declaration DFPS submits daily situation reports to the Texas Division of Emergency Management through the SOC. These reports often provide content for the updates to the Office of the Governor and other state leadership offices. See Appendix 7.

Governor and Legislative Updates

DFPS External Relations provides email updates to the Office of the Governor and legislative leaders, such as the Lieutenant Governor, Speaker of the House, and oversight committees, on the status of DFPS operations, and client services and safety, based on the frequency requested. These updates include information on how DFPS is seeking to carry out its responsibilities, the status of children in foster care and efforts to confirm and assure their safety, the status of DFPS offices, and the effects on DFPS staff, including their health and safety. See Appendix 8.

Foster Parent Call Tree

When there are evacuations or other reasons, CPS staff directly contacts DFPS foster and kinship parents to determine the location and safety of children in DFPS conservatorship, and to provide any instructions needed. Child-placing agencies (CPAs)

are responsible for contacting their private foster homes and reporting the status to DFPS. In areas where a Single Source Continuum Contractor (SSCC) handles case management, the SSCC is responsible for contacting caregivers and reporting their status to DFPS.

Contactoer Notices

During statewide disaster or disease outbreaks state health officials may warn people to stay home to avoid spreading the illness. In this case, DFPS sends messages to contractors to clarify whether DFPS is waiving or not waiving any contract requirements for service providers, such as residential treatment centers or CPAs. See the example in Appendix 9.

Social Media Posts

The PIO uses DFPS social media accounts and leverages those of other state agencies, such as Twitter and Facebook, to send and receive quick and timely messages to and from the public, stakeholders, and staff. While not a primary form of communications, these social media websites are likely to be available as long as the cellular networks are operational. These messages are used in tandem with public web postings as needed.

News Media Notices

When appropriate and possible, the PIO asks news media organizations to broadcast or publish messages to DFPS staff, clients, contractors, and providers, etc. This would only be attempted when necessary and as a supplemental communication. Since cooperation is voluntary and the media will be pre-occupied, there is no assurance DFPS messages would be reliably sent or received by this method. However, it does provide an additional means of reaching audiences when normal communication channels are disrupted.

Wrap Up Broadcast Email

When operations are returning to normal, the PIO may send a broadcast email to staff, announcing further directions and thanking everyone for their efforts. In some cases, this is appropriate and in others it is not. See example in Appendix 11.

Communications Responsibilities Chart

Communications or Task	Audiences	Lead
Emergency Announcement Broadcast Email	Staff	PIO
Wrap Up Email	Staff	PIO
Office Preparations Email	Staff	RAS/Program Support
Send Word Now Messages	Staff	RAS/DFPS
Direct outreach	Foster & Kinship Parents	CPS
Calling Trees	Staff	Every division
Cascading communications	Staff	Executives, every division
Web Postings	All audiences	PIO
Updates for Governor and Legislative Offices	Governor and Legislative Offices	External Relations
Wrap Up Broadcast Email	Staff	PIO
Social Media posts	All audiences	PIO
Subscription Email	All audiences	PIO
Foster Parent/Kinship Call Tree	Foster parents verified by CPS and Kinship caregivers	CPS
Disaster Hotline	Foster parents, Kinship caregivers, licensed providers	SWI
Contractor Notices	Contractors	Purchased Client Services, PEI
News Media Notices	All audiences	PIO

XI. MULTI-YEAR STRATEGY AND PROGRAM MANAGEMENT PLAN

The DFPS COOP is dynamic and will be modified as significant changes occur regarding the ability to respond, the facilities, or the organizational structure. Additional reviews should be undertaken following each exercise and when testing major systems. Any issues identified in training may trigger a plan review.

Most major issues affecting the COOP will result from lessons learned from exercises. Other sources of information for identifying major issues could come from:

- Presidential Directive, and state and local ordinances or directives, as appropriate.
- Direction from DFPS leadership.
- Policy or mission changes.
- Changes in technology or office systems.
- Changing customer needs.

PLAN DEVELOPMENT AND MAINTENANCE

The DFPS Business Continuity Planner is responsible for updates and plan maintenance. Designated DFPS staff members are responsible for ensuring all emergency contact numbers for essential personnel are current. Agency leadership and appropriate staff are kept informed regarding any approved changes to the plan.

The general requirements for maintaining the DFPS COOP include:

- Following DFPS strategy for methodically reviewing and identifying issues that could affect COOP planning or operations. Reviews may involve agency leadership for resolution of issues. The long-term plan maintenance of the DFPS COOP will be planned in advance and completed according to an established schedule.
- Reviewing COOP policies and procedures at least annually as part of the continuity program to ensure they reflect current conditions. Additional reviews and updates will occur after exercises and real-world incidents, as well as changes to DFPS's structure, essential functions, or mission.

AUTHORITIES AND REFERENCES

Authorities

Texas Labor Code Section 412.054

References

The Texas Homeland Security Strategic Plan 2021-2025

FEMA Continuity Guidance Circular (CGC)

[State Office of Risk Management Website](#)

ANNEX A. MISSION-ESSENTIAL FUNCTIONS

Defining DFPS MEFs is the cornerstone for business continuity planning. The table below lists the DFPS MEFs. During any interruption in service, the priority for continuity and

recovery efforts may change based on the conditions and circumstances of the recovery efforts.

Agency Mission ion Essential Functions
Statewide Intake - Receive CPS, CPI, and APS referrals and transmit to local offices >> Tier 1 or 2
CPS Program Intake - Receive and assign Priority 1 & 2 CPS Abuse and Neglect Intake Reports >> Tier 1 or 2
APS Program Intake - Receive and assign Priority 1 APS and Priority 1 & 2 In-Home Abuse and Neglect Intake Reports >> Tier 1 or 2
CPI Program Intake - Receive and investigate Priority 1 & 2 Abuse and Neglect Reports for CPS Programs; Investigate Priority 1 CCL & RCCL intake reports >> Tier 1 or 2
Special Investigations - Receive and investigate Priority 1 & 2 Abuse & Neglect High Profile Cases (fatalities, near death, and human trafficking) >> Tier 1 or 2
Communications - Provide effective internal and external communications during and after the incident; Provide vital information to contractors, vendors, community partners, staff, clients and the media—See Communications Plan >>ESF Tier 1
IT/Technology - Provide support of automation and telecommunication needs which includes IMPACT (Information Management Protecting Adults and Children in Texas)

DFPS has established priorities for resuming essential functions that facilitate its ability to provide services as rapidly and efficiently as possible during a continuity incident. Tasks not deemed essential may be deferred until additional personnel and resources become available.

DFPS MEFs are functions that must be continued throughout or resumed rapidly after a disruption of normal activities. DFPS has identified all functions and MEFs in the agency with a recovery time objective of immediately to eight hours, as the highest priority.

ANNEX B. ESSENTIAL RECORDS MANAGEMENT

A vital state record is defined as any state record necessary to:

- (a) The full spectrum of all-hazards emergencies, including records critical to carrying out, resumption, or continuation of state agency operations in an emergency or disaster;
- (b) The legal and financial status of the agency; or

(c) The protection and fulfillment of obligations to the people of the state.

Vital records must be backed up with the duplicate records stored off-site so in the case of a disaster, the backup version can be used to resume normal business.

Vital records have been identified by each division, department, and program area and are managed by the DFPS Records Management Office. Additionally, each division, department, and program area will serve as a repository of this information.

Preparedness and Response Actions

Prior to Event

- Directions to staff on how to protect their records for an upcoming storm are included in the announcements RAS sends out via Send Word Now.

After the Event

- Records Management Group (RMG) consults with RAS and Program Management to determine the extent of damage to any records.
- RMG visits on-site, when allowed, to gather any salvageable records and sends them to their assigned Records and Imaging Office (RIO) for digital scanning.
- For any records too damaged to be taken by RIO staff, a request will be made through RAS for the records to be restored. This is accomplished by a private vendor.
- If they are restored successfully, the records will then be converted to digital images.
- For any records unable to be restored, RMG documents in the records logs what occurred.

ANNEX C. LEADERSHIP AND STAFF

DFPS Leadership and Orders of Succession

Leadership and Orders of Succession

Succession to office is critical in the event DFPS leadership is debilitated or incapable of performing their legal authorized duties, roles, and responsibilities. The designation as a successor enables that person to act for and exercise the powers of a principal, if necessary. The following pre-determined orders of succession are designed to allow for an orderly, pre-defined transition of leadership within DFPS. The signed orders of succession are located at S: Program Support/Business Continuity.

Continuity of Operation Order of Succession
Commissioner

Deputy Commissioner
Chief Operating Officer
Chief of Staff
General Counsel
Associate Commissioner of CPS
Associate Commissioner of CPI
Associate Commissioner of APS
Associate Commissioner of Statewide Intake

ANNEX D. DISASTER PROTOCOL ANNEX

DFPS Responsibilities

The following are the Program-specific disaster response plans:

CPS:

PHASE	RESPONSIBILITY
Preparedness	<p>DFPS asks staff to always ensure their personal safety first and foremost when determining if they are to come to work. DFPS staff who evacuate are advised to stay in touch with their supervisors and heed the advice of local officials as to when it is safe to return to their homes. Regional Leadership will implement a plan with each program/unit to be able to communicate about each DFPS staff members safety.</p> <p>In addition, DFPS relies heavily on a variety of communications methods to provide information to staff.</p> <p>CPS ensures the safety of children by requiring families to have a disaster plan indicating their location before, during, and after the affected disaster area and includes a requirement to notify CPS of each child's location should evacuation become imminent.</p> <p>Caregivers of children in DFPS conservatorship are required to evacuate their home if an evacuation is mandated for the area in which the caregiver lives. Foster/Adoptive Home Development workers are responsible for ensuring that DFPS homes (including those verified/approved as a result of an ICPC request) complete Form 2288 (Disaster Plan for Foster/Adoptive and Kinship Homes) and the Kinship Development or Conservatorship worker (if no Kinship development worker is assigned) is responsible for ensuring the kinship homes complete Form 2288.</p>
Response	<p>Each foster/adoptive and kinship home must have a written Disaster Plan on file with CPS as these homes need to be</p>

prepared and have an evacuation plan in the event of an emergency.

CPS Response actions for children include:

The CPS Director of Field will designate staff to contact the CPS Data Request Intake and Tracking (DRIT) Liaison to initiate a DRIT request for a list of children, including the contact information for their caregivers, who reside in the forecasted or impacted area in:

- DFPS Conservatorship
- Sub C-IC
- FPR

The request will specify the area by county or Region and the CPS DRIT Liaison will reference DRIT number 92864 when initiating the request. Staff designated by the CPS Director of Field will sort and distribute appropriate DRIT spreadsheets accordingly.

Additionally, within 24-hours of an advisory, foster/adoptive, kinship, or conservatorship workers will:

- Make telephone contact with each of their assigned families located in the advisory area;
- Verify the information on Form 2288;
- Remind the family evacuation is required if mandated for their area;
- Remind the family to take at least a two-week supply of medication for the child, if applicable, and if the family evacuates; and
- Instruct the family how to contact DFPS in order to report the children's location and conditions after they reach their evacuation destination.

CPS Response actions for staff include:

- The CPS Director of Field will designate responsibility for creation of a list of staff who reside in, or whose headquarters are located in the forecasted or impacted area from the DFPS All Positions Report-hr 41 report.
- In the event of a staffing shortage and a need for state office support, the Regional Director will notify the CPS Director of Field who will assign responsibility for initiating and documenting contacts.

CPI:

PHASE	RESPONSIBILITY
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Preparedness

The CPI Director of Field Operations, or designee, will have primary responsibility for managing CPI's internal disaster and emergency protocols.

Succession:

In the event t the CPI Director of Field is unable to carry out the disaster protocols, they will designate a regional director to assume all responsibilities. The delegated regional director will assign duties to program staff throughout the state, as appropriate, to manage the crisis. CPI staff will be notified the succession protocol has been activated via an emergency announcement communication.

Staff Responsibilities Prior to the Event

If local officials give a disaster warning or advisory at least 48 hours before the disaster is expected to occur, CPI staff must complete the following actions:

- Review the contact spreadsheet provided by staff reporting to the CPI Director of Field to determine which clients/families reside in or near the impacted area and are at risk;
- Contact clients/families at risk either by telephone or face-to-face and discuss their emergency plan which should include procedure to protect against potential hard and advise them of the possible dangers for not evacuating;
- Provide clients/families with emergency telephone numbers and instructions on obtaining local evacuation shelter information in the event an evacuation is necessary; and
- Gather the name and location for where the family plans to go if they evacuate.

Response

Response actions:

- Staff debriefs should begin as soon as practical after an incident; When initiated they will occur daily with Regional Leadership to determine staff impact, children seen, new case triage, and any other needs of the impacted areas.
- Upon receipt of the emergency announcement email, the actions below are to be taken for children:

The CPI Director of Field will designate staff to initiate a DRIT for a list of children, including the contact information for their caregivers, who reside in the forecasted or impacted area.

The following reports will be utilized to initiate the DRIT:

- Parental Child Safety Placement
- Children in DFPS Custody Still with Inv. Primary
- 31 Report – Children Not Seen

The DRIT and information will be placed on the Program Administrator (PA) SharePoint. The regional director assistant (RDA) will ensure documentation surrounding contact with these children and their safety is uploaded and documented on a spreadsheet and saved on the PA SharePoint.

Staff designated by the CPI Director of Field will sort and distribute spreadsheets as follows:

- Parent Child Safety Placements:
 - Staff designated by the CPI Director of Field sort the spreadsheet by stage type, merge into the contact spreadsheet, and provide the list of children in investigation to regional staff who will initiate contacts, unless the CPI Director of Field designates alternate staff.
- 31 Report Children Not Seen
 - Staff designated by the CPI Director of Field sort the spreadsheet by worker region and children having no face-to-face. the regional directors in the impacted areas will delegate tracking of face-to-face attempts.
- New Intakes
 - Should impacted areas request assistance in managing and triaging new intakes due to a shortage of staff, the regional director notifies the CPI Director of Field. Together they will designate staff to access, route, and triage new intakes in the impacted areas. The designee will ensure tracking of intakes and will utilize the new intake tracking log located in the PA SharePoint.
- As contacts are initiated, staff will update the information-gathering spreadsheets to reflect contacts with caregivers, and the status of children for whom they are responsible. This will also include the families' plans if they later become impacted by the disaster.
- Staff outside the impacted area will be assigned responsibility for initiating contact at the discretion of the CPI Director of Field.

- Tracking spreadsheets will be updated daily in the PA SharePoint so the process of merging information into a master spreadsheet can be completed. If field staff are making contacts, responsibility will be assigned on the local level for gathering contact spreadsheets and saving them to the PA SharePoint.

The following actions are to be taken for staff:

The CPI Director of Field will designate staff to initiate a DRIT for a list of staff who reside in, or whose headquarters are located in, the forecasted or impacted area.

- Staff designated by the CPI Director of Field will upload the list in the PA SharePoint.

The tracking spreadsheet will be managed by staff designated by the CPI Director of Field:

- As contacts are originated, the tracking sheet will be updated.
- In the event of a staffing shortage, there will be a need for State Office support; the regional director will notify the CPI Director of Field, who will assign responsibility for initiating, and documenting contacts.

A copy of the tracking sheet will be updated daily in the PA SharePoint and the CPI Director of Field will be apprised the following morning of all staff who have not been accounted for.

APS:

PHASE	RESPONSIBILITY
Preparedness	The APS GO TEAM! consists of 19 volunteers from across the state staff and includes: case workers, worker V's, supervisors, subject matter experts (SMEs), PAs, and a regional attorney. The APS Go Team! serves as the first deployed should a natural disaster occur. Each member will be issued a Pro Card and either have a personal credit card or state-issued credit card for hotel, food, and gas

Response	<p>expenses. This team will be able to deploy quickly without having to wait for a Pro Card or Xtra card to be issued.</p> <p>Response actions:</p> <ul style="list-style-type: none"> • APS has non-coastal districts assigned to coastal districts that will provide backup during natural disasters. • The APS GO TEAM! will be put on stand-by once an event is imminent and deployed to the affected area when law enforcement determines it is safe to do so.
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PEI:

PHASE	RESPONSIBILITY
Preparedness	<p>When a disaster occurs, PEI will ensure the safety of PEI staff and providers, as well as assess the impact and potential planning that should occur for continuity of services and operations.</p>
Response	<p>Response actions for Affected PEI Staff Protocol include:</p> <ol style="list-style-type: none"> 1. The direct supervisor will make every effort to contact their team member to ascertain their welfare and status as soon as possible. 2. Staff in any impacted areas should abide by HHSC or DFPS office closures. 3. Any time, a disaster prevents a staff member from getting to their office, either due to accessibility issues or personal property issues, they should notify their supervisor. 4. Supervisors will escalate information, as appropriate, through their chain of command. 5. The following messaging and information will be shared with staff by their supervisor, unless otherwise indicated, according to existing DFPS policy : <ol style="list-style-type: none"> a. Messages are sent through the calling tree at the onset or prior to a disaster, providing instructions on reporting to work, coverage for essential services, and other vital information. These messages remind staff that important information and resources will continue to be posted on the DFPS intranet and public website. Other messages will be sent up and down the calling tree as needed until normal communications methods are restored. For PEI, each manager will contact their staff via phone call or text and

designate a backup designee in the event the manager is unable to perform this task.

- b. Emergency Announcement email: At the onset or prior to a disaster, the DFPS Communications division will send a broadcast email from the DFPS Commissioner or Executive Team to all staff notifying them of the impending disaster or emergency. This email will provide instructions as warranted and will notify staff about information and resources available on the public website. Other broadcast emails are sent as the situation dictates.
- c. Public Website Resources: The DFPS Communications division works with all agency areas to build and maintain a variety of resources for staff and the public on agency Websites. All significant communications to staff are mirrored on the web so those who need to reference them or have additional questions have that information at their fingertips. If email and the intranet are compromised, critical staff information is duplicated on the DFPS public website.
- d. Office Preparations Email: In the event of a hurricane or other widespread weather event, staff in each affected office are sent instructions on how to protect state assets, including computers, files, and records.
- e. IT Inspection of Equipment: Prior to staff returning to offices which have been closed due to damage, IT staff inspects equipment to ensure it is safe to use.

Affected Contractor Protocol:

Any time, a disaster could impact the welfare and/or business operation of a contractor, PEI will follow the following protocol:

1. The program specialist (backup personnel would be program lead or program division administrator for that contract) will make every effort to contact that operation to ascertain their status within 24 hours of the event. PEI staff should determine:
 - a) Extent of impact, such as contractor staff impacted, the operation's structural damage, and other similar impact.

- b) Extent of the service effect to clients, including any inability to provide services, possible numbers of clients unable to serve, severity of impact on clients, and other similar impact.
2. The program specialist will escalate this information to their direct supervisor to determine next steps. Issues to take into consideration:
 - a. Does PEI need to give formal approval for any adaptations to service or supports provided to a community?
 - b. Does executive leadership need to be made immediately aware of any issues related to the disaster circumstances?
 - c. Does executive leadership need to conduct any outreach and/or communication to a contractor?
 - d. Does there need to be a PEI Reporting System (PEIRS) data entry accommodation?
 - e. Does there need to be a PEIRS invoicing accommodation?
 - f. Does there need to be a plan to work with the contractor if the service delivery is impacted?
3. The program specialist will document any recommended next steps in an email summary and receive approval from their direct supervisor.
4. The action steps should be distributed to all key parties for approval. At a minimum this should include the contract manager assigned to the contractor and the division administrator of Research and Evaluation. Depending on the action required, the program specialist will obtain proper approval, which can include cross team staff and different levels of leadership.
5. The program specialist will monitor completion of the steps/actions frequently, updating the status, and/or modifying and adding any additional steps/actions needed.
6. The program specialist and contract manager will determine a plan to conduct regular check-ins, depending on the severity and nature of the disaster, with their contractor(s) until the disaster event emergency passes.
7. Any time during the monitoring of the action steps information needs to be escalated, the program specialist or contract manager will inform their direct supervisor. The supervisor will determine if the information needs to be escalated up the chain of command.

8. Final summary status will be compiled by the program specialist to report to their direct supervisor who determines whether or not it requires escalation and/or distribution to other key staff.
 Disaster documents will be filed in a created share drive folder for the specific disaster event.

**SWI:
 Consequence of Function, Plan I.1**

Problem Description:	Phone Provider Down
Component Function	The current DFPS phone provider is Lumen, and it is managed by the HHS Telecom Team. It is unlikely Lumen as a network would go out of service, but this problem situation contemplates complete outage
Problem Consequences	<ol style="list-style-type: none"> 1. No external digital phone or analogue calls of any type are received or transmitted. 2. E-reports and correspondence are the only viable means of receiving reports.
Notifications	<ol style="list-style-type: none"> 1. The DFPS Automatic Call Distributor (ACD) Administrator and HHS Telecom Team 2. SWI Associate Commissioner (when necessary, SWI Associate Commissioner makes remaining notifications) 3. Chief Operating Officer/Executive Team/Information Resources Technology (IRT) 4. SWI Internal Notifications 5. Director, IT Operations 6. Director, Program Support 7. Business Continuity Planner 8. Media Relations Manager
Task Responsibility DFPS ACD Administrator and HHS Telecom Team	<ol style="list-style-type: none"> 1. Contact phone provider 2. Initial troubleshooting and reporting. 3. Determine if a work around may be implemented during standby for necessary actions once service is restored.
Task Responsibility SWI	<ol style="list-style-type: none"> 1. ASAP determine what media are available for intake receipt. 2. Redirect staff to E-reports & correspondence 3. Initiate Notifications
Task Responsibility IT/General computing Services (GCS)	<ol style="list-style-type: none"> 1. Assist with troubleshooting. 2. Standby for necessary actions once service is restored.
Task Responsibility	<ol style="list-style-type: none"> 1. Keep IT informed of the status of problem-solving.

Lumen	<ol style="list-style-type: none"> 2. Standby for necessary actions once service is restored. 3. Fix issue and restore services
Task Responsibility Media Manager	<ol style="list-style-type: none"> 1. Prepare public information statement encouraging intakes to e-reports or alternative methods.
Task Responsibility Program Support	<ol style="list-style-type: none"> 1. Through the DFPS Operations e-mail, notify all personnel of the loss of intake ability and internal phone use.
Plan Testing, Training, Exercising and Maintenance	<p>HHS conducts tests and exercises of the Avaya and Cisco platform systems. The Avaya platform has two data centers with AT&T carrier capacity for fail over redundancy.</p>

COMMUNICATION APPENDIXES

This appendix contains examples of past communications that may be used as a starting point.

Appendix 1 – Emergency Announcement Email (Example #1)

As you may know, Tropical Depression Harvey is expected to strengthen into a tropical storm or hurricane and make landfall on the Texas coast by Friday or Saturday. This storm will produce heavy rains and flooding in some areas along the Texas Coast but could also cause flooding further inland. Please stay tuned to your local weather situation and heed the warnings and instructions of local officials.

I know how committed you are to protecting children and vulnerable adults. However, please be careful as you travel to the office or in the field. If your office is open, and you don't believe you can safely get there, contact your supervisor. If your office is closed, stay home unless you are designated as essential personnel. Again, coordinate with your supervisor.

The best way to find out if your office is open or closed is to make sure your contact information is up to date in the [Emergency Notification and Alert System](#). If for any reason you are not registered with the system, please [register](#).

In case of evacuations, make sure you know who to call in your chain of command and that your supervisor has all your contact information. Talk to your supervisors if you are unfamiliar with your Emergency Calling Tree protocol. Also, programs should make sure on-call schedules are up to date in IMPACT.

It's possible that you could lose access to the DFPS Safety Net and agency email in a widespread weather event. If that happens, we'll post emergency information on the [DFPS public website](#), which you can access directly on your agency or personal

phone. We may also send messages through the [DFPS Facebook page](#) or [Twitter account](#).

If there are evacuations, we will ask DFPS foster parents to check in with us, either by filling out a survey on our public website or by calling the Texas Abuse Hotline at 800-252-5400. CPAs and all other types of residential providers will do the same for the children in their care.

Again, be careful, stay in contact with your supervisor, and watch for more messages as this event unfolds.

Commissioner Hank Whitman

(Example #2)

Tropical Depression Imelda is causing widespread flooding in Southeast Texas and could cause flooding in Northeast Texas over the next couple of days. From Houston to Beaumont, some DFPS offices and many homes and roads are flooded.

Please stay tuned to the local weather and heed the warnings and instructions of local officials. They will let you know if you need to shelter in place or evacuate. If you do evacuate, make sure you know who to call in your chain of command and that your supervisor has all your contact information.

I know how committed you are to protecting children and vulnerable adults. However, please be extremely careful as you travel to the office or in the field. If your headquarters is open and you don't believe you can safely get there, contact your supervisor. If your office is closed, stay away from it and coordinate with your supervisor.

Put your safety first. Getting stranded in a flood or putting yourself at risk doesn't help our clients. If it's not safe for you do a safety check on a client, contact first responders in your area to request one.

Also be aware that we will post information for you on the Safety Net or even the Public Website if the need arises. Finally, programs need to make sure on-call schedules are up to date in IMPACT.

Thank you for protecting the unprotected and remember to put your safety first.

Acting Commissioner Trevor Woodruff

Appendix 2 – Emergency Leave and Payroll

(Example #1)

Emergency Leave for DFPS Staff Affected by Tropical Storm Imelda

DFPS understands staff who have been personally affected by flooding from Tropical Storm Imelda may need time off to take care of personal business.

That is why, effective immediately, Acting Commissioner Trevor Woodruff has authorized:

- Up to five days of emergency leave for employees unable to report to duty because of personal loss or damage from the flood.
- Payment for overtime pay for staff who work overtime because of this event.

Below are the four time-reporting instructions related to this event.

1. Time Off to Attend to Personal Matters

In consultation with their directors, supervisors will validate the need for leave and work with their employees so staff have the opportunity to care for their homes and personal property.

Employees unable to report for duty:

- Must notify their immediate supervisor of the need to take care of their personal obligations.
- May use up to five days (40 hours) of emergency leave and enter the time reporting code DSTRT (Emergency Leave During Disaster) and the override reason code IMLDA (Tropical Storm Imelda) into CAPPs if they are unable to report to work as scheduled.
- May not request emergency leave if they are on leave without pay (LWOP) or on other approved leave (e.g., sick leave, vacation, etc.).

The 40 hours of emergency leave can be used for time taken during the flood or to deal with issues related to the flooding, such as meeting with insurance adjusters. Employees should give their supervisor as much notice as possible and can use the 40 hours of emergency leave as needed.

2. Time Off Because the Office Is Closed

If you need to take time off because your office is closed for this weather event, use the time reporting code OFTWT (Office Weather Closure) and the override reason code IMLDA (Tropical Storm Imelda).

3. Working in Support of Disaster Relief Efforts

If you are working in a supporting role for this event, use the time reporting code REGDS (Hours Worked during Disaster) and the override reason code IMLDA (Tropical Storm Imelda).

4. Requesting and Processing Overtime

If you are working overtime that is related to this flooding event (including those assuming additional duties in support of affected agency staff), you are eligible to be paid for any overtime hours. You must enter the actual number of hours worked, in excess of the eight hours regularly scheduled, in your CAPPs timesheet and use the override code IMLDA (Tropical Storm Imelda).

If you work an unscheduled workday, enter the total number of hours worked using the time reporting code “REGHR” and the override code IMLDA (Tropical Storm Imelda).

To be paid:

1. You must enter a request for overtime hours to be paid through the CAPPS system and enter “Hours worked in support of Tropical Storm Imelda” in the comments.
2. Your supervisor must:
 - Confirm that the overtime is related to work associated with this flooding event.
 - Enter a time reporting code of “FLSAP”.
 - Enter the correct number of FLSA overtime hours to be paid in support of the flooding event.
 - Enter the override reason code IMLDA (Tropical Storm Imelda) and in the comments field enters “For hours worked in support of Tropical Storm Imelda.”
 - The supervisor will get a pop-up screen to approve the payment as appropriate.

Once your supervisor approves the payout of overtime, you will receive the payment for the overtime hours. The timing of the approval will determine whether the hours will be included in your regular monthly payroll or a supplemental payroll. Managers should review the payroll calendar for payroll processing dates.

(Example #2)

Overtime Instructions

Last night the President issued a disaster declaration for Texas. Aside from making federal assistance available to Texans who suffer hardships, it means DFPS employees must track the time they work on hurricane-related activities.

What this means to you

When you record your time in CAPPS, you need to designate the time spent on hurricane-related duties.

Enter the time-reporting code REGDS (not REGHR) and the override reason code HARVY to specify hours worked in support of disaster relief efforts. This includes scheduled hours and overtime hours.

If your office is temporarily closed and you have been authorized not to work your scheduled hours, use the emergency leave time-reporting code OFTCT (office temporarily closed).

Example

Worked 10 hours all in support of disaster relief.	Use time reporting code REGDS and the override reason code HARVY to for all 10
--	--

	hours.
Worked 6 hours on normal duties and 4 hours on hurricane related activities.	Use reporting code REGHR (regular hours worked) and enter 6 hours. Add a new line and use time reporting code REGDS and the override reason code HARVY and enter 4 hours.
Did not work normal 8 hours scheduled	Use the emergency leave time reporting code OFTCT.

If you do not have access to CAPPS timesheet during this event, keep track of the hours you work manually and make any necessary entries when you have access to CAPPS. Questions can be directed to the HHS Service Center at 1-888-894-4747, or via email to HHSTLLaction@hpsc.state.tx.us

Travel

Any travel related expenditures associated with Hurricane Harvey should be charged to your usual PAC. Please explain in the travel description that it is related to Hurricane Harvey.

Other Purchase/Expenditure Requests

Any purchases for goods or services related specifically to Hurricane Harvey will need to go through the normal purchase request and approval process. Please reference **HARVEY** when submitting any requests for goods or services related specifically to the hurricane activities.

Appendix 3 – Employee Assistance Message

Natural disasters are very traumatic. To support DFPS employees and their families who have been affected by Hurricane Harvey, our employee assistance program provider, Deer Oaks, is offering support sessions in your area.

Each session allows staff to talk about their losses and share their reactions. Trauma experts will provide supportive listening and education on grief and loss. They will also share some strategies for how to cope with trauma and discuss the support services that are available to you.

Typically, each session lasts two hours. The first hour focuses on group interaction, and the second hour is reserved for those who wish to speak with a therapist one on one. These sessions are open to any DFPS employee, as well as their adult family members. We have arranged for multiple sessions within your area since space may be limited. [\(insert dates, times, locations here for appropriate region/offices\)](#)

You will find a few helpful resources attached to this email. If you need additional information or resources, you may also contact Deer Oaks at 1-866-327-2400.

Appendix 4 – Office Preparations Email Example

TO ALL DFPS STAFF/ Region _____:

For all sites affected by the inclement weather situation (describe), please ensure the following preparations for IT equipment and official case records (paper, CDs, videos, etc. - regardless of medium) are handled prior to leaving your office today.

1. Shut down and disconnect all equipment (PCs, printers and copiers/docu-centers).
2. Cover equipment with plastic bags. The Local Office Coordinator for your office will have these supplies.
3. Make sure no electrical surge protectors are on the floor.
4. As per IT policy, no automation equipment should be on the floor.
5. Safeguard any data stored in CDs to avoid damage in the event of flooding.
6. For training sites, trainers should follow the above procedures for all training rooms.
7. Make sure all case files and records are off the floor and stored appropriately. If you have boxes of records that are part of the Records Cleanup Project, please make sure they are off the floor as well.

Note: For staff with GoToMyPC, it will not be available since your PC will be shut down.

TO ALL LOCAL SITE CONTACTS:

If the site encounters an electrical outage or water damage, you are to immediately contact Regional Administrative Services at _____ or _____ (RSM) at _____.

In the event of damage to any IT equipment or issues when powering them back on, the Local Site Contact should call the Customer Service Center at (877) 642-4777.

Appendix 5 – Cascading Communications Example

Attention all DFPS Staff

In the days and weeks ahead, you will receive a number of broadcast emails and other communications that contain information critical to protecting DFPS staff and clients from Swine Flu or maintaining agency operations.

Each DFPS employee is required to read all Swine Flu messages and apply the information if it relates to their job.

All Swine Flu related broadcasts are available in one place for easy reference– the homepage of the [DFPS Intranet](#).

Instructions for DFPS Managers

1. Immediately forward this email to all your direct reports.
2. Instruct your staff to read all Swine Flu broadcasts and incorporate all applicable information into their daily work.
3. Ensure these messages reach your staff by discussing the contents of each broadcast with your staff members at the earliest opportunity. This can be as simple as reviewing the broadcast at regular meetings and discussing what that means to each person.
4. Managers who supervise other managers are responsible for assuring that those managers are complying with this directive.

Appendix 6 – Public Website Post Example

(DFPS website homepage tease)

Resources for Families Affected by Tropical Storm Imelda

Have you or your family been affected by Tropical Storm Imelda? Use this [list of resources](#) to get help with food, shelter, and more. Would you like to help? The [same page](#) explains how you can assist foster youth, the elderly, and the disabled. [[go now](#)]

Appendix 7 – Situation Reports



Texas Department of Family and Protective Services

Summary of Statewide DFPS Activities

Hurricane Harvey
September 5, 2017

DFPS requires that licensed individuals who care for children in TMC or PMC contact the department if they must evacuate. They can contact the department through Statewide Intake or complete a survey on the DFPS website to inform the agency of the location and condition of the children in their care. Data on the survey results is below.

As of 2 pm on 9/5, 652 survey responses have been received, with approximately **1,581** children in GROs, RTCs or Foster Homes who have reported evacuation on the survey and **all children and youth are reported safe with no incidents.**

Current GRO Evacuations: 6 Evacuations (two of these operations do not care for DFPS children)

- R11 - Connections (GRO –Emergency Care Services) to their shelter in New Braunfels, Tx
- R08 – Brownson Home (GRO – Child Care Services) to La Quinta Inn, San Antonio, Tx
- R06 – SWK Casa Quetzal (GRO – Child Care Services) to Channelview, Tx
- R05 – Girls Haven (GRO- Multiple Services) to Methodist Children’s Home in Waco, Tx
- R05 – Boys Haven of America (GRO –Multiple Services) to Jasper, Tx
- R05 – Buckner (GRO –Emergency Care Services/Assessment Services) to Burnet, Tx

Current RTC Evacuations: 1 Evacuation

R08 – Devereux (Victoria campus) (GRO RTC) to Aquilla, Tx

CCL (Daycare Licensing) has received 771 survey results, with 298 operations indicating that they are not operating, the majority located in Harris, Fort Bend, and Nueces counties. From those 298 closed operations, a total of 16,252 children have been displaced. CCL will be allowing and approving operations to temporarily relocate and use temporary portable buildings to help centers resume care as quickly as possible. Staff

who are able in the Houston area are back at work today and coordinating with area operations to resume care as soon as possible.

Child Protective Services (CPS)

- Nineteen offices in Regions 07,08, and 11 re-opened today.
- CPS has staff stationed at both Houston shelters and shelters in Dallas from 8 am to 8 pm daily. Families are identifying themselves to our staff at shelters and asking to get messages to their caseworkers. So, this is a positive.
- There continue to be areas in all of the impacted regions where it is not safe to travel.
- In some areas of the state, we are hearing from law enforcement that they cannot go out on cases where we also cannot get out due to the ongoing extensive rescue efforts.
- Staff are arriving in Houston today to provide assistance on Investigations, Family Reunification, and FBSS cases. We are in the process of trying to finalize a snapshot of what our workforce will look like next week in impacted areas.
- Region 5: still, lots of areas underwater and flooding is ongoing. Evacuations were still occurring over the weekend. We are continuing outreach to determine status of staff and children.
- We learned that registration at Red Cross shelters is a “paper and pen” process and there will not be a way to easily identify what families are at what shelters. We are having further discussions with Red Cross. We have requested assistance from Red Cross/FEMA in helping us locate families. They have one database we are attempting to get access to. We can also use Safe and Well to locate families. This is a site where people who have been displaced register their location.
- We have begun coordination with the teams from National Center for Missing and Exploited Children in Houston.
- While we have received spreadsheets regarding children placed with CPAs in the impacted areas, the situation continues to change by the hour, and we are receiving ongoing updates from providers. As evacuations continued in many areas over the weekend, we are continually updating information. There have been no reported concerns from CPAs. We have completed initial review and cross reference of provider information and evacuation survey information, have reached back out to specific providers for additional information, received updates, and are completing our reconciliation.
- The following GRO/RTCs remain evacuated. We have visited all children at evacuation sites. We have also provided information to CASA regarding these evacuations.

Connections: 11 children
Buckners: 14 children
Devereux Victoria: 23 children
Girls Haven: 23 children
Boys Haven: 4 children

- Two churches in East Texas donated thousands of dollars of clothing, shoes, and other items for the ten children who evacuated from Wee Care facility last week and who had lost all their belongings in the storm. The items were delivered this weekend.
- All 4 youth who ran away from Montgomery County during the storm have been located. A Harris County youth is on runaway since the storm started and has not been located. (Additional Harris County youth that ran during storm have returned.)
- We continue specific outreach to all GRO/RTCs that evacuated specifically to discuss short-term and long-term needs. So far, there are two providers that are considering relocation. Three providers have told us they will have to rebuild. We have had 11 providers and/or faith-communities that have offered up vacant space, if there are facilities that want to temporarily move operations on to a different site. We will coordinate exploration of all possibilities and we continue to receive new information from providers and update current available capacity in real time.
- Communication will go out today to both conservatorship staff and residential providers to encourage everyone to promote contact between children and family members on their approved contact list who may have been impacted by the storm to reduce anxiety and concerns with youth in care.
- Our medical services staff have completed attempted contacts to all caregivers for primary medical needs children in areas impacted by the storm. We have also circled back around on region 5 due to the changing nature of the situation in that region. We successfully contacted 459 families. There are 19 families we have not been able to reach after multiple attempts. That information is being provided to the field for follow up face-to-face visits as identified. Medical services staff continue to trouble shoot and problem solve with caregivers as issues are identified.
- Superior has provided a file list of their contacts. They have made substantial outreach. Superior reports providing these types of supports:
 - ▶ Worked to find an alternate refill pharmacy to ensure a member had enough medications in case of extended inclement weather.
 - ▶ Coordinated early medication refills to ensure adequate supply, to include obtaining overrides if needed.
 - ▶ Helped ensure an adequate supply of formula to meet members' nutritional needs.
 - ▶ Worked with a special needs caregiver and followed up on her need for transportation out of an impacted area with several special need's kids.
 - ▶ Worked with an IP facility to ensure placement days were in place/covered as a member was transferred from one facility to another due to the weather.
 - ▶ Worked with coordinating CPS and an IP facility to make sure placement days were in effect appropriately.
 - ▶ Worked with an RTC to help coax a youth into agreeing to evacuate.
- We also asked for specific help for continuity in treatment services to one evacuated GRO, providing substance abuse treatment. They will provide.

- Family-Based Safety Services families: We are continuing outreach and beginning to locate activities to families we have not yet reached. Staff are beginning face-to-face visits in the impacted areas where we can safely travel. We are referring them to all resources available and offering them all the support we can. Staff from other parts of the state are arriving in Houston today to provide additional manpower to locate and visit families.
- Family Reunification: We have completed first contact on these families. We had 516 on our list for the affected counties: 62 were on list in error (either already had cases dismissed or were not actually in an affected area); 85 were attempted but contact could not be made (the bulk of these were in Harris County). 366 were contacted either by phone or face-to-face contact. We are beginning attempts for face-to-face contact to families we have not yet reached. Staff from other parts of the state are arriving in Houston today to provide additional manpower to locate and visit these families.
- Kinship/CPS Foster Adoptive homes: All were contacted prior to event. Second follow up contacts to follow up with these homes was completed Friday. Not all families have been reached. We are beginning to locate activities and face-to-face visits for those we have not been able to reach, where it is safe to travel. We have reached out to the Department of Aging and Disabilities on 24 HCS homes we have been unable to reach.
- Juvenile Justice facilities: We have 41 children in juvenile justice facilities. We have made contact with all facilities. No identified issues.
- Psychiatric hospitals: We have completed contacts to all, and no issues have been identified.
- We are finalizing our SharePoint system with the numerous compiled spreadsheets about our contacts and attempt to locate families in ongoing stages of service and working to summarize the outcomes thus far. All regions will continue documentation in the system, so we can track progress.
- We made a plan for quickly requesting courtesy visits when families in any stage of service are identified who have moved.

Adult Protective Services (APS)

- APS is in the process of assessing the needs of Regions 05, 06, and 11 and are preparing to mobilize staff as needed, deployment to begin this week.
- APS has seen more clients who have been evacuated to emergency shelters and need assistance. Many have medical needs that cannot be met in the emergency shelters and there are clients in need of dialysis. APS is contacting area nursing homes to plan for placement of some clients as appropriate and referring others with specialized needs.
- APS is seeing clients in hotels and shelters who were receiving home health services prior to the evacuation and are now displaced and in need of home health services.
- APS has been in touch with DADS and there are waivers pending as of today that will assist in the reinstatement of home health services at the client's new location with a new home health provider agency. There are also DADS waivers in process

of implementation to ease the restrictions of nursing home patients who will need to establish a new nursing home as their place of residence.

DFPS Infrastructure/State Office

- DFPS staff have evacuated in areas where this is mandatory and have been advised not to return to their offices as long as they remain closed.
- DFPS staff are also being displaced, some temporarily until the storm surge recedes and some until new housing can be secured. DFPS programs are compiling data on the needs of the workforce and accounting for the needs of our clients.
- DFPS is receiving requests for needs from families and requests from potential donors. DFPS is working with our partners to ensure that we can facilitate the needs of our clients and partner with our communities.
- Statewide Intake is documenting storm-related intakes with a specific “Disaster code”, so we can be aware of storm specific incidents.
- DFPS staff are also manually tracking the time spent on storm-related activities and inquiries. These will ultimately be recorded in the CAPPs system and will be available for remittance to FEMA for disaster reimbursement.
- DFPS has been coordinating with Law Enforcement agencies in affected areas to ensure that in locations where DFPS staff cannot safely respond to an intake or clients in need of services.
- Statewide Intake has backup generators to ensure that the phone lines for the abuse/neglect hotline remain operational.
- Regional Administrative Services and IT are coordinating to ensure asset protection (buildings, computers, and technology, etc.).

Statewide Intake Data with Disaster Code for Hurricane Harvey

- Data collection began at 10 pm on 8/24
- 465 total intakes for clients in disaster areas/affected by the disaster

APS P-1 = 84

APS Others = 101

APS PI P1 = 3

APS PI Others = 5

CPS P-1 = 13

CPS Others: = 49

Licensing P-1 = 0

Licensing Others: = 1

Case Related Special Request = 2

Information and Referrals – total 207

Appendix 8 – Updates for Governor’s Office and State Leaders (Example #1)

Good evening –

I want to provide an update on the impact of Tropical Storm Imelda on DFPS clients, staff, and facilities.

DFPS is tracking intakes specific to TS Imelda. Historically, intakes for concerns of abuse or neglect will slow during natural disasters, however DFPS still attempts to see children, families, and vulnerable adults whenever safe. If we cannot immediately access these individuals, we do make referrals to law enforcement and will see these families as soon as safely possible.

Child Protective Investigations (CPI) staff are working existing investigations and new investigations as quickly as they can. Face-to-face timeliness will be affected as access to some of these families is currently not possible. However, as the water recedes, staff will visit these families quickly to ensure safety. They are also making phone calls to check in with Parent Child Safety Placement (PCSP) families and ensure that those families have a safety plan to deal with the weather. These families will provide updates to CPI staff if their location changes.

It appears that all Special Investigators in the affected areas are safe, but some may have difficulty in returning home from out-of-town assignments. They will continue to support CPI staff as they are able.

DFPS has reached out to all DFPS Kinship/Foster to Adopt Homes, families involved with Family-Based Safety Services (FBSS), Child Placing Agencies (CPA) and General Residential Operations (GRO). DFPS is aware of no GROs or Residential Treatment Centers (RTCs) that needed to evacuate due the storm. On Thursday, Girl's Haven, which is a GRO, was unable to get folks in or out of their facility due to flooded roads. They were not required to evacuate and remained safe with water and power. Staff checked with them this morning and they reported they are fine. There have been foster families who have left their homes throughout the areas.

Child Protective Services (CPS) has been reaching out to staff and families since Thursday morning and will continue to attempt to contact those who have not yet responded in the following areas:

- Region 5 – Jefferson, Orange, Hardin
- Region 6A – (cities) Kingwood, Atascocita, Humble and Tomball
- Region 6B – Chambers, Liberty and Montgomery

Foster Placements/FAD/Kinship/Other (FRE, HCS, SIL, etc.)

Region 5:

- Contracted placements – all reached and safe.
- FAD – all reached and fine.
- KIN – all reached – 6 children had to leave their homes, but all are safe.
- Other placements (Family Reunification <FRE>, HCS homes, etc.) – actively calling all these children/placements still. Of those reached, 3 have been impacted by flooding.

Region 6A:

- Contracted placements – all reached and safe.
- FAD – 10 children in FAD placements in the impacted cities. We have reached all but one family with one child.
- 6 have been impacted by flooding.
- KIN – 67 children in KIN placements. We are still trying to reach placements for 25 children. So far 6 have been impacted by flooding.
- Other placements (FRE, HCS, etc.) – We have 30 children in other placements. We reached all but 9 of those children. Of those contacted none have been impacted by flooding.

Region 6B:

- Contracted placements – all reached and safe.
- FAD – 24 children in FAD placements – we were able to reach all FAD placements – no children impacted by flooding.
- KIN – 172 children in KIN placements. We have reached placements for 65 of these kids. 3 children impacted by flooding.
- Other placements (FRE, HCS, etc.) – 89 children. We have successfully reached 58. So far 1 impacted by flooding and evacuated.

Family Based Safety Services (FBSS)

Region 5

There are 148 children in FBSS families in the impacted counties. We are still actively attempting to reach these families. So far 8 have been impacted by flooding.

Region 6A

There are 138 children in FBSS families in the impacted counties. We are still actively attempting to reach these families. So far 4 have been impacted by flooding.

Region 6B

There are 399 children in FBSS families in the impacted counties. We are still actively attempting to reach these families. So far 0 have been impacted by flooding.

DFPS Staff

DFPS State Office is getting word that a few staff have been displaced from their homes or have experienced home or vehicle damage. We have been able to contact most of our staff in the affected areas but have also had several staff who had to be evacuated from their homes by law enforcement. Staff communications have been sent, notifying staff of office closures, and directing them to stay in touch with their supervisors.

Child Protective Investigations has reached out to all its staff in the affected areas, and they are safe, however some have evacuated or have damaged homes or vehicles.

- Vehicle Damage – 12 totals (10 from Region 06A, 2 from Region 6B).
- Evacuated/Left Home – 4 Staff (2 from Region 06B, 2 from Region 05).
- Damage to Home – 15 staff (8 from Region 06A, 7 in Region 05).

CPS has reached out to its staff to confirm their safety.

- Region 05: Several staff with flooded homes and cars. We have several who were flooded in Harvey and are now flooded again. Additionally, one staff whose home flooded had a rental car in the driveway that has flooded.
- Region 06A – few people flooded into homes, cars, etc.
- Region 06B – Homes flooded; cars flooded. Last night had to keep a child in the office from another region as could not safety transport them.

All APS staff are accounted for with no reported staff injuries or damage to staff members' homes so far. APS staff from surrounding areas are on standby to help see clients as necessary.

Superior has offered to provide assistance as needed. Thus far, we are not aware of any requests for assistance. Superior is conducting outreach to members who live in the impacted area. **No** significant concerns identified at this time. There are no situations where we are working to ensure immediate safety. We have some families seeking assistance, and we are working through needed material goods with those families.

CLOSED OFFICES IN REGION 05

City	County	Address
Beaumont	Jefferson	3105 Executive Blvd
Beaumont	Jefferson	350 Pine St FLR 9
Jasper	Jasper	928 Marvin Hancock Dr STE A
Kirbyville	Jasper	314 N Herndon
Lumberton	Hardin	347 South Main
Orange	Orange	2220 Gloria Dr
Port Arthur	Jefferson	4200 Jimmy Johnson Blvd
Silsbee	Hardin	1215 E HWY 327

CLOSED OFFICES IN REGION 06

City	County	Address
Galveston	Galveston	123 Rosenberg Ave
Crosby	Harris	6500 FM 2100 RD STE 300
Houston	Harris	3 Northpoint Dr

City	County	Address
Humble	Harris	3000 Wilson Road
Liberty	Liberty	1405 Monta ST
Conroe	Montgomery	2017 N Frazier STE C1
Conroe	Montgomery	1515 Odd Fellow St

The only damaged office we are aware of is the one on Executive Drive in Beaumont. HHSC Regional Administrative Services was able to view the damage through security cameras. They have been unable to access the other locations yet and are unsure of other damage. The Rainbow Room in the Beaumont office has been destroyed. Staff did not expect this to be such a significant event and many left computers in the office in Beaumont where it appears water was likely over the desktops.

Please let me know if you have any questions, and I'll be in touch with any updated information.

(Example #2)

Good afternoon,

I want to provide you with a quick update on the impact of Tropical Storm Imelda on DFPS clients, staff, and facilities.

DFPS programs continue to prioritize contact with children, families, and vulnerable adults. The agency has checked on the immediate safety of families involved with Family-Based Safety Services, children in foster care, and vulnerable adults involved with Adult Protective Services. DFPS will continue to check in with them while they recover from the storm, as we know that the effects of the storm may linger after the waters subside.

DFPS is glad to say that no general residential operations received damage or need to be evacuated. We are grateful to our partners in the provider community for their service to our kids and their efforts to make sure our kids are safe and cared for.

DFPS leadership is coordinating with regional leadership to ensure that DFPS staff affected by the storm can care for their own families and homes, while making sure that children and families remain safe and served.

Finally, one DFPS office remains closed at this time. Unfortunately, it appears that the Beaumont Executive Office sustained damage worse than Harvey and may be closed for a significant amount of time. Our DFPS staff are largely a mobile workforce, and we are working to ensure that staff have the equipment they need to continue to do their jobs while looking for temporary workspace.

Thanks for all that you do, and please let me know if you have questions.

Appendix 9 – Guidance for DFPS Contractors Example

Swine Flu Guidance for Contractors

Because of the critical nature of our work protecting the most vulnerable citizens in our state, all Department of Family and Protective Services (DFPS) contract requirements remain in force. ***At this time, DFPS has not waived any contract requirements due to the Swine Flu outbreak.***

However, since the situation is fluid, contractors should check the DFPS public website frequently for further instructions (www.dfps.state.tx.us).

DFPS urges all its contractors, especially those that provide direct client services, to take reasonable precautions to reduce the likelihood of contracting and spreading the Swine Flu.

DFPS urges contractors to follow the cautionary advice of health officials.

A great deal of useful information about Swine Flu is available on the Department of State Health Services and the Centers for Disease Control (CDC) websites.

- <http://www.dshs.state.tx.us/swineflu/default.shtm>
- <http://www.cdc.gov/swineflu/>

The CDC recommends good health habits like covering your cough and washing your hands, which can help stop the spread of germs like the flu. The CDC makes the following recommendations.

Avoid close contact

- Avoid close contact with people who are sick.
- When you are sick, keep your distance from others to protect them from getting sick too.

Stay home when you are sick

If possible, stay home from work, school, and errands when you are sick. You will help prevent others from catching your illness.

Cover your mouth and nose

Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick.

Practice good hygiene

Washing your hands often will help protect you from germs.

Appendix 10 – Employee Assistance Fundraiser Message DFPS Cares

When Hurricane Harvey slammed into the Coastal Bend and then stalled over Southeast Texas it became the worst natural disaster in Texas history. Today, many of our co-workers are dealing with wind-damaged or flooded homes and trying to put their personal lives back in order, even as they work to fulfill our mission.

That is why DFPS teamed up with Texas Partners for Adult Protective Services to collect donations to help our co-workers. No gift is too big or too small. So, please consider contributing \$5, \$10, \$25 or more at [DFPS Cares](#).

I want to thank all of you who have already given generously. We are more than halfway to our \$20,000 goal, and I know we can surpass that goal with your support. We will continue raising funds until **Noon on Friday September 15th**, and then equally distribute the funds to our colleagues who have been severely affected by the storm to help them meet their immediate, basic needs.

While we know the money we raise will not meet all the many needs created by this historic disaster, it is our hope that we will be able to provide a few necessities to give some relief to those co-workers who need help the most.

We spend all day, every day, caring for children and vulnerable adults. Now some of our friends and colleagues are facing great personal challenges. Some have had their homes and cars flooded and lost clothes and personal items. Some were air-lifted out of their homes to safety. Some continue to serve our clients as they themselves live in emergency shelters. Now is our opportunity to show them the same care and generosity they show the people of Texas.

Again, visit [DFPS Cares](#) and contribute if you can. *Remember that this is an internal DFPS campaign only. Do not share externally from your official work email.*

Thank you again for your generosity,

Commissioner Hank Whitman

Appendix 11 – Wrap-Up Broadcast Email Example Hurricane Dean Bypasses Texas

The latest weather forecasts show Hurricane Dean is no longer an imminent threat to our state. Therefore, DFPS is returning to normal operations.

I want to thank all our staff who took part in hurricane preparations and mitigation efforts, as well as all the staff who made sure that we continued to protect the unprotected. While evacuations were not necessary for this storm, our efforts were worthwhile and prudent. Dean was and still is a powerful storm and it was clear from our experiences with Katrina and Rita in 2005 that it was imperative to take it very seriously.

Of course, we are just now approaching the most active part of the hurricane season and we cannot let down our guard. The efforts we made preparing for Hurricane Dean will serve us well if another storm approaches. If that should occur, I would like you to keep in mind that:

- The best way to learn if your office is open or closed is to make sure your contact information is up to date.
- Make sure your contact information is up to dates in the [Emergency Notification and Alert System](#). If for any reason you are not registered with the system, please [register](#).
- Always keep personal safety in mind when commuting or traveling in the field during severe weather. Coordinate with you supervisor.

- Make sure you know who to call in your chain of command to let them know where you are in an evacuation and that you are safe.
- DFPS will post emergency staff information on the public website at www.dfps.state.tx.us in the event agency email and the DFPS Intranet are unavailable.

Hopefully, none of this will become necessary this year. If it does, I am confident that each and every one of you will rise to the occasion to assist each other and work together to continue serving the citizens of Texas.

Thank you again.

Summary of Statewide DFPS Covid19 Activities

The Covid19 pandemic, beginning in March 2020, has been a new type of disaster and remains one that DFPS is still addressing. The DFPS Chief Operating Officer serves as the Incident Commander and all facets of the agency are involved. Unlike more targeted disasters that impact a single geographic area, Covid19 impacts the entire state. Business Continuity efforts incorporate ever changing information learned about the virus, new federal and state guidance as it arrives, and changing impact on workforce, families, and stakeholders.

The response to Covid19 includes significant workforce effort, predominantly coordinated by the Office of Operations and Human Resources. This includes ongoing work to secure and distribute sufficient Personal Protective Equipment, tracking of workforce availability, contract tracing, and notification of staff and clients. Facility impact is addressed on an ongoing basis, with office cleaning, temporary closure, staffing levels being continuously addressed. Each program has changed its protocol, guidance to staff, policies, and other efforts as new information or direction from state and federal government is received.

Technology has been key to the agency response, with increased teleworking, more mobile equipment for the already mobile direct delivery staff, use of virtual visits or meetings, and virtual partnerships with courts and other stakeholders. Because of the ongoing nature of the crisis and the challenge monitoring all fast changes, DFPS has maintained a Covid19 page on its public website at the following link: http://www.dfps.state.tx.us/About_DFPS/Coronavirus/default.asp

Additionally, DFPS provides immediate guidance to its staff through an intranet Coronavirus website available to DFPS employees. The DFPS Center for Program Innovation and Program Coordination conducted focus groups with agency mid- and upper-level leadership to identify what was working well and what challenges remained. Findings included.

Strengths

- Agency's Information Technology (IT) staff and speed to transition to telework status.
- Hiring, on-boarding, and training of new staff continued in the virtual environment.

- The frequency of the internal staff communication and scope of content resulted in staff feeling supported by the agency.
- Participants emphasized the importance of the “cascade” communications channel as it allows field staff at various levels to ask questions and engage their localized expertise in fast-moving situations.
- Regular meetings with the Chief Operating Officer with state office and field program leaders was helpful.
- The agency’s close relationship with STAR Health partners and other external partners was successful.
- Worker safety was enhanced when COVID questions were added to SWI intake script “really early.”

Challenges

- Existing response plans lacked pandemic-specific protocols to track, act on, and report positive staff cases at the onsite of the crisis.
- Centralized distribution of personal protective equipment (PPE) could not sufficiently meet demand across the state.
- Not all processes are easily adapted to teleworking, such as notarizations, service of legal process, and receipt of physical mail.
- Messaging regarding office closures was inconsistent.
 - The coordination of agency offices co-located with other state agencies. Frustrations centered around confusion about roles and responsibilities.
 - Court orders varied considerably. Some ordered no face-to-face visits, while others threatened contempt if we didn’t facilitate the face-to-face visitations they mandated.
 - Setting, adjusting, and maintaining policies was complicated by conflicting information from all levels of government. The rate at which health guidance and protocols changed exceeded the rate at which the agency could distribute the information, so information was often outdated.
 - Regional leaders expressed concern with *what* and *how much* information the agency asked them to gather and track.
- The shift to telework pressed the capacity of the agency’s virtual private network (VPN).

Despite the ongoing challenges of a national pandemic that continues to have a significant impact on the state’s entire child welfare system, it is clear that agency staff and stakeholders maintain a mission-driven approach to the ongoing work.

DFPS Response to February 2021 Winter Weather Event

There were no natural disasters since our last 2023, IV-B state plan submission that required activating the DFPS Disaster Plan.

An intense Arctic air mass encompassed the entire state of Texas resulting in record low temperatures as well as winter precipitation in the form of snow, ice, and freezing rain which caused major disruptions. The intensity and duration of this air mass had numerous adverse impacts on the electrical grid, water infrastructure, and transportation network.

While still in the midst of the pandemic, the DFPS mission to “protect the unprotected” was challenged as staff faced unforeseen obstacles. As with prior incidents, our caseworkers continued to safely perform agency mission-essential functions while navigating service disruptions by providing direct delivery service to our most vulnerable clients with the assistance of our support staff.

All DFPS staff were instructed by Commissioner Masters to work from home. Staff in mission-critical roles were asked to limit travel, if possible. Emergency leave was granted to all staff who were unable to work due to issues such as power outages.

Program staff received direction from their management to guide them with triaging priority investigations and critical functions. This included guidelines for use of law enforcement to assist with responding on priority investigations, making phone and video calls as a temporary substitute in some types of child investigations as well as for child and family contacts, and identifying replacement staff to cover critical functions for staff without power or who were unable to safely travel.

The agency was well positioned (after transitioning the workforce to telework due to Covid-19 last March) to allow certain support staff and staff in administrative areas to accomplish most of their critical tasks from home without interruption.

An After-Action Review of this incident was conducted which identified challenges with recommendations as well as successes. Following further analysis, some of the recommendations will be implemented in order to enhance resiliency of DFPS operations.

Disaster Planning to Address Disparities for Marginalized Groups

- The Office for Addressing Disproportionality and Disparities (OADD) provides subject matter expertise related to applying a lens for offering and providing support after a disaster occurs in underserved communities with the unique challenges they face.
- OADD encourages the agency’s efforts in utilizing a trauma-informed approach to providing support to marginalized groups after a disaster occurs.

Supplemental Appropriations for Disaster Relief Act (PL 116-20)

DFPS applied for funding April 3, 2020, and received the award of \$558,195.00 in May 2020, in disaster funding from Title IV-B, part 1 to address costs resulting from the impact of hurricanes and flooding to parts of Texas. The agency used these funds to support

staff salary expenses to ensure continuity of services, and to maintain the health and safety of children, youth, and families.

CARES Act (PL 116-136)

DFPS received a grant through the CARES Act that totaled \$4,690,717.00. DFPS used \$1,919,705.00 of these funds to support front-line staff through the purchase of personal protective equipment (PPE), to help ensure the safe continuity of services.

Additionally, DFPS used \$773,012.00 for client services, to purchase beds that were used to safely isolate and quarantine children that had tested positive and/or been exposed to COVID-19.

Foster care providers encountered unanticipated costs related to workforce, cleaning/PPE supplies, personal care, educational supplies, and technology/connectivity, as schools closed, and children sheltered in place. To partially off-set these COVID related costs, DFPS awarded \$2.0M to the Texas Center for Child and Family Services (TACFS) to provide grants to foster care and prevention services providers.

DFPS did not provide assistance to the disabled, elderly and kinship families out of the title IV-B, part I funds.

Relationship Building with Administration of Children and Families (ACF)

The DFPS Business Continuity Coordinator hosted the ACF Region 6 Emergency Management Specialist for a visit on August 9, 2023.

It was an opportunity to further build a working relationship with our federal partner. The visit included a tour of the Texas Division of Emergency Management (TDEM) State Operations Center with introductions to TDEM colleagues in Mass Care (Emergency Support Function-6) and the Volunteer Agency Liaison.

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

6. Targeted Plans within the 2025-2029 CFSP

Targeted Plan D. Training Plan

States should review the effectiveness of the plans developed for the 2020-2024 CFSP and use that review as the basis for the development and revision to the 2025-2029 CFSP. In future APSRs, states will be expected to review and update the plans, as appropriate.

The training plan for the 2025-2029 CFSP must include the information below:

- *A description of the initial in-service training program for new or reassigned employees that includes a description of the content and scope of the classroom and work experience components of the training, as well as the duration of the initial in-service training period and the specific supports provided during this period.*
- *For all types of training (e.g., training for individuals preparing for employment, initial in-service training, ongoing in-service training, foster/adoptive/guardianship provider training, and the additional categories of short-term training authorized in section include the following information in the training plan:*
 - *a brief, one-paragraph syllabus of the training activity;*
 - *indication of the specifically allowable title IV-E administrative functions the training activity addresses;*
 - *indication of the setting/venue for the training activity;*
 - *indication of the duration category of the training activity (i.e., short-term, long-term, part-time, full-time);*
 - *indication of the proposed provider of the training activity;*
 - *specification of the approximate number of days/hours of the training activity;*
 - *indication of the audience to receive the training (see discussion above expanding the list of eligible trainees);*
 - *description of estimated total cost; and*
 - *cost allocation methodology.*

Training Plan

Description of Initial In-Service Training Program

Training provided to new child welfare workers to ensure competencies identified.

The Texas CPS training strategy (including the major stages of service: Investigations, Family Based Safety Services, and Conservatorship, as well as their subparts) is designed to equip caseworkers and supervisors with the tools and knowledge they need to "protect the unprotected." The comprehensive Child Protective Services/Child Protective Investigations (CPS/CPI) training program provides staff with values and skills necessary for their roles at each stage of their CPS/CPI career. The training strategy is based on specific caseworker and supervisor competencies developed by CPS/CPI Program. The training program includes New Employee Development, Continuing Education for Tenured Caseworkers and Supervisors and Leadership Development. The DFPS training division continues to expand its offerings of classroom, blended and online courses for both caseworkers, supervisors and all DFPS frontline staff.

After five years of implementation, CLOE has collected and evaluated data on the effectiveness of the current training model. In June 2021, CPS and CPI split into two separate training models. CLOE will continue to work with program and stakeholders to create a better training model to prepare newly hired staff.

The CPS enhanced learning model is fully implemented as of June 2021 and adapted to be responsive to training gaps identified by stakeholders and participants. The CPI enhanced model was updated again and fully implemented as of December 2023. Ongoing modifications to improve and enhance the models will continue to ensure the training needs of staff are met.

The models incorporate increased accountability to measure the transfer of learning that is occurring throughout the training program regarding classroom and online components. Although assessing knowledge transfer of experiential learning is viewed as challenging, the Center for Learning and Organizational Excellence or CLOE has incorporated standardized online assessments and activities to improve accountability in this area and CPS/CPI Programs have implemented a Competency Evaluation for assessing worker readiness for case assignability.

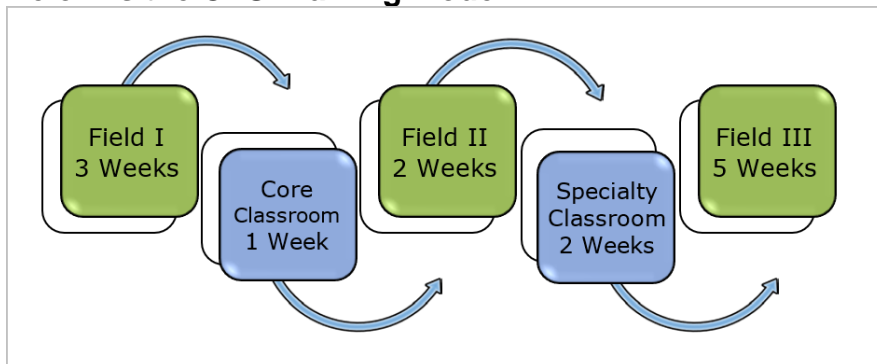
CPS Professional Development and CPI Training Academy Models

Both training models include field training components, classroom components and continuous learning via classroom and online courses. Content is structured, and activities are incorporated based on competencies, a mentor program and Individualized Training Plans, supported by a blended learning environment for improved accountability for field training components. The overall training period continues to promote a continuous learning environment for the first nine months of new CPS/CPI caseworker's career.

The CPS training model was enhanced in June 2021 and incorporated more hands-on practice, updated scenarios, and more structured activities during field time. The enhancements included extended specialty training to allow more preparation and readiness for specific stages of service. The model is a 20:80 ratio of 3 weeks of classroom and 10 weeks of field training time. The model totals 13 weeks in length.

Online specialty tracks for all CPS stages of service allow for job specific tasks to be addressed that complement the core competencies taught in CPS Professional Development. All curricula is maintained and updated as practice and policy change, with no less than annual formal revisions.

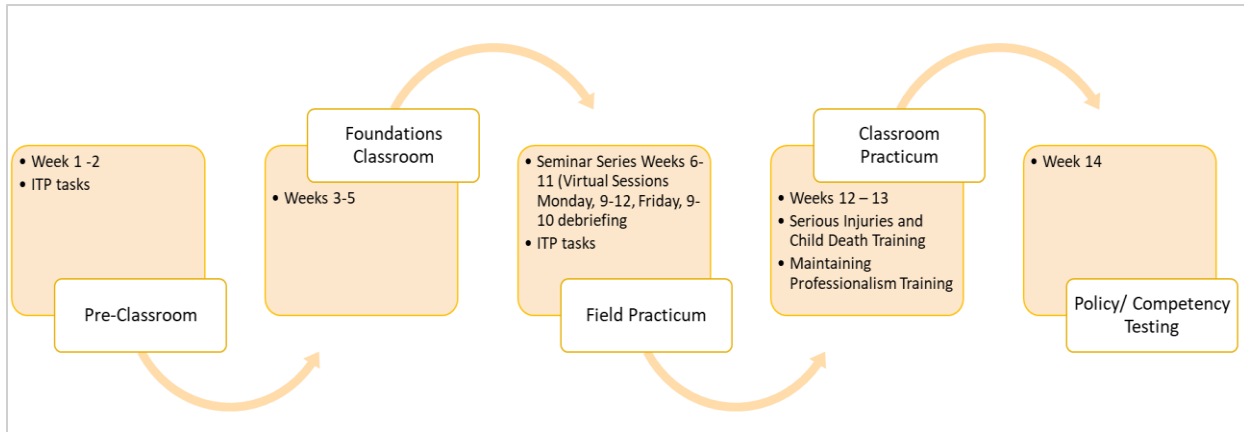
Below is the CPS Training model:



The CPI model was enhanced in December 2023. The model maintains the level of competency-based training, updated scenarios, demonstration of competencies, testing of critical tasks, incorporation of content from the Special Investigations training division, and more hands-on practice. It was updated to include required training components of SB 1447 and Alternative Response caseworker training for all CPI staff. The model is now approximately a 40:60 ratio of 6 weeks of classroom and 8 weeks of field training time. In addition, a 6-week virtual instructor led Seminar Series was added during the 6 weeks of Field Practicum. The model totals 14 weeks in length.

All curricula is maintained and updated as practice and policy change, with no less than annual formal revisions.

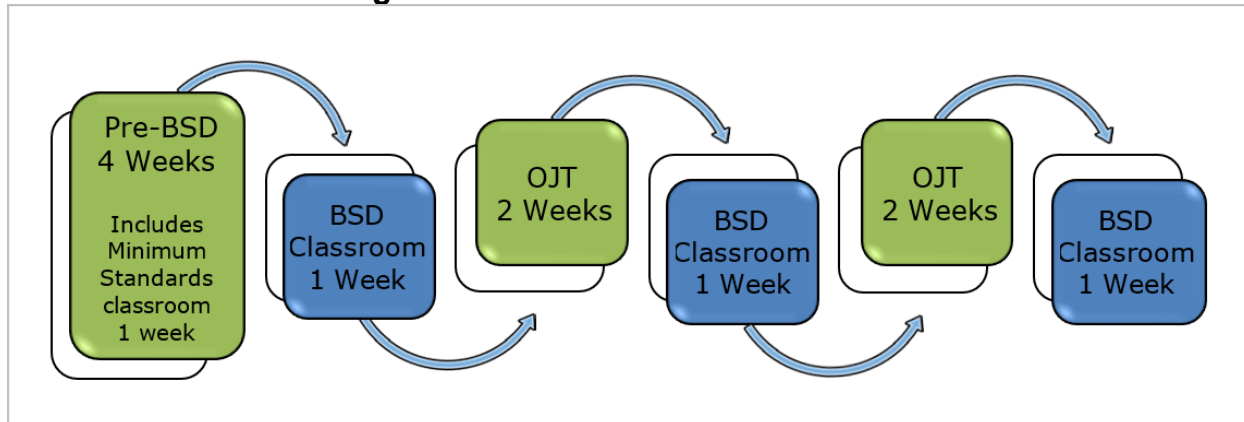
Below is the CPI Training model:



The CCI Basic Skills Development model was enhanced in March 2022. This model was 11 weeks total, but an additional 2 weeks of Field Training were added after the final BSD classroom week for staff to finalize tasks on secondary assignments. The model has added components with more hands-on practice, additional mock case scenarios, more specialized training on interviewing skills. HHSC provides Minimum Standards training for DFPS Child Care Investigation (CCI) staff. HHSC and DFPS continue to work together on future training plans.

The CCI training model is currently under evaluation for enhancements to meet the needs of CCI staff. All curricula is maintained and updated as practice and policy change, with no less than annual formal revisions.

Below is the CCI Training Model



"Trauma Informed Practice" is offered during the respective training models to all new caseworkers and supervisors in order to promote a trauma informed child welfare agency. In addition, CPS and CPI staff complete an online web-based Trauma Informed Care Refresher course annually. This course information is also available on the DFPS Public website for use by external stakeholders.

Human Trafficking

The Human Trafficking and Child Exploitation (HTCE) Division provides training and resources to DFPS staff and fosters relationships in communities to expand and enhance services for victims of human trafficking. The Human Trafficking and CLOE divisions collaborated to release the DFPS Human Trafficking Training featuring “Be the One”. The training is required by all DFPS employees.

Other projects include training of the Commercial Sexual Exploitation-Identification Tool (or CSE–IT) to Special Investigators and CPS (conservatorship stage) Program Directors and Supervisors. CLOE will continue to support all Human Trafficking initiatives. CLOE developed a 2.5-hour live webinar for all staff to complete in 2021. This focused on the foundations and basic knowledge needed in case practice related to Human trafficking.

In collaboration with the HTCE team, CLOE converted four live webinars to online trainings for staff to access on demand. The webinars were tailored specifically to different regional DFPS staff (Regions 8/11, 3, 6, and 5) and to build a stronger understanding of what each CSEY Advocate Agency has to offer to our children, youth and young adults who are survivors of trafficking. Staff will be empowered with the knowledge on how to access and build quality collaborations for better outcomes.

Community Based Care

Senate Bill 11 from the 85th Legislative Session directs CPS to create a “community-based care” model in which CPS contracts with a non-profit or governmental entity which will oversee the placement and services to children in DFPS conservatorship (including children and youth in paid foster care and kinship care), work with their families, as well as manage the adoptions and kinship placements for these children. CLOE works in collaboration with program and community partners, Single Source Continuum Contractors (SSCC), in developing and delivering training for both DFPS and SSCC staff. CLOE will continue to support SSCC’s in preparation for phase II transitions.

To ensure a smooth transition, CLOE has trained SSCC staff in catchment areas. SSCC staff attended DFPS/CLOE led CPD training. CLOE conducted phase I training in catchment areas that include: Region 1, Region 2, Region 3b, Region 8b, 3E, 4, 5, and 3W. As more areas are identified CLOE will continue to train staff for phase I support.

CLOE has implemented phase II CBC training as a standard part of newly hired INV and FBSS staff attending CPS Professional Development or the CPI Training Academy in the catchment areas. CLOE has trained staff for phase II in catchment areas: Region1, Region 2, Region 3b, 8b and 3E. Part of preparing SSCC staff includes training in compliance measures for staff training records to ensure all are complying with Remedial Order 01. CLOE is currently training staff in regions 4, 5, and 3W as they move into phase II starting in April 2024.

Quality Assurance

All CPS/CPI/CCI training curriculums and web-based trainings are reviewed and approved by CPS/CPI/CCI State Office program staff. These trainings meet DFPS accessibility standards and are ADA compliant. Online training is reviewed for

functionality and best practices and tested against accessibility, usability, and network/server performance standards. When online training is deployed, CLOE monitors training completion and updates stakeholders with compliance rates. For newly developed classroom training, CLOE hosts Tabletop reviews of the training for stakeholders and or State Office program staff, prior to the training being deployed to staff, to ensure quality of curriculum, content, and delivery. CLOE meets quarterly individually with the CPS/CPI/CCI quarterly to discuss trends related to the quality of training delivery and development.

Training Compliance coordinators monitor newly hired staff completion of assessments and tasks included in their CPS Professional Development, CPI Training Academy, or CCI Basic Skills Development program. These participants and their supervisors are prompted to attend to incomplete assignments in near real time to ensure timely completion of requirements.

Academy Managers monitor and assess the delivery of training on a quarterly basis with each trainer. Results are shared with trainers and CLOE management. These results are used to coach and support training delivery and make improvements to ongoing trainings as needed.

CLOE analyzes end of course evaluations and creates reports about overall course and instructor quality. Quality scores created from these reports are monitored for compliance within quality standards. Scores below quality standards trigger additional analysis designed to uncover the cause of the poor scores. The Development Manager and Curriculum developers are enlisted in improving any curriculum that is below quality standards. The Delivery manager and Academy Managers are enlisted in improving instructor performance whenever instructor scores are below standard.

Additional Trainings

During the course of the fiscal year, program areas work collaboratively with CLOE in identifying and developing new training initiatives. Primarily, new initiatives arise as a result of legislative mandates and/or a need to improve casework practice. Together, determination is made as to which trainings will be developed internally or externally. If a decision is made to contract for the purchase of training or curriculum development, DFPS enters into the procurement process to obtain and negotiate an appropriate contract for the service. CLOE relies on program to develop appropriate training initiatives and uses a training workgroup for the process. Workgroup members include members of DFPS, CPS/CPI/CCI subject matter experts and CPS/CPI Statewide Training Council representatives. The Statewide Training Council is a collection of program staff statewide with varying levels of education and DFPS expertise.

In 2023, CLOE developed and delivered “Maintaining Professionalism During Conflict”. This course is a one-day training for CPI and CPS staff of all levels to learn about de-escalation skills to use in the work. CLOE continues to develop many more online and instructor led trainings throughout the year include a course for Advance Substance Use

for all staff and Assessing Domestic Violence for Supervisors that will be offered in FY 25.

In the 88th Legislative Session, SB 1447 was passed requiring training for all DFPS employees that investigate child abuse and neglect. CLOE has developed CPI Senate Bill 1447 Continuing Education course to train all currently employed staff on the required components before January 1, 2025. CLOE is currently developing a course to meet this requirement for current CCI staff before January 1, 2025. Planned implementation of this course is in July 2024.

Basic Skills Development for Statewide Intake Specialists

Basic Skills Development is a 7-week blended learning training program designed for Statewide Intake (SWI) Intake Specialists who take reports of abuse, neglect and exploitation for all DFPS programs. It consists of 4 weeks of classroom training and 3 weeks of on-the-job training.

The interactive classroom component provides a genuine job-related context in which Intake Specialist apply knowledge-based information (policy, law and procedures for each DFPS program area). Intake Specialist engage in simulated interview and assessment exercises and utilize the technical tools and systems required for performance of the Statewide Intake Specialist job duties.

The on-the-job component allows an Intake Specialist to engage in live calls reported to the Statewide Intake Hotline with the help and guidance of a trainer. The Intake Specialist interviews, assesses, and documents information that is sent out the DFPS programs. Approximately 75% of content is related to Title IV-E topics.

Basic Skills Development for Statewide Intake Screeners

SWI Screener Basic Skills Development is designed for Statewide Intake screeners who screen intakes for the CPI and RCCI programs. It consists of two primary courses:

- *Screen Intakes for Child Protective Investigations*
- *Screen Intakes for Residential Child Care Investigations*

Screen Intakes for Child Protective Investigations consists of three days of instructor-led training and a minimum of two days of on-the-job training. During instruction, newly hired Statewide Intake screeners learn the policy and procedures related to the four job duties related to screening intakes for the CPI program:

- Reviewing Intakes
- Performing Preliminary Investigations
- Making Assessments
- Consulting with Others

Learners apply their acquired knowledge and skills to a practice intake and screen an intake from start to finish during these three days of instruction.

The on-the-job component consists of observation and cooperative casework. For at least two days, learners observe a mentor screener or screener supervisor and screen cases together. With supervision and guidance from their mentor, learners:

- Interview reporters and collaterals
- Perform history searches in IMPACT
- Complete documentation in the Formal Screening Contact Narrative according to current policy and procedure
- Staff with a screener supervisors needed or required by policy
- Assess whether an intake needs a traditional investigation, alternative-response, differential response, or closure.

Screen Intakes for Residential Child Care Investigations consists of two days of instructor-led training and a minimum of two days of on-the-job training. During instruction, newly hired Statewide Intake screeners learn the policy and procedures related to screening intakes for the RCCI program:

- Reviewing Intakes
- Performing Research
- Making Assessments
- Sending Notifications

Learners apply their acquired knowledge and skills to a practice intake and screen an intake from start to finish during these two days of instruction.

The on-the-job component consists of observation and cooperative casework. For at least two days, learners observe a mentor screener or screener supervisor and screen cases together. With supervision and guidance from their mentor, learners:

- Interview reporters and collaterals
- Research victims, alleged perpetrators, and operations in IMPACT and CLASS
- Complete documentation in the Formal Screening Contact Narrative according to current policy and procedure
- Staff with a screener supervisor as needed or required by policy

Assess whether an intake requires a P1 or P2 response or can be closed at the point of screening.

How skill development of new and experienced staff is measured for CPS/CPI staff

In the CPS/CPI Professional Development model, skill development for new casework staff is measured through an array of methods, including assessments and a competency evaluation. For CPS, guided observations during field time, a Core Assessment, Specialty Assessment, graded assignments, Policy Quizzes, Individualized Training Plan, and a Final Competency Evaluation are used. For CPI, demonstration of competencies of

critical tasks is also required. A caseworker's competency and readiness for case assignability is determined by the CPS/CPI program supervisor and program director.

For many of the ongoing development courses, knowledge and/or skill development is assessed through post assessments, interactive discussions and/or skill demonstrations during training. CPS/CPI caseworkers and supervisors also have opportunities to advance within the department by becoming "certified". In order to become certified, staff must meet tenure, training and performance requirements related to CPS/CPI. Caseworkers and Supervisors apply for certification as Specialists and/or Supervisors through a voluntary process that is designed to recognize professional development beyond the basic job skills required for CPS/CPI in Texas. Certification strengthens staff credibility because those certified have met requirements for extensive work-related training, experience, and performance.

Certification differs from social work licensure in that some requirements are specific to DFPS Specialists and Supervisors and only DFPS Specialists and Supervisors are eligible to apply. There are three levels of specialist certification: Specialist, Advanced Specialist and Senior Advanced Specialist. Staff at all levels must meet tenure, training, and performance requirements within CPS/CPI. Supervisors must also meet tenure, training, and performance requirements in order to be eligible for certification.

How ongoing training is selected and provided to ensure the competencies of CPS/CPI caseworkers, supervisors, managers, and administrators

A training needs analysis is completed biannually to assess the training needs of caseworkers, supervisors, and managers. The needs analysis may be in the form of a survey, a focus group, review of data or recommendations from other initiative workgroups. The training department shares information with DFPS programs through their training liaisons. This collaborative effort assists in identifying ongoing training needs and includes a review of current courses, as well as a review of course objectives and evaluation feedback from these courses. Gaps identified when comparing the training needs analysis with the current course offerings are areas in which staff may recommend new course development or procurement. Training to respond to an identified gap, new research informing child welfare issues, specific practice trends or changes in policy are also considered in identifying new and ongoing training needs. All recommendations for course development or procurement are approved by DFPS.

In 2022, transfer of learning activities was added as part of certification for CPI. This competency activity connects concepts learned in trainings to demonstration in day-to-day practice and is a required part of certification for both caseworkers and supervisors.

DFPS Journey

Program and Workforce Development staff collaborate to support new staff in an effort to reduce turnover, particularly among caseworkers, and to improve overall morale by enhancing the integration of new employees into the agency. The foundation continues to emphasize that on-boarding doesn't stop once the employee is on the payroll and has been assigned to a unit. Supervisors still have resources at their disposal to start

welcoming new hires before their first official day and to continue engaging them throughout year one. The hiring team is in frequent contact through the selection process and by working with program and information technology ensures that new employees have all their required equipment on day one. This allows the new employee to immediately begin reviewing important information and demonstrates how important their role is to the agency. A new CPS worker is assigned a mentor on day one and goes straight into the field for a month to get real world experience on the front line. CPI workers are able to work with any approved mentor from day 1 and are formally paired in week 9 when they begin taking on secondary assignments. Ideally, the entire team is supporting the new employee. An effort is underway to strengthen the initial phase of onboarding which will support the work of the supervisor by giving the new hire a broader understanding of the agency. A detailed timeline of activities to be completed by the hiring team, supervisor, and training department is available for staff.

Continued Skills Development for Workers

Continuing education training is provided through a variety of means. In addition to formal certification programs, staff participate in conferences, seminars, and workshops. These training events may be contracted out or provided by the DFPS Center for Learning and Organizational Excellence.

CLOE has a DFPS Certification Program that is a voluntary process designed to recognize professional development beyond the basic job skills required for DFPS Specialists and Supervisors in Texas. There are three levels of specialist certification for DFPS Child Protective Services (CPS), DFPS Child Protective Investigations (CPI), DFPS Adult Protective Services (APS), Statewide Intake (SWI), and DFPS Child Care Investigations (CCI): Specialist, Advanced Specialist and Senior Advanced Specialist. The Residential Child Care Investigations (RCCI) Specialists only has one level of Specialist certification. All levels must meet tenure, training and performance requirements.

1. Specialist Certification allows a CPS, CPI, APS, SWI, and CCI Specialist I to advance to a Specialist II. DFPS staff must have at least 9 months of tenure as a DFPS Specialist I and meet all of the training and performance requirements. The Residential Child Care Investigations (RCCI) Specialists must have at least 24 months of tenure as a RCCL Investigator Specialist I and meet all the training and performance requirements.
2. Advanced Specialist Certification allows a CPS, CPI, APS, SWI, and CCI Specialist II to advance to a Specialist III. DFPS staff must have at least 9 months of tenure as a Specialist II and meet all the training and performance requirements.
3. Senior Advanced Specialist Certification allows a CPS, CPI, APS, SWI and CCI Specialist III to advance to a Specialist IV. DFPS staff must have at least 24 months of tenure as a Specialist III and meet all the training and performance requirements.

New Supervisor Development

The DFPS Leadership Excellence, Advancement, Distinction and Support or DFPS LEADS program outlines a continuum of professional development for managerial staff from an introductory stage to a senior level. The program encompasses the full range of

supervisory, management, and leadership skills needed, with targeted training for beginning, tenured, and senior level managers. This targeted program promotes excellence among staff through high quality management that encourages distinctive organizational performance. Quality management and distinctive organizational performance ultimately results in improved services to, and outcomes for, vulnerable Texans served by the agency. Along this continuum, staff at each stage will engage in a series of courses to develop skills in each of the eight competencies identified as essential for all DFPS managers. The competencies are collaboration, communication, cultural competence, decision making, professional development of others and self, integrity, managing change and strategic thinking. In 2021, supervisor Basic Skills development was revamped and renamed CPI/CPS Foundations for Supervision. Updated information on applications and tools, data warehouse reports, Impact and updated scenarios were enhanced. This course is required for new supervisors.

Training for Supervisors

Every promoted or newly hired supervisor is required to attend and complete Beginning Managers: Transitioning from Peer to Manager within 60 days from the date of hire or promotion. This training provides newly hired or promoted managers and supervisors with DFPS-related information and resources needed to work effectively and efficiently. It also reinforces the knowledge and skills necessary to be competent and motivated to achieve the agency's mission, vision, and goals.

Program Specific Training for Supervisors

Each DFPS program offers new employee professional development courses and specialty courses tailored to the specific requirements of the supervisor's program area of operation, the position, and the function. Program-specific requirements are established by policy, rule, or mandates from the program or Commissioner. This training must be completed within six months of the date the supervisor was hired or promoted. Program specific courses offered by each program for their supervisors include:

1. Professional Development for CPI and CPS Supervisors includes a 2-year plan starting from the date of hire. This program consists of a blended learning approach of classroom, online, and field training with a field advisor. Within the first four weeks, new supervisors complete Beginning Managers: Transitioning from Peer to Manager, Practice Model and Developing Your Worker's Critical Thinking Skills, and Foundations of CPI/CPS Supervision, as well as 2 weeks of field training with an advisor. CPI/CPS Foundations of Supervision focuses on the administrative, educational, engagement and supportive skills and tasks that newly hired or promoted supervisors need to master to be successful in their new role. The four and half day training focuses on tasks and skills needed for decision-making in CPS/CPI cases and the management of a child welfare unit. Supervisors learn tasks and practice skills regarding effective unit and case management, staff growth and development, problem solving and decision making, and adherence to agency and program policies and procedures. Training includes a more tactile approach to learning the skills and tasks required of a supervisor. Participants utilize technology in the classroom to access policy and resources on the DFPS Intranet that can support them in their role as a supervisor.

2. Statewide Intake Supervisor Basic Skills Development guides participants through course content via workbooks, online reading, and on-the-job activities resulting in the opportunity for adult learning and better task mastery by coordinating curriculum activities and on-the-job tasks. Topics include an overview of worker supervision, techniques for managing and supporting worker staff development and the resource references, tools and information required to manage the worker supervisor workload.

Supervisor Certification

Certification for Supervisors provides ongoing training required for certification. Supervisor Certification allows a CPS Supervisor I to advance to a CPS Supervisor II. The Supervisor must have at least 2 years of tenure or 16 months of tenure if the staff has obtained a MSW or human services related master's degree as a CPS Supervisor I and meet all of the training and performance requirements. Courses include cultural diversity electives. Similar certification programs are offered to DFPS APS In-Home Supervisors, DFPS Child Care Investigations Supervisors, Child Protective Investigations Supervisors and Statewide Intake Supervisors. Courses are provided by DFPS, through various contracted resources, and through the Health and Human Services provided Web-based Skillsoft course catalog. A number of these web-based trainings are coupled with facilitated follow-up discussion and activities.

Leadership for Advanced Management

Leadership for Advanced Management (LAM) provides leadership development for DFPS Advanced/Upper-Level Management staff. The primary focus of the LAM initiative is to enhance program-specific job functions that advanced/upper management staff must carry out daily using the competency framework. The LAM program focuses on managers at the DFPS Program Director level and above, supervise staff in the regions, and managers at the Division Administrator level and above supervise staff at the State Office. This team utilizes a variety of modalities to deliver workshop and development opportunities to enhance DFPS leaders' development and growth.

Below is a list of ongoing workshops the LAM program offers to DFPS leaders:

“Five Fundamentals to Strengthening DFPS Leaders Part 1 and Part 2.” The workshop is based on Patrick Lencioni's book and curriculum The Five Dysfunctions of A Team. The workshops are held for leadership teams in order to develop and focus on building strong leaders and teams. Concepts covered are trust, conflict, commitment, accountability, and results.

The Five Fundamentals to Strengthen DFPS Teams. This workshop is based on Patrick Lencioni's book and curriculum The Five Dysfunctions of A Team. his course contains a component to help teams reach a common understanding of what it means to be a team and improve the cohesion and functioning of their team by applying The Five Fundamentals to Strengthening DFPS Teams.

“Myers-Briggs Type Indicator (MBTI)”. The workshop helps teams to know more information about their fellow team members and improve communication. Participants complete the MBTI self-assessment. The purpose of the Myers-Briggs Type Indicator personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. Teams will be able to identify how to improve working relationships with their team members.

The Leadership Challenge. The workshop is designed to inspire, engage, and help participants develop the leadership skills needed to meet whatever leadership changes lie ahead. The core curriculum is structured around seven components, including the five independent modules that focus specifically on each of The Five Practices of Exemplary Leadership ©. Each module describes the practice, reviews the Leadership Practices Inventory (LPI) items related to that practice, and ends with techniques that ask participants to reflect on how to apply what they have learned to a current leadership challenge of their own. With a plan of action for taking the key learnings from the workshop back to the workplace, participants are prepared to implement these new leadership practices back on the job.

The Leadership Challenge: Progress and Commitment. The workshop is a follow-up training that occurs three to four months after the initial two-day workshop. This workshop focuses on process since their initial two-day workshop, refreshes their learning of the thirty behaviors of exemplary leaders, and provides the participants time to focus on their leadership challenge.

The Leadership Challenge: Graduation. This workshop focuses on skills and long-term action planning on leadership challenges. In addition, leaders will review and debrief their 2nd Leadership Practices Inventory (LPI) to determine if they have applied skills and behaviors from the previous Leadership Challenge Workshops.

Leadership is Everyone's Business. This workshop is based on over 40 years of research that led to the development of The Leadership Challenge Workshop. It includes a unique and intense discovery process that helps employees at any level of the organization become better leaders.

Activating Leadership. This workshop focuses on organization success is linked to how leaders show up, collaborate around shared goals, take risks, create environments where others can become leaders, and recognize and reward team members.

The Gratitude Effect. This course enables participants to identify the key elements of effective communication, develop strategies for improving communication across departments and explain the power of gratitude in transforming workplace culture.

- Leading with Bravery. This workshop focuses helping leaders to create a psychologically safe and fearless workplace culture, by integrating insights from "The Fearless Organization" with the MBTI dichotomies.
- Surviving in a Crisis. This workshop is designed to equip leaders with the knowledge and tools to navigate through the turbulence of crisis, understand the warning signs

of burnout, and championing employee wellness after the crisis has ended to promote overall employee retention.

- **Limitless Leadership Infinite Solutions.** This workshop helps leaders effectively manage change by creating new opportunities to be innovative in the workplace, fostering collaboration among team members and generating small wins along the way.
- **The Behaviors of Model Leaders.** This workshop provides a deep dive into The Leadership Challenge practice of Model the Way by taking an intense look at the six behaviors of Model the Way while incorporating respect and ethical behavior.
- **The Only Constant is Change Pivot to Positivity.** This workshop provides DFPS supervisors, program directors and program administrators in Community Based Care (CBC) catchment areas with tools and strategies to more effectively cope with the inevitability of change.

Other leadership development opportunities are listed below:

- **Lam Talks.** - This is a monthly 45-minute micro-leadership session for all leaders. Each month, a member of the LAM Team presents a leadership topic virtually.
- **Leader Speak.** This initiative is a podcast in which a different DFPS leader is interviewed quarterly about a different aspect of leadership.
- **Request for Services.** Middle managers can request specialized training workshops for their intact teams on specific topics.
- **Conferences.** Lam Team members present leadership workshops at a variety of internal DFPS-sponsored conferences.

Foster/Adoptive Parent Development

Training of prospective foster parents is required by Health and Human Services, though the Minimum Standards and Guidelines for Child-Placing Agencies. These standards require all foster parents to receive an orientation and additional training in areas such as the developmental stages of children, fostering self-esteem of children, constructive guidance and discipline of children, strategies and techniques for monitoring and working with children, and normalcy. Other required pre-service training topics include trauma informed care; different roles of caregivers; measures to prevent, identify, treat, and report suspected occurrences of child abuse (including sexual abuse), neglect, and exploitation; procedures to follow in emergencies, such as emergencies related to weather, volatile persons, or severe injury or illness of a child or adult; and preventing the spread of communicable diseases.

Foster parents are also required to complete cardiopulmonary resuscitation and first aid training. Prospective foster and adoptive parents caring for children under two years of

age must be trained in Shaken Baby Syndrome, Sudden Infant Death Syndrome, and early childhood brain development. Foster and adoptive parents caring for children taking psychotropic medications must be trained on the administration of psychotropic medications. Foster parents caring for children ages 5 and older must take Suicide Prevention and Intervention Training.

All caregivers, except individuals designated as kinship caregivers, must complete a minimum of 18 hours of competency-based pre-service training before becoming verified to foster and/or approved to adopt. Texas National Training and Development Curriculum (NTDC) is the prescribed training used for DFPS foster and adoptive home applicants. This curriculum is a competency-based training program that meets a majority of the pre-service training requirements specified in Minimum Standards.

Training classes are conducted both virtually and in classroom depending on regional needs and preferences. We have seen an increase statewide in the number of participants at informational meetings and foster parent training with the use of a virtual platform.

Foster/Adoptive Parent Training Kristen Harris

The majority of ongoing training, both online and instructor led, is provided by DFPS and contracted Child Placing Agencies throughout the year. Training is also offered through a number of other options to provide current and prospective foster parents with ongoing training related to Title IV-E eligible topics. For example, the Texas Foster Family Association, the state level foster parent association, receives funds to help educate state-approved foster parents in both the public and private sector. Examples of other organizations that provide training to foster and adoptive parents are local school districts, universities, the Council on Adoptable Children, and local foster parent organizations. These trainings are typically provided through a collaboration between individual regions and external organizations. Training can be given in regional conference venues or through shorter single topic training sessions throughout the year. Conferences and training classes are conducted both virtually and in person.

National Training and Development Curriculum (NTDC) Training

Texas NTDC Training is a competency-based program consisting of 19 hours covering topics ranging from attachment, loss and grief issues, discipline and behavior intervention, normalcy, trauma, effects of abuse and neglect on children and families, sexual abuse, and the effects of fostering and adopting on the family. Courses are provided by DFPS instructors to both current and prospective DFPS foster and adoptive parent applicants. The training uses current methodologies and data, and focuses on trauma-informed care, and biological family connectedness.

NTDC was funded through a five-year cooperative agreement (ending in October 2022) with Department of Health and Human Services, Administration for Children and Families, Children's Bureau, and Spaulding for Children. Because the NTDC curriculum is not Texas specific, DFPS modified and developed the curriculum to meet CCR's Minimum Standards. The Parent Resources for Information, Development and Education (PRIDE)

training curriculum previously utilized by DFPS was discontinued May 31, 2023. Texas began implementing the new NTDC curriculum in June 2023.

Continuing Education Programs

As an authorized provider of Continuing Education Units for Social Workers, DFPS offers and certifies many courses for continuing education credit. Courses may be delivered by DFPS local staff, via distance learning strategies (such as CLOE Development Division online courses), or through DFPS-sponsored conferences or workshops.

Ongoing Contracted Continued Education is offered through a number of partners to provide staff and supervisors with development opportunities beyond basic skill development. Partners include Casey Family Programs, American Public Human Services Association, the University of Texas at Austin LBJ School of Public Affairs, Texas State University and Texas A & M University.

University Degree Programs

To enhance the professional development of CPS staff and to recruit potential child welfare staff, DFPS entered into contractual agreements with fifteen universities that have accredited Bachelor of Social Work and Master of Science in Social Work programs. The chart below presents the training cost for each Texas University.

UNIVERSITY	CONTRACT NUMBER	CONTRACT END DATE	BSW/MSW FY23 PROGRAM BUDGET AMOUNT
LAMAR UNIVERSITY	HHS001259000006	6/30/2027	\$56,949.34
STEPHEN F AUSTIN STATE UNIVERSITY	HHS001259000004	6/30/2027	\$156,571.09
TARLETON STATE UNIVERSITY	HHS001259000001	6/30/2027	\$210,775.68
TEXAS A & M UNIVERSITY - CENTRAL TEXAS	HHS001259000014	6/30/2027	\$89,119.64
TEXAS A & M UNIVERSITY - COMMERCE	HHS001259000013	6/30/2027	\$236,519.50
TEXAS A & M UNIVERSITY - KINGSVILLE	HHS001259000015	6/30/2027	\$53,179.83
TEXAS STATE UNIVERSITY - SAN MARCOS	HHS001259000007	6/30/2027	\$377,757.62
TEXAS WOMAN'S UNIVERSITY	HHS001259000005	6/30/2027	\$171,205.81
UNIVERSITY OF HOUSTON	HHS001259000008	6/30/2027	\$678,255.48
UNIVERSITY OF NORTH TEXAS	HHS001259000002	6/30/2027	\$292,415.40
UNIVERSITY OF TEXAS - ARLINGTON	HHS001259000003	6/30/2027	\$829,988.76
UNIVERSITY OF TEXAS - AUSTIN	HHS001259000009	6/30/2027	\$463,608.23
UNIVERSITY OF TEXAS - EL PASO	HHS001259000012	6/30/2027	\$231,684.40
UNIVERSITY OF TEXAS - RIO GRANDE VALLEY	HHS001259000011	6/30/2027	\$265,917.48
UNIVERSITY OF TEXAS - SAN ANTONIO	HHS001259000010	6/30/2027	\$360,964.82

NUMBER OF STIPENDS PER UNIVERSITY CONTRACT

University Name	FY2021	FY2022	FY2023	FY2024
Lamar University	3	3	3	3
Stephen F. Austin State University	8	6	10	3
Texas A&M University - Commerce	21	24	22	2
Texas A&M University - Central Texas	4	4	4	4
Texas A&M University - Kingsville	20	14	18	7
Tarleton State University	12	24	24	4
Texas Tech University	6	5	3	0
Texas Woman's University	7	7	8	3
Texas State University	57	50	48	21
University of Houston	92	40	63	15
University of North Texas	6	6	7	4
University of Texas – Arlington	127	127	127	43
University of Texas – Austin	28	34	34	5
University of Texas - El Paso	15	5	5	5
University of Texas - Rio Grande Valley	28	24	24	4
University of Texas - San Antonio	25	33	33	9

Title IV-E Training Topics That the State May Claim Title IV-E Match Foster Care Assistance Program Under Section 474(3)(A) of the Social Security Act and 45 CFR 1356.60

Allowable Activities Under the Title IV-E Program 45CFR1356.60 that May Claim 75% Match Rate

1.	Eligibility determinations and re-determinations
2.	Fair hearings and appeals
3.	Rate setting
4.	Referral to services
5.	Preparation for and participation in judicial determinations
6.	Placement of the child
7.	Development of the case plan
8.	Case reviews
9.	Case management and supervision
10.	Recruitment and licensing of foster homes and institutions

Closely related Activities that May Claim 75% Match Rate Under the Title IV-E Program 45CFR1356.60

11.	Social work practice, such as family centered practice and social work methods including interviewing and assessment.
12.	Cultural competency related to children and families.
13.	Title IV-E policies and procedures.
14.	Child abuse and neglect issues, such as the impact of child abuse and neglect on a child, and general overviews of the issues involved in child abuse and neglect investigations, if the training is not related to how to conduct an investigation of child abuse and neglect.
15.	Permanency planning including using kinship care as a resource for children involved with the child welfare system.
16.	General substance abuse, domestic violence, and mental health issues related to children and families in the child welfare system, if the training is not related to providing treatment or services.
17.	Effects of separation, grief and loss, child development, and visitation.
18.	Communication skills required to work with children and families.

19.	Activities designed to preserve, strengthen, and reunify the family, if the training is not related to providing treatment or services.
20.	Assessments to determine whether a situation requires a child's removal from the home, if the training is not related directly to conducting a child abuse and neglect investigation. Training on how to conduct specialized assessments such as psychiatric, medical or educational assessments are not permitted.
21.	Ethics training associated with a title IV-E State plan requirement, such as the confidentiality requirements in section 471(a)(8) of the Act.
22.	Contract negotiation, monitoring or voucher processing related to the IV-E program.
23.	Adoption and Foster Care Analysis and Reporting System (AFCARS) or other child welfare automated system functionality that is closely related to allowable administrative activities in accordance with 45 CFR 1356.60(d) that the State has chosen to claim as title IV-E training rather than as CCWIS developmental or operational costs or non-CCWIS developmental or operational costs.
24.	Independent living and the issues confronting adolescents preparing for independent living consistent with section 477(b)(3)(D) of the Act and the Child Welfare Policy Manual (CWPM), Section 3.1H, Q/A #1.
25.	Foster care candidate determinations and pre-placement activities directed toward reasonable efforts in 471(a)(15), if the training is not related to providing a service.
26.	Training on referrals to services, not how to perform the service.

Topics 27 through 31 are specific to the title IV-E Adoption Assistance program

27.	Grievance procedures.
28.	Negotiation and review of adoption assistance agreements.
29.	Post-placement management of subsidy payments.
30.	Home studies.
31.	A proportionate share of the development and use of adoption exchanges.
32.	Evidence-based practice: Training on the importance of using evidence-based techniques for case planning and modifying agency culture to support and sustain evidence-based practice.
33.	Screening and assessment: How to use of screening and assessment tools to develop the child's case plan.
34.	Protective factors: Introduction to the concept of risk and protective factors and prevention; effective strategies for prevention; overview of strategies to target and encourage development of protective factors
35.	Resilience: Strategies for minimizing the traumatic experience of placement(s) for children, including facilitating attachment and promoting stable relationships.

36.	Relational competence: An overview of the role of relational competence in family relationships.
37.	Child social and emotional development and well-being: Principles of child growth and social, emotional, physical, and intellectual development.
38.	Trauma: An overview of trauma, including definitions, key terms related to trauma and the long-term impact of trauma experiences; the ways that trauma may impact children's functioning and well-being at various stages of development; the impact of secondary trauma on caregivers and providers; restoring developmentally appropriate functioning; and general descriptions of effective treatments and strategies for addressing traumatic reactions.
39.	Cultural competence: How to assess and serve the needs of children without bias and ensure their safety, including how to parent youth struggling with issues related to sexual orientation, gender identity and/or gender expression.

**Activities that May Claim 50% Match Rate Under the Title IV-E Program
45CFR1356.60 Must Be Allocated Proportionally Across All Benefitting Programs
(May Include Title IV-E Foster Care and Adoption Assistance, Title IV-B, Subparts
1 and 2)**

40.	State agency personnel policies and procedures.
41.	Job performance enhancement skills (e.g., writing, basic computer skills, time management).
42.	First aid, CPR, or facility security training.
43.	General supervisory skills or other generic skills needed to perform specific jobs training.
44.	Ethics unrelated to the title IV-E State plan.
45.	Team building and stress management training.
46.	Safe driving.

**Training Topics That the State May Not Claim Title IV-E Reimbursement
Topics Should Be Included in the Title IV-B State Plan But Are Not Claimable for
State University Contracts (General Revenue, Title XX, Title IV-B, Subparts 1 and
2, TANF or Other)**

47	How to address or treat child or family problems or behaviors because it supports the delivery of social services rather than the administration of the title IV-E State plan.
48	Conducting child abuse and neglect investigations because such specialized skills are required for staff activities that occur prior to a child's entering foster

	care or adoption, and even prior to a child's becoming a candidate for foster care.
49	Child welfare/social service topics that are not related directly to the title IV-E programs or the administration of the title IV-E State plan.
50	Worker retention and worker safety.

Title IV-E University Training FY23

Lamar University BSW											
Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as cited in CWPM IV-E Training Questions 8, 10, and 11.
2361	Introduction to Social Work	An overview of the knowledge, values, skills, and fields for generalist practice with individuals, families, groups, organizations, and communities. Social work intervention with diverse populations at risk in various fields of practice is emphasized with specific content areas on children and families at risk and child welfare as a social work field of practice. Volunteer component included.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	8
2371	Survey of the Social Welfare Institution	History of social work and social welfare institution with emphasis on the current structure of social welfare. The course examines the social welfare institution's response to those in need, especially the vulnerable members of society. Examination of the major social welfare policies and programs, which impact all members of society.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 8, 10	8
3300	Human Behavior in the Social Environment I	This is the first of two courses presenting theories and research on human behavior in the social environment from ecological systems, strengths and empowerment perspectives. The reciprocal relationship and impact of the family, community, and society on human behavior and development throughout the life cycle will be explored, with emphasis on birth through adolescence.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10 (3	8
3310	Social Work Practice I	First in a three-course practice sequence. A strengths / empowerment approach utilized for multi-levels of intervention with a focus on the knowledge, values and skills for culturally sensitive practice with diverse populations and populations at risk. Emphasis on the profession's value orientations as reflected in the NASW Code of Ethics.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	3, 4, 5, 6, 7, 8, 9	8
3320	Human Behavior in the Social Environment II	Continuation of SOWK 3300. Focus: Young adulthood through later adulthood.	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	8
3330	Social Work Practice II	Second in a three-course generalist practice sequence. This course utilizes systems / ecological systems, empowerment and strengths perspectives to provide the knowledge, values, and skills necessary for practice with individuals, families, and groups in the context of cultural diversity and the need for culturally sensitive practice.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	8
3340	Social Welfare Policy and Services	Analysis of social welfare policy at local, state, national, and international levels. Emphasis on the analysis of the impact of social welfare policy on society and vulnerable populations. The course stresses the effects of policy upon social services, social work practice and the profession's role of advocacy for policy change.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 8, 10	8

3350	Macro Practice (formerly titled: Social Work Practice III)	Third practice course in the sequence, this course covers the generalist perspective for social work practice with focus on assessment and intervention with organizations and communities. Emphasis on developing, analyzing, advocating and providing leadership for policies and services. Course includes content on administration and supervision in social service agencies.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 4, 5, 6, 8, 9, 10	8
3360	Promotion of Social and Economic Justice	From a socio-historical perspective, students acquire knowledge and understanding of how prejudice and discrimination contribute to social and economic inequality, oppression, and social injustices as experienced by diverse cultural groups and populations at risk. Strategies to combat social injustice from a micro-macro focus are emphasized.	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8	8
4320	Child Welfare	This is a seminar course. Current topics in social work practice. May be repeated for credit when topics vary	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 4, 5, 6, 8, 9, 10	8
4321	Field Practicum I BSD (Required)	Field Practicum provides supervised experience in community social agencies in which students apply knowledge, values and ethical principles, and develop generalist social work practice skills. Educational and professional supervision is provided by faculty and social workers in the agencies. The course includes a three-hour weekly seminar to provide integration of theory into practice based on field practicum experiences.	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	8
4324	Field Practicum II BSD (Required)	Continuation of SOWK 4321. Pre-requisite: SOWK 4321 and consent of field placement coordinator.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	8
4380	Social Work Research Methods	Introduction to social work research methods; emphasis on utilizing research to evaluate social work practice. Majors only. Non-majors by consent of instructor.	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8	8
4320	Families at Risk	Family Problems: Stress, Risk, and Resilience presents an interdisciplinary collection of original essays that push the boundaries of family science to reflect the increasingly diverse complexity of family concerns in the modern world. The students will learn how innovative and thought provoking the text moves well beyond standard volumes of family stress theory to reveal the true complexity behind the myriad to health care disparities, welfare reform, and more.	Classroom/ Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9,14	8
4320	Developmental Disabilities	This is a seminar course providing students an opportunity to examine historical and contemporary social welfare approaches to the problems of mental retardation and developmental disabilities.	classroom/ Practicum as appropriate	Lamar University	University Semester Hours(average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8,15	8

4320	Crisis Intervention with Target Populations	This is a seminar course providing students with knowledge, skills, and techniques for practice with target groups, e.g. diverse groups and populations at risk using crisis intervention.	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	8
4320	Domestic Violence	This is a seminar course that examines aspects of family violence, types of abuse, violence with special populations. The course includes intervention and prevention programs for children, women, families. It also covers the legal options, community role, and task and impact of empirical research in the field.	Classroom/Practicum as appropriate	Lamar University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 8	8

Stephen F. Austin State University

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
BSW/2362	Introduction to Social Welfare	An introduction to social welfare institutions in the United States and the social problems to which these institutions deal. Major emphasis will be placed on the historical and philosophical development of social welfare services in the U.S., the institutions that deal with these problems, current issues related to these problems, and the functions of social work in delivering social welfare services.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	13, 14, 16
2361	Introduction to Social Work	An introduction to the social work profession and service provisions including the history, philosophy, values, and ethics of the profession. The Generalist Problem Solving Model is introduced.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 15, 21, 26
2325	Human Behavior and Social Environment I	Study of the developmental stages of the life cycle with emphasis on tasks and mastery of outcomes of each stage. Biological, social, psychological, and cultural systems are examined in regard to human behavior, and interrelationships between persons and environments are emphasized.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9, 10	11, 12, 15, 16, 17, 20, 30, 35, 36, 37
2389	Junior Practicum	An introduction to the provision of social work services in a community-based setting under the supervision of a professional social worker. The course requires six hours of supervised field experience per week and attendance in a practicum related seminar. Student must complete a total of 85 hours in the practicum setting approved by the school.	Classroom & Practicum	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 21, 26
3315	Social Welfare Policy and Legislation	Study of the history, philosophy, structure, and function of Social Welfare policy and Legislation. A survey of social welfare services and issues related to social and economic justice is emphasized.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 16, 26
3325	Human Behavior and Social Environment II	Study of the dynamic interaction of persons and their environments, and assessment of social functioning in regard to the interrelationship of persons and environments. Emphasis on the concepts of crisis, coping, adaptation, and the development of problems in social functioning.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 20, 26, 35
3333	Generalist Social Work with Small Groups	An introduction to group formation, development, maintenance, and change/dissolution.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 17, 18, 19, 20, 21

3350	Generalist Practice I	Acquisition and application of social work knowledge, values, and skills of the Generalist Problem Solving Model to professional helping relationships with individuals, families, and small groups.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 18, 19, 20, 32, 33
3355	Children's Services	An overview of social services for children using the dual perspective of intervention and social service delivery. Within the context of differential assessment and available social service programs, direct services to and interventions with children and their families are examined.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 26, 30, 32, 33, 36
3372	Social Work Evaluation and Statistics	The purpose of this course is to introduce you to statistical methods relevant to evidence-based social work practice and evaluation. You will learn how to select, calculate and interpret appropriate statistics applicable to common data analysis situations related to generalist social work practice	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 18, 21, 26
3373	Social Work Applied Research Methods	The purpose of this course is to introduce students to research methods with an emphasis on social work. Students will learn about basic quantitative and qualitative research methods and their application to social work practice.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 18, 21, 26
4315	Social Welfare Policy and Legislation	Policy and legislation analysis in Generalist Social Work Practice is the focus of this course. Issues related to social and economic justice is emphasized.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 15, 16, 17, 24
4325	Multicultural Social Work	Study of the manner in which cultural diversity, ethnic diversity, and oppression influence assessment, planning, and intervention in social work.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 17, 18, 19, 20, 26, 30
4350	Generalist Practice II	Acquisition and application of social work knowledge, values, and skills of the Generalist Problem Solving Model to professional helping relationships with organizations and communities.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 13, 14, 16, 17, 18, 19, 20
4355	Research Practicum	Application of social work knowledge and basic principles of social research to generalist social work practice.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 15, 16, 18, 19
4670	Social Work Practicum I	Direct provision of professional services in individual field placements involving participation and supervision in community social service agencies. Supervision is provided by professional social workers. The course requires 16 hours of supervised field experience per week and practicum seminar attendance.	Practicum	Stephen F. Austin State University	6 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 21, 26

4175	Social Work Internship	Advanced field experience for selects students. Course eligibility: (1) completion of SWK 470, 480, and 490, or consent of the Program Director, (2) written application obtained from and submitted to the Field Coordinator.	Practicum	Stephen F. Austin State University	1-3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 21, 26
4680	Social Work Practicum II	Direct provision of professional services in individual field placements involving participation and supervision in community social service agencies. Supervision is provided by professional social workers. The course requires 16 hours of supervised field experience per week and practicum seminar attendance.	Practicum	Stephen F. Austin State University	6 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 21, 26
4385	Topics in Social Work	Selected topics of current interest. A student may repeat this course for a maximum of three (3) times as topics vary. (a) Selected Social Service Organizations, (b) Selected Client Groups, (c) Selected Social Services.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 18, 21, 26
4290	Practicum Related Seminar	Analysis and evaluation of the field experience with the Field Coordinator including administrative issues related to the practicum, discussion of the student's progress, practicum assignments or requirements, and resolution of problems related to the field setting.	Classroom	Stephen F. Austin State University	2 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 21, 26
4195	Independent Study	Special interest areas for individuals or tutorial groups.	Classroom	Stephen F. Austin State University	1-5 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 18, 21
MSW/5300	Social Work Research	Application of research methods in social work settings. Quasi-experimental research, evaluation research, single subject design, and epistemology are presented.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	8, 9	11, 12, 14, 23, 24
5301	Introduction to Social Work Profession	Introduction to the social work profession. Topics include: philosophy and history of the profession, social work values and ethics, social work organizations and licenser, and contexts for social work content.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 16, 21, 26
5302	Human Behavior and the Social Environment	The person-in-environment model for generalist social work. The course uses a strengths perspective and a problem-solving focus to understand human behavior in individual, family, and naturally occurring group contexts.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 16, 17, 19, 20, 35, 36, 37
5304	Introduction to Rurality	This course introduces students to social work in the rural context. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 15, 19, 20, 21, 24

5305	Generalist Practice I	Generalist model of social work practice with individuals, families, and naturally occurring groups. Topics include engagement, data collection, assessment, planning, intervention, termination and evaluation.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, '9	11, 12, 14, 15, 17, 18, 26, 33, 36
5307	Introduction to Social Welfare Policy and Services	Foundation content related to the history, philosophy, structure, and function of social welfare policy and services is presented in this course. A survey of social welfare services and current issues related to these services is also presented. Concepts related to social and economic justice are emphasized throughout the course.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 13, 14, 15, 19, 24
5312	Human Behavior and the Social Environment II	The person-in-environment model for generalist practice. The course uses a strengths perspective and a problem-solving focus to explain task groups, organizations and communities.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 13, 14, 18, 20, 35
5314	Advanced Standing Seminar	This seminar is required for Advanced Standing students and is designed to strengthen and enhance the transition of BSW's into the MSW program. This course derives content from the Professional Foundation and the Advanced Rural Generalist concentration.	Classroom	Stephen F. Austin State University	4 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 15, 16
5315	Generalist Practice II	Generalist model of social work practice with task groups, organizations, and communities.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 13, 14, 15, 32
5317	Social Policy Analysis	Advanced content in analysis of social policy in a rural context. Concepts related to the promotion of social and economic justice by social workers are emphasized.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 21, 23, 24
5318	Child Welfare Services	An overview of theory, policy, services and practice issues related to social work in the child and family field of practice.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 32, 33, 35, 36, 37
5419	Field Instruction I	Educationally supervised practice in a social welfare setting under the direct supervision of a professional social worker. Two hundred forty (240) hours of agency experience and one (1) hour weekly integrative seminar are required for the semester.	Classroom	Stephen F. Austin State University	4 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 21, 26
5320	Social Work Research Process	Social work research content on an advanced level. Coverage includes research methodology, research proposal writing, the process of social work research, data collection and analysis, and presentation of results. The purpose of the course is the development of knowledge related to the different steps in the research process.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 16, 17

5325	Advanced Generalist Practice	Advanced application of the generalist model in working with individuals, families, and naturally occurring groups.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 15, 17, 18, 19, 20, 26, 32, 33
5328	Social Work in Mental Health	An overview of theory, policy, services, and practice issues related to social work in the mental health field.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 15, 16, 17, 26
5429	Field Instruction II	Continuation of supervised agency practice begun in SWK 519. Two hundred forty (240) hours of agency experience and one (1) hour weekly integrative seminar are required.	Classroom	Stephen F. Austin State University	4 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 21, 26
5330	Research Practicum	Individual student research performed under the direction of social work faculty. Final report should contribute to social work knowledge.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 16
5331	International Social Work	The study of international social work and how it is influenced by policies, developed and developing world contexts and different perceptions of social problems. The course will also provide an overview of the service delivery systems in other countries.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 13, 14, 15, 16, 17, 19, 20, 21
5332	Sustainable Development	This course examines issues and perspectives on sustainable community development from the local, regional, national, and international perspective. The course prepares students to advocate for policies for a livable world while solving community problems at all levels and promoting positive community change.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 10	11, 12, 14, 16, 19, 24, 26
5333	Diversity Appreciation	This course examines various cultures throughout the globe and is designed to allow students the opportunity to understand cultural and social differences locally and globally. This seminar focuses on rural case management, supervision, administration, and community practice in rural agencies and communities. It includes content on planning, services integration, evaluation, resources assessment and acquisition.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 16, 20, 21
5335	Seminar in Advanced Rural Practice	This seminar focuses on rural case management, supervision, administration, and community practice in rural agencies and communities. It includes content on planning, services, integration, evaluation, resources assessment and acquisition.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 14, 16, 18, 21, 26
5339	Seminar	A seminar course meeting weekly and taken concurrently with SWK 540 and SWK 541. Student will integrate advanced knowledge acquired in the classroom with practical experiences in an agency setting.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 17, 21, 26

5440	Field Instruction IV	Placement in a social service agency designed to engage students in a diversified practice using advanced generalist methodologies within a rural context. 250 hours of field work with a focus on working with individuals, families, and groups.	Practicum	Stephen F. Austin State University	4 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 21, 26
5441	Field Instruction V	Placement in a social service agency designed to engage students in a diversified practice using advanced generalist methodologies within a rural context. 250 hours of field work with a focus on working with communities and organizations.	Practicum	Stephen F. Austin State University	4 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 17, 21, 26
5348	Religion, Spirituality and Helping	Examination of religion and spirituality and their intersection with the helping professions, with a special emphasis on policy, practice (at all levels) and research in social work. Reviews beliefs and practices locally, nationally, and globally; the influences of religion and spirituality on health and mental health outcomes; spiritual assessments; spiritual coping, and the development of an ethical spiritual framework for social work practice.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 15, 16, 19, 20, 21
5549	Field Instruction III	Advanced field instruction for part-time students. Sixteen hours per week of agency instruction and a two hour weekly integrative seminar are required.	Classroom	Stephen F. Austin State University	5 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 15, 16, 19, 20
5358	Advanced Practice with Groups	Theories, models, culturally competent methods, skills, and techniques of effective advanced group work in rural environments.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 15, 16, 18, 21, 24
5659	Advanced Field Instruction II	Advanced field instruction for part-time students. Sixteen hours per week of agency instruction and a two hour weekly integrative seminar are required.	Classroom	Stephen F. Austin State University	6 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 16, 17, 21, 26
5368	Chemical Dependency	Examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. Utilizes an advanced generalist practice modality for the development of professional social work knowledge, values, and skills in the prevention and treatment of chemical dependency across multiple systems.	Classroom	Stephen F. Austin State University	3 University Semester Hours	Long-term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect cost at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 8, 9	11, 12, 13, 14, 15, 16

Tarleton State University											
Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR 1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
2362	Social Welfare in America	General introduction to human services in the United States. Emphasis is on services and programs directed at the most vulnerable populations in our society. Race, ethnicity, gender, and socioeconomic status are considered in an effort to understand the need for various human services and social welfare programs.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,16
2361	Intro to Social Work	Focus on the profession of social work: historical development, values and ethics, and various aspects of practice with an emphasis on the generalist perspective and populations-at-risk. Opportunities for agency observation and community service projects allow the student to assess interest in pursuing social work as a career	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 16,18, 21
3300	Methods and Skills of Interviewing	Pre-practice course introducing students to the Generalist Social Work Model. Beginning social work skills are introduced including: the principles of conducting a helping interview, initial contact, attending and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. The issues of problem-solving with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are explored.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 hours per semester)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 18, 19, 21, 26
3303	Social Work with Diverse Populations	Theoretical, political, cultural, and economic issues related to diverse populations. An emphasis will be placed on social work practice with oppressed populations. Societal forces which promote discriminatory and oppressive values, beliefs, and attitudes will be examined.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 16, 19, 21
3306	Social Welfare Policy	Study of social welfare as society's response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society's changing values; policy analysis to determine impact on various systems including populations at risk; role of social policy in promoting social justice and social change.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 8, 9, 10	11, 12, 14, 16, 21
3310	Social Work with Aging Populations	A study of sociological and philosophical considerations regarding the changing stereotype, role, family structure, and situation of aging, as well as community programs and counseling techniques. It also includes the perspective and challenges of grandparents raising their grandchildren.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 21, 26
3311	Social Issues	Major theoretical perspectives from sociology used to explore causes and consequences of contemporary social issues in American society such as alienation, family stresses, poverty, unemployment and technological change.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 21, 26

3314	Methods of SWK Research	Principles of the scientific method for building knowledge of and evaluating practice. Topics include: ethical and cultural issues in research; research design and methodology; quantitative and qualitative research strategies; evaluation of practice; critical evaluation of published research; and completion and reporting of research projects.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	12, 15, 21
3316	Social Work Practice I	The beginning practice course that focuses on the theories and basic processes of social work and the role of skills and values needed for generalist practice with individuals, families, and small groups.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 21
3320	Service Learning	Each student will identify and respond to a community/neighborhood challenge through volunteer, service-learning work with a non-profit community agency and/or under direct supervision of the instructor. Volunteer work may be accomplished in the student's home neighborhood or community. Students will engage in supervised individual hours of service activities and have the opportunity to reflect on the responses to those problems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 16, 18, 21, 26
3329	Human Behavior in the Social Environment I	Using an ecological/systems, developmental, and strengths framework, this course provides an integrated look at the bio-psycho-social spiritual factors influencing human development focusing on human functioning from conception through adolescence. Students will be exposed to theories and knowledge for practice across all system levels (individual, family, group, community, and society) of generalist practice. Cultural factors affecting human functioning, as well as implications for social work practice are explored	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 21
3339	Human Behavior in the Social Environment II	This course is a continuation of Human Behavior and the Social Environment I with an emphasis on theories and knowledge about human functioning from adolescence through the end of life. Using an ecological/systems, developmental, and strengths framework, this course provides an integrated look at the bio-psycho-social spiritual factors influencing human development. Students will be exposed to theories and knowledge for practice across all system levels (individual, family, group, community, and society) of generalist practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 21
3377	Drug And Alcohol Abuse	Focus on psychoactive substances of use and abuse including alcohol, legal/illegal drugs, and their impact on individuals, families, and society. Models of addiction, society's attitudes, and services for persons and families are explored.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 18, 21, 26
4311	Child Welfare	This course focuses on the practice of social work in a child welfare context. This course is designed to introduce students to a variety of social work practice settings in child welfare. Past and present child welfare policies and programs will be examined.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 24, 26,

4312	Social Work Practice II	Focus is on integrating theoretical concepts and frameworks with the practice of social change at community, society, and global levels. Models of community organization--community development, social action, and social planning will be emphasized including methods of resource delivery and redistribution.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 8, 9	11, 12, 14, 16, 18, 21, 26
4314	Medical Social Work	Intensive study of current trends and issues related to professional health care practice, service delivery, and populations at risk. Provides an opportunity to explore the many ways in which issues related to health, illness, and disability policies including cultural factors impact clients, families, and society. Appropriate ways for health care professionals to understand and intervene in these areas will be discussed	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 16, 18, 20, 21, 26
4321	Death and Dying	The ramifications of death, including the experiences and rights of the dying and the significance to those who mourn. Using major sociology theories, focuses on the meaning to society of the reality and symbolism of death	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 17, 21, 26
4622	Field I	This course is designed to provide application and integration of academic learning and development of skills within a field setting. Placement is arranged with social work faculty. A weekly seminar is scheduled along with agency placement. At Tarleton, approximately 16 hours a week for 14 weeks of the semester is the requirement. This total will culminate in a total of 225 hours per semester.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 18, 21, 26
4623	Field II	This course requires the application and integration of academic learning and development of skills within a field setting. Placement arranged with social work faculty. A weekly seminar is scheduled along with agency placement. A total of 450 hours (225 each semester) is required in the field agency.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 18, 21, 26
4632	Child Welfare Practicum	A practicum limited to students in the Title IV-E Child Welfare Program. Provides students with an opportunity to integrate theory and develop practice skills in a child welfare setting. The course involves a professional, supervised, theory-based, educationally directed field experience in Child Protective Services. A minimum of 450 hours must be completed in a Texas Child Protective Services setting which includes the Basic Skills Development program for the agency. A weekly seminar and/or an on-line seminar will be held to provide integration of social work theory and field assignments. Students are expected to be prepared for employment with Child Protective Services in Texas after graduation from the agency.	Practicum/Classroom as appropriate	State University	University Semester Hours (average 12 hours per semester)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 30, 31
4352	Women's Issues	Examines the role of women from a global perspective. Focuses on specific issues that affect the everyday life of women. Special attention is given to the different treatment of women based on age, race, social class, and cultural differences.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 hours per semester)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 21, 26

4659	International Social Work	Provides students with an understanding of social work practice and social welfare policies from an international perspective. The implications of globalization and its impact on social welfare policies and social work practice will be examined. Strategies for inter-cultural social work practice and methods for combating discrimination will also be examined. Students may have the opportunity to travel outside of the U.S. in order to become familiar with social welfare policies and programs from an international perspective.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 hours per semester)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8	11, 12, 14, 17, 19, 21, 26,
4385	Social Work Seminar	Intensive studies of current trends and issues related to current social work practice, service delivery, and populations at risk. May be repeated for credit when topics vary.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 hours per semester)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 18, 21, 26
4315	Social Work Ethics & Values	The focus of this course is to encourage and assist students in the development of an ethical framework for social work practice. This framework requires students to develop a better understanding of and the ability to manage the ethical issues and dilemmas they will encounter in social work practice. The course integrates concepts related to social values and ethics, diversity, promotion of social and economic justice, and empowerment of human beings. Additionally, the course allows students to apply the NASW Code of Ethics and the Code of Ethics of the Texas State Board of Social Work Examiners to multi-faceted ethical dilemmas.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 hours per semester)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9	11, 12, 14, 15, 21

Texas A&M University-Central Texas

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
SOWK 3300	Introduction to Social Work	This course is for those students who have an interest in social work in the generalist field. The course gives a full description of the history and development of social work as a profession and emphasizes the social worker's role in various aspects of practice. The course is also designed to expose students to a variety of challenges facing communities in the Central Texas region, and to help students develop an understanding of their individual role in addressing those challenges through community service and volunteer activity.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 3301	Methods and Skills of Social Work	Methods and Skills of Social Work is a pre-practice course designed to introduce students to the Generalist Social Work Practice Model. Beginning social work skills are introduced to students to aid in the distinction of the profession of helping. These skills include principles of conducting a helping interview, establishing initial client contacts, attending, and listening, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and termination. Issues of problem-solving with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are also explored.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 3302	Social Welfare in the United States	This course will provide students with the concepts and information to develop basic knowledge, skills and abilities to understand and utilize social welfare programs in support of the needs of and advocate for disenfranchised populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 3303	Social Work with Diverse Populations	This course will familiarize the student with the cultural roots of the diverse ethnic groups that make up American society, tracing the process of acculturation that characterizes their American experience.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 3304	Human Behavior and Social Environment I	Using systems theory as an organizing perspective, this course provides an integrated look at the bio-psycho-social-spiritual factors influencing human development. Cultural factors affecting human functioning, as well as implications for social work practice, are explored.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 3305	Biological Foundations of Social Work Practice	Biological Foundations in Social Work Practice provides an opportunity to explore issues related to human biological functioning as applied to social work practice. Emphasis is placed on functioning of the human body across the lifespan, on healthy living and prevention of illness, and on illness and disabilities (physical and mental) that social workers encounter in clients.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19

SOWK 3310	Human Behavior and Social Environment II	Using systems theory as an organizing perspective, this course provides an integrated look at the bio-psycho-social-spiritual factors influencing human development. Emphasis is placed on theories and knowledge about the range of social systems in which individuals live and the ways in which systems deter people from achieving well-being. Cultural factors affecting human functioning, as well as implications for social work practice, are explored. Values and ethical issues related to bio-psycho-social-spiritual theories are included.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 3311	Social Work Practice I	Focus is on theories and methodologies needed for generalist social work practice with individuals and small groups. Critical evaluation of the value base of the social work profession and basic practice concepts for understanding a variety of intervention models in diverse settings will be explored.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4300	Social Welfare Policy	A study of social welfare as society's response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society's changing values; policy analysis to determine impact on various systems including populations at risk; role of social policy in promoting social justice and social change.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4301	Social Work and Mental Health	This course provides students with knowledge of assessment based on the current Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association, psychotropic medications, and social worker roles when interacting with people with mental health issues and interdisciplinary teams.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4311	Child Welfare	This course focuses on the practice of social work in a child welfare context. This course is designed to introduce students to a variety of social work settings in child welfare. Past and present child welfare policies and programs will be examined.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,13,14,15,16,17,18,19,20,21,24,30
SOWK 4320	Social Work Research Statistics	This course is designed to provide students with the foundation principals and concepts of the scientific method and social science research. Students also learn the basics of statistical data interpretation and critical analysis of research. Topics include quantitative and qualitative research strategies, research design and methodology, and inferential and descriptive statistics.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4321	Writing for Social Work Research	This writing intensive course builds on the conceptual knowledge of Research I. Students will apply knowledge to facilitate their understanding and interpretation of research findings, the evaluation and analysis process, and ethical issues in social science research. Topics include evaluation of practice, critical evaluation of published research, and completion of a research proposal.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19

SOWK 4324	Practice II	Focus is on the theory and practice of social change at community, society, and global levels. Models of community organization--community development, social action, and social planning will be emphasized, including methods of resource delivery and redistribution.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4333	Social Work Block Field Placement Seminar	SOWK 4333 is a three-hour-per week seminar. Prerequisites: Students are expected to have completed Introduction to Social Work, Social Welfare as a Social Institution, Service Learning, Methods and Skills of Interviewing, Micro-Intervention, Human Behavior in the Social Environment I and II, Biological Foundations of Social Work Practice, and Social Work with Diverse Populations before enrolling in Field I. They also must have gone through the application and interview process and have been accepted into the field program.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,13,14,15,16,17,18,19,20,21,24,30
SOWK 4932	Social Work Block Field Placement	SOWK 4932 is a field experience that provides the student with the opportunity to integrate theory and develop skills in an agency-based, educationally directed, professionally supervised experience in a social work practice setting. A minimum of 450 hours required to be completed and participation in a three-hour-per week seminar. Prerequisites: Students are expected to have completed Introduction to Social Work, Social Welfare as a Social Institution, Service Learning, Methods and Skills of Interviewing, Micro-Intervention, Human Behavior in the Social Environment I and II, Biological Foundations of Social Work Practice, and Social Work with Diverse Populations before enrolling in Field I. They also must have gone through the application and interview process and have been accepted into the field program.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 9 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,13,14,15,16,17,18,19,20,21,24,30
SOWK 4684	Social Work Field Placement I	SOWK 4684 is a field experience that provides the student with the opportunity to integrate theory and develop skills in an agency-based, educationally directed, professionally supervised experience in a social work practice setting. A minimum of 225 hours required to be completed and participation in a three-hour-per week seminar. Prerequisites: Students are expected to have completed Introduction to Social Work, Social Welfare as a Social Institution, Service Learning, Methods and Skills of Interviewing, Micro-Intervention, Human Behavior in the Social Environment I and II, Biological Foundations of Social Work Practice, and Social Work with Diverse Populations before enrolling in Field I. They also must have gone through the application and interview process and have been accepted into the field program.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4685	Social Work Field Placement II	A continuation of SOWK 4685 with an emphasis on generalist social work practice and on the interrelationships among human behavior, social policy, research, and practice. A minimum of 225 hours required to be completed and participation in a three-hour-per week seminar.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11,12,14,16,17,18,19
SOWK 4334	Stress and Social Work	This course explores the stressors social workers face in different practice settings. By understanding the stressors, they may be faced with, students will be better prepared as social workers to manage them successfully. Students will understand the effects of burnout, compassion fatigue and vicarious trauma. Furthermore, the course will promote the understanding and use of self-care for social workers to maintain competency through self-awareness, self-regulations and self-efficacy.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	9	11, 12, 14, 16, 17, 33, 37

SOWK 4334	Improving Writing as a Professional Social Worker	Social work electives are intensive studies of current trends and issues related to professional social work practice, social service delivery, and populations at risk	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8, 9	11, 12, 16, 17, 18, 33
SOWK 4334	Case Management	This course focuses on the practice of social work in a case management context. This course is designed to introduce students to a variety of ways in which case management is used to assist vulnerable populations of clients. A particular focus will be placed on how to develop effective service plans with clients and how to find necessary community resources for clients. All phases of the case management process will be discussed.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 17, 19, 26, 33
SOWK 4334	Sexual Assault and Sexual Abuse	This course is a social work elective that incorporates the five areas of social work-policy, human behavior in the social environment, micro/mezzo practice, and research. It is designed to be a combination of research and reflection and is both didactic and experiential in format.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 9	11, 16, 17, 18
SOWK 4334	Social work and Probation	This course explores the juvenile justice system in the United States today. We will discuss the history of the probation system from the beginning to today. Students will learn theory, laws and policies relevant to the justice system today.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 9	11, 13, 16, 17, 18
SOWK 4334	At Risk Youth	The course explores at risk youth	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 15, 16, 17, 18, 19, 20
SOWK 4334	Crisis and Trauma	The course explores crisis and trauma	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 14, 16, 17, 19,33
SOWK 4334	Substance Abuse	The course explores substance abuse	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 14, 16, 17, 19,33
SOWK 4334	Homelessness	The course explores homelessness	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 15, 16, 17, 18, 19, 20

Texas A&M University-Commerce

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
BSW											
2361	Intro to Social Work	This course provides an overview of the history and development of social work as a profession. The course is designed to foster a philosophical, historical, and critical understanding of the social work profession, including social work values, ethics, and areas of practice utilized under a Generalist Intervention Model. Prerequisites: ENG. 1301, ENG.1302	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
2262	Social Welfare	This course offers a historical and contemporary examination of legislation and resulting programs, policies, and services in the context of the social welfare system in the United States. Special attention is given to the political, economic, environmental, and social conditions that prompted the development of legislation to meet the needs of the vulnerable populations. Societal responses to legislation are also considered.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
2389	Academic Cooperative	A supervised experiential learning course designed to integrate program study with introductory exposure to the field of social work. In conjunction with individual study and/or seminars, the student will set specific goals and objectives in the study of social work and/or social institutions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
322	HBSE II	Examines the theoretical basis for understanding groups, organizations, and communities. Emphasis is placed on providing students with theoretical knowledge that can then be applied to assessing and intervening with mezzo and macro client systems. Systems theory is utilized as a framework for understanding interactions between and among social units.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
324	Treatment of Families	This elective course is designed to enable students to assist families and individuals who are experiencing crisis. Emphasis is placed on the use of the Crisis Intervention model in generalist social work with families and individuals troubled by such problems as death, divorce, and violence.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 30
325	Mezzo Practice	Course teaches the application of social work skills to work with groups. Students will learn the dynamics of task and process groups and how to apply a systematic approach to the development, implementation, termination, and evaluation of groups	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18

326	Child Welfare	Elective course introduces the student to the practice field of child welfare. Topics include child protection laws and their enforcement, and problems of family and parent functioning that impinge on children's well-being and the policies and services that relate to these problems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 24, 30
328	Social Policy	Students are acquainted with the social welfare institution and learn to analyze how its policies and services interact with other social forces in responding to social problems of clients at all levels of systems. Emphasis is given to the examination of how social policies affect oppressed populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
329	Micro Practice	Course teaches the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, videotaped role plays, and written assignments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
331	Macro Practice	Course teaches the application of social work skills with organizations and communities. Students will apply a systematic approach to data gathering, assessment, planning, intervention and evaluation with organizations and communities. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, role plays, and written assignments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
348	Promoting Mental Health across populations	This course provides students with knowledge about strengths based social work practice with diverse populations at risk of social and economic injustices and is inclusive of Mental Health. Populations studied will include economically disadvantaged clients and communities; persons with severe and persistent mental illness; people of color; gay; lesbian and transgendered individuals; and abused and neglected children and will require students to understand the Mental Health issues related to the groups indicated. Students will learn how to complete strengths-based assessments, to plan interventions based on individual and group strengths, and to build personal awareness of the significance of diversity as it affects individual and group opportunities for success and well-being with varied client populations	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 23
350	Research	Course develops students' knowledge and skills in the use of research designs appropriate for the evaluation of practice with all levels of client systems. Students are also taught to critically evaluate the appropriateness of designs used in published research.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
370	Writing and Technology	Course develops students' computer and writing skills for human service settings. Students will learn APA style, Web-based research, Excel, and appropriate documentation skills for practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 32, 33
422	Integration of Practice	Course is designed to pull together content from SWK 250, 325, 329 and 331 by examining the generalist problem solving approach in its entirety. Assignments are made to facilitate student's application of the required skills in their field practicum settings. Students will discuss their field experiences in order to link classroom theory with agency-based practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18

424	Generalist Practice in the Field	Course provides students with a review of BSW course content, information, and skills for professional development, and requires students to demonstrate an understanding of the application of social work theory in practice settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
425	Field I	Students enrolled in this course participate in educationally directed field practice under supervision in a social service agency. Students must complete a total of 120 clock hours of work in the field agency.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
426	Field II	Students enrolled in this course participate in a continuation of Field I in an educationally directed field practice experience under supervision in a social service agency. Students must complete a total of 340 clock hours of work in the field agency and must attend a weekly university instructed seminar on campus, which is designed to help students process and understand field experiences.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
497	Special topics	Organized class. May be repeated when topics vary (Addictions, Global Perspectives, Aging, Careers with Children)	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
MSW											
501	Practice w/ Individuals & Families	Course provides students with an understanding of and experience with social work practice skills and knowledge within the context of a strength's perspective. Students will learn problem-solving skills, empowerment-based practice skills, relationship building and data gathering skills as they relate to all client systems, but particularly regarding individuals, families and small groups. Content on diversity and working in rural environments with populations at risk will be presented throughout the course	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
503	Practice w/ Groups, Orgs, Comm.	Course builds on the Generalist Practice with individuals and families extending the concepts of empowerment-based practice and the strengths perspective to client systems such as organizations and communities. Practice skills will be obtained through written assignments, role-plays, and videotapes. The relationships between communities, organizations and at-risk populations are infused throughout the course	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
505	Advanced Generalist Practice (AGP) Individuals	Course provides students with advanced theories and models in working with individuals with special emphasis on rural issues as these affect the individual	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
506	AGP Families	Course provides students with advanced theories and models in working with family systems. Special emphasis is placed on rural issues as these affect the family.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18

507	Community and Organizational Policy	This theory course provides students with those advanced theory and practice skills necessary for independent practice and intervention with organizations and communities. Content relative to rural communities and organizations is emphasized	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18
508	Supervision & Administration	Theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration. The course identifies key skills needed to perform the functions of supervision and administration in complex organizations. Special attention is given to resource development in underserved rural areas.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18
509	Advanced Generalist Practice with Small Groups	Advanced work theory and skills necessary to carry out social work interventions with small groups. Focus is on social group work with rural populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
510	Mental Health	Course is (1) to present Issues related to the understanding of Mental Health and Mental Illness. The Diagnostic and statistical Manual of Mental Disorders will be used as a knowledge base for enhancing social workers' understanding of individual bio-psychosocial functioning and (2) to expand social workers' ability to use the DSM to work with at risk populations, across diverse settings, and with diverse mental health professionals.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
511	Human Behavior in the Social Environment - I	Provides first semester foundation students with an understanding of the biophysical, psychological, and social systems aspects of human development. Content covers interactions between individuals and their environments and between families and their environments. It covers the life span from conception through adolescence.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
513	Human Behavior in the Social Environment - II	Content in this course covers the life span from young adulthood through the end of life. In addition, it addresses other issues of diversity including gender roles, sexism, and sexual orientation	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
521	Social Policy	Introduction to social policy development, social welfare institutions, and the historical and existing policies underpinning the development of social policy. Emphasis on the effect of social policies on client systems at the micro, mezzo, and macro levels. Attention given to the interaction between social welfare policies and at-risk populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
531	Research for Practice	Methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18

541	Social Justice for Oppressed Populations	Social work with diverse populations, mechanisms of social oppression, and social work's efforts to bring about social and economic justice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
553	Foundation Field	Provides students with the opportunity to apply the theories, knowledge, and skills learned in class with individuals, families (or households), small groups, organizations and communities while in an agency setting. Students are placed in field agencies under the supervision of a field instructor.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
555	Advanced Generalist Practice Field Practicum Field I	Provides students with experiential opportunities designed to integrate theory and advanced generalist practice with individuals and families. A total of 320 clock hours are required.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
557	Advanced Generalist Practice Field Practicum Field II	Concurrent field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice with organizations, communities and small groups. 320 contact hours in the field are required.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18
559	Advanced Generalist Practice Field Practicum Field III	Field practicum provides students with experiential opportunities designed to integrate theory and advanced generalist practice. 320 contact hours in the field are required.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
595	Advanced Generalist Practice Seminar	This seminar provides the student with the opportunity to integrate content from all graduate course work. The student applies the knowledge, values and skills gained in the graduate program to a specific practice intervention undertaken in the concurrent field practicum placement. Critical thinking skills, self-assessment, and practice valuation requirements are developed in a major case study paper.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4,7,8,9	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
590	Research Literature and Techniques	Advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented. Development of an evaluation research design based on a practicum assignment is required	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 26
597	Special Topics	Topics vary and have included the following: Rural Social Work with the Elderly, Progressive Practices in Developmental Disabilities, Spirituality and Social Work, Child Welfare and Issues in Addiction	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	4, 8, 9, 36

Texas A&M University-Kingsville

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
SCWK 2331	The Social Work Profession I	Survey of the social work profession, including history, philosophy, ethics and relevance to current social issues. Participation with service agencies to assess interest in pursuing social work as a career.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 26
SCWK 3325	Human Behavior in the Social Environment I	A multidimensional approach to examining the behavior of individuals, families, groups, organizations, communities, and society as a whole. Theories and research of human behavior across system levels are critically evaluated as applications are made to social work practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17
SCWK 3329	Social Welfare: Policy and Advocacy I	Historical and current survey of the social service delivery system as a response to human need. History, mission and philosophy of social welfare.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14
SCWK 3331	Social Work Practice I	Social work practice from a generalist perspective with emphasis on the acquisition of values, knowledge, and skills necessary for working with clients at the micro and mezzo system levels of practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 18, 20, 26
SCWK 3333	Social Work Research and Evaluation I	Principles and methods of evidence-based practice and research design in social work. Emphasis is placed on the use of research findings to improve practice, policy, and social service delivery.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	19
SCWK 3335	Human Behavior in the Social Environment II	Includes the study of individuals as they biologically, psychologically, socially, culturally, and spiritually develop over the human life course within their environment. Theories and research of human development within environmental context are critically evaluated as applications are made to social work practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17
SCWK 3339	Social Welfare: Policy and Advocacy II	Critical analysis of the legislative process, policy analysis, and policy implementation in social work practice with an emphasis on client advocacy.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 4, 5, 10	11, 12, 13, 14, 19
SCWK 3341	Social Work Practice II	Social work practice from a generalist perspective with emphasis on the acquisition of values, knowledge, and skills necessary for working with clients at the mezzo and macro system levels of practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 9, 10	12, 19, 26, 28

SCWK 3343	Social Work Research and Evaluation II	Principles and methods of measurement and program evaluation in social work. Emphasis is placed on measurement in program and practice evaluation to improve practice, policy, and social service delivery.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8	11, 12, 19
SCWK 4311	Principles of Youth and Family Social Work	Principles and methods of generalist social work with children, adolescents, and families across system levels and practice settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 17, 18, 26
SCWK 4313	Principles of Mental Health Social Work	Principles and methods of generalist social work in the area of mental health across system levels and practice settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 26
SCWK 4315	Principles of Health Social Work	Principles and methods of generalist social work in the area of health care across system levels and practice settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 26
SCWK 4317	Principles of Forensic Social Work	Principles and methods of generalist social work in the areas of criminal and juvenile justice across system levels and practice settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9	11, 12, 14, 26
SCWK 4323	Social Work with Diverse Populations	Cultural competence when working with individuals of varying socio-cultural backgrounds. Problems and evidence-based strategies associated with social and cultural constructions as well as discussions related to culturally competent and responsive practice approaches.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9	11, 12, 14, 26
SCWK 4327	Basic Case Management	Fundamentals of case management within human services, social services, and non-profit organizations. Case management techniques in health, mental health, criminal justice, and/or child welfare.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	9, 11, 12, 14, 18, 26
SCWK 4331	The Social Work Profession II	Capstone course in social work, reinforcing students' social work identity, life-long learning, and career development. Includes the BSW degree program exit exam, social work career development, licensure preparation, and emphasizes life-long learning. A writing intensive course.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 18
SCWK 4641	Social Work Practicum I	First in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses. Two hundred (200) clock hours of field placement and a weekly seminar of two hours.	Classroom/ Practicum as appropriate	State University	University Semester Hours (6 semester hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 18, 26
SCWK 4643	Social Work Practicum II	The second in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses. Two hundred (200) clock hours of field placement and a weekly seminar of two hours.	Classroom/ Practicum as appropriate	State University	University Semester Hours (6 semester hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 18, 26

SCWK 5215	Applied Clinical Activist Seminar: Interventions with Military Families / Veterans	The applied seminar requires students to critically assess and apply clinical intervention strategies that focus on alleviating stress associated with military service and veteran status. Aspects of military culture essential to knowing how to develop strong therapeutic relationships are presented. Crisis intervention, cognitive behavioral therapy, and other appropriate therapies address issues of wartime deployment, economic issues, relocation-related stress, post-traumatic stress disorder, ethnicity, social class, gender orientation, family violence, and substance abuse. A rurality paradigm and experiential learning enhance culturally competent practice principles.	Classroom/ Practicum as appropriate	State University	University Semester Hours (2 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8, 9, 11, 12, 17	11, 12, 14, 16, 17, 18
SCWK 5240	Applied Clinical Activist: Integrated Field Project	The experiential format of the applied seminar focuses on application of critical thinking to development of a case study using experiences, knowledge, attitudes, and skills from field practicum to systematically plan and evaluate interpersonal practice and/or programs for purpose of informing clinical and programmatic decision-making. Builds upon foundation research, human behavior, and practice courses and examines evidence-based methods for conducting assessments, identifying and implement evidence-based interventions, and measuring and monitoring outcomes for clinical practice and program evaluation. A rurality paradigm and experiential learning enhance culturally competent practice principles.	Classroom/ Practicum as appropriate	State University	University Semester Hours (2 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 11, 12, 16, 17, 18	4, 7, 11, 12, 16, 17, 18
SCWK 5310	Rural Clinical Social Work: Foundations of Social Work	The course uses the history of social work and community agency-based case studies to explore connections and practice behaviors characteristic of social work and understanding of rurality as a paradigm of practice. Social justice issues related to racism/discrimination, based on social class, gender, nationality, ethnicity, religion, and sexual orientation, are presented.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	9, 12	11, 12, 19
SCWK 5315	Rural Clinical Social Work: Human Behavior in Social Environment	A multidimensional approach to examining the behavior of individuals, families, groups, organizations, communities, and society as a whole. The economic, social, political, and social forces that impact quality of life is examined. Theories and research of human behavior across the life span are critically evaluated as applications are made to rural social work practice. This is a social work theory course where students are introduced to eco-systems as applied to social work practice. Students demonstrate orally and in writing a critical understanding and application of course materials. A rurality paradigm emphasizes issues related to ethnicity, rural life-style nationality, social class, gender identity, racism/discrimination, and economic and political discrimination with a special focus on Mexican heritage families.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17

SCWK 5320	Rural Clinical Social Work: Social Welfare Policy and Advocacy	Policy, social policy, welfare policy, and child welfare policy form the foundation of the course. Issues of political ideology/values, social and economic justice, and structural/environmental discrimination based on social class, ethnicity, sexual orientation, economic status, and nationality are examined. The role of the advocate in rural environments is presented with special emphasis on the rurality paradigm to assess traditional help-seeking behaviors and mutual aid strategies used by the Mexican heritage population of South Texas border environments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	13, 15	13, 15
SCWK 5325	Rural Clinical Social Work Practice I: Children, Youth, Families, and Groups	This course provides an overview of theory and models of social work intervention with children, youth, families, and groups. Students learn the theoretical constructs of traditional and emerging models of social work practice with families and develop assessment and intervention skills based on a systems perspective of the family as the center of focus. The rurality paradigm emphasizes the traditional help-seeking behaviors and mutual aid approach to informal services used by rural families, especially bilingual, bicultural Mexican heritage families living in the South Texas border environments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 11, 12, 18, 19	6, 7, 8, 11, 12, 14, 15, 16, 17, 18, 19, 20
SCWK 5330	Rural Clinical Social Work: Populations at Risk	This course focuses on issues of diversity, oppression, and social justice. It is designed to prepare social work students to be knowledgeable of biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology/values, disability and how these factors contribute to discrimination and oppression. Students also learn about the influence of dominant culture on these diverse and marginalized groups. Naturally occurring self-help and therapeutic groups are the focus of this holistic skills-based course. A critical study of environmental, social and economic justice issues that impinge upon quality of life and well-being of diverse populations are presented.	Classroom/ Practicum as appropriate	Classroom/ Practicum as appropriate	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9, 12	11, 12, 14, 16, 19
SCWK 5335	Rural Clinical Social Work Practice II: Communities and Organizations	This course focuses on providing students an understanding of community as a major element in the rural social environment that influences an individual's development, behavior, and use of informal and formal social services. Traditional help-seeking behaviors and mutual aid are presented within a rurality paradigm to focus on the Mexican heritage populations that inhabit the South Texas border environments.	Classroom/ Practicum as appropriate	Classroom/ Practicum as appropriate	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	12, 15	36, 37
SCWK 5340	Rural Clinical Social Work: Applied Research and Evaluation	Principles and methods of measurement, research design, and program evaluation in social work. Emphasis is placed on applied methods and practice evaluation to improve practice, policy, and social service delivery through process and outcome evaluation with a focus on rural communities and services.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8	11, 12, 19

SCWK 5345	Rural Clinical Social Work: Capstone Seminar	The Capstone course in social work reinforces students' social work identity, life-long learning, and career development. This is a writing intensive course that requires evidence of critical thinking and application of professional behaviors in relation to the nine CSWE competencies. A major case study is required showing evidence of ability to link course learning to field practicum application.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 18
SCWK 5350	Rural Clinical Social Work: Field Practicum I	First in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses to practice with rural and/or Mexican heritage populations in rural South Texas border regions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20
SCWK 5355	Rural Clinical Social Work: Field Practicum II	Second in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses to practice with rural and/or Mexican heritage populations in rural South Texas border regions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20
SCWK 5360	Clinical Activist Practice I: Children, Youth, Families, and Groups	Students learn principles and methods for assessment and intervention with children, youth, families, and groups. Competencies include establish and maintain helping relationships, interviewing, contracting and goal setting, treatment planning and implementation. Students are able to apply appropriate interventions at various stages of therapeutic relationship for diverse clients in a rural social context. In-class skill practice includes rapport development, use of a strengths-based perspective, monitoring self-disclosure, reaching for feelings, containing affect, focusing, and summarizing. Special attention given to use and/or misuse of DSM V with persons of Mexican heritage and diverse populations of South Texas border environments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 11, 12, 18, 19	6, 7, 8, 11, 12, 14, 15, 16, 17, 18, 19, 20 14, 15, 17, 18
SCWK 5364	Clinical Activist Practice II: Psychopathology and Differential Diagnosis	Students use DSM V to gain knowledge and skills in applying clinical assessment and diagnosis of mental health issues. This course emphasizes a critical assessment of DSM V and issues of use/misuse with ethnically diverse populations as well as issues of language, culture, nationality, gender orientation, and social/economic status related to potential for misdiagnosis. Community-centered practice builds on Smale's (1995) four-part description of community and family-centered practice: direct intervention, indirect intervention, service delivery assessment, and change agent activities. A rurality paradigm and experiential learning enhances culturally competent practice principles.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9, 11, 12, 16	12, 16, 17, 20

SCWK 5370	Clinical Activist Practice III: Rural Communities and Formal/Informal Services	Students learn how assessing the community from a holistic rurality paradigm creates possibilities for culturally competent, clinical/activist interventions that focus on resiliency, traditional help-seeking behaviors, mutual aid groups, and community services. This approach builds on community-centered clinical, multi-focused practice methods that seek to strengthen neighborhoods and community institutions, while also addressing the personal and interpersonal issues facing members of the community. Students are required to apply knowledge, values, and critical thinking skills to a case study of a community using informal and formal services.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 11, 12, 19, 26	4, 7, 12
SCWK 5375	Clinical Activist Research Methods: Practice and Program Evaluation	This course aims to increase student's knowledge, values, and critical thinking skills to evaluate his or her own practice and field practicum agency. Single system design and program evaluation methodology is presented. Students demonstrate orally and in writing their competency in evaluation of their practice strategy using a single system design. Students also evaluate their field placement agency using a process and outcome program evaluation design. Special focus is placed on Mexican heritage communities, familial help-seeking behaviors, mutual aid, informal supports, and social justice issues.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	9, 12	9, 11, 12
SCWK 5380	Social Work Field Practicum III: Direct Practice	This course uses educationally directed and professionally supervision of students in an approved social work setting. Students must demonstrate orally and in writing competency/practical experience based on critical evaluation and application of social work competencies (values, knowledge, and skills) acquired in clinical activist social work courses. A rurality paradigm enhances culturally competent direct practice principles. Special focus is placed on Mexican heritage communities, familial help-seeking behaviors, mutual aid, informal supports, and social justice issues. Students must apply knowledge, values, and critical thinking skills to a case study of a community that includes formal and informal services.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8, 9, 11, 12, 18, 19, 21	4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20
SCWK 5385	Social Work Field Practicum III: Indirect Practice	This course uses educationally directed and professionally supervised indirect service activities that provide an advanced level of practical experience in the application of social work values, knowledge, and skills acquired in social work courses.	Classroom/ Practicum as appropriate	State University	University Semester Hours (3 semesters hours)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9, 11, 12, 18, 19, 21	4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20

Texas State University

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
BSW											
1350	Introduction to Social Work	This introductory survey course includes the nature, function, and various types of social work practice, acquainting the student with the history, scope, and values of the profession. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 5, 6, 7, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
2320	Love and Relationships	This elective course explores the nature of attraction, friendship, love, and human sexuality, enabling students to enhance their own personal and professional relationships. Students are required to take two electives. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 21, 26
2375	Social Services In the Community	This undergraduate course introduces the organizations and policies involved in social delivery. Students participate in 50 hours of work as supervised observers and volunteers in selected social service agencies. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
3305	Seminar in Human Behavior and Social Environment I	This undergraduate course provides an overview of human functioning in the environment by studying eco-systems and developmental frameworks. It builds knowledge and values for practice with task groups, organizations, and communities. Prerequisite: SOWK 2375 with a grade of "C" or better. Corequisite: SOWK 3420 with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5,6,7,10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
3312	Alcoholism and Chemical Dependence	This elective course focuses on commonly used and abused drugs as well as the dynamics and treatment of addiction and alcohol abuse. It emphasizes direct social work intervention aimed at addiction prevention and treatment. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

3332	Helping Troops Transition Back to their Families and Communities: The Invisible Wounds of War	This elective course examines topics at the individual, family, group, organizational, and community levels related to troops who are returning from current combat operations and their families. It reviews the needs, community resources, and policies in place for helping them and their families make this transition. In addition, the course has content on child well-being and safety. Students are required to take two electives.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	11, 12, 14, 16, 18, 19, 21, 26
3340	Social Work Research	This undergraduate course builds foundation scientific research skills in critical thinking, knowledge of program and practice evaluation, and a philosophy of generalist social work practice. Prerequisite: [CJ 3347 or HP 3302 or HP 3325 or PSY 2301 or SOCI 3307] and SOWK 3425 both with grades of "C" or better. Corequisite: SOWK 4356 and SOWK 4425 both with grades of "C" or better. In addition, the course has content on child well-being and safety from an evidence-based, empirical framework. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
3420	Social Work Practice I	This undergraduate course studies generalist theory and application of social work practice with individuals, families, and groups, including introductory data collection, assessment, intervention planning, and evaluation. Prerequisite: SOWK 2375 with a grade of "C" or better. Corequisite: SOWK 3305 with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the BSW degree	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
3425	Social Work Practice II	This undergraduate course emphasizes generalist social work practice with task groups, organizations, and communities, examining data collection, assessment, intervention, planning, implementation, and evaluation. Students develop and implement a community-based project. Prerequisites: SOWK 3420 with a grade of "C" or better. Corequisites: SOWK 4305 with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
4300F	International Social Work	This elective course covers basic theoretical and practical approaches to empowerment, social and economic justice, and human rights. particular cultures and specific global problems are examined in-depth to promote student acquisition of an international worldview for human global change based on social work values and research-informed practice. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26

4300G	Ghana: Human Rights and Social Justice Applied	This undergraduate elective course will focus on applied social justice and human rights in a global context from an interdisciplinary standpoint in Ghana. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26
4300H	Comparative Social Work Ethics in Canterbury	The purpose of this course is to assist the student in expanding a basic level of knowledge, values, and skills in the area of ethics in social work. The NASW Code of Ethics and the National Codes of Ethics from the International Federation of Social Workers are used. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26
4300I	Social Work and Social Services in Canterbury	The purpose of this course is to assist the student in exploring social work processes, social service provision and services to special populations in Canterbury, England. Agency visits or primary research will guide learning. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26
4300K	Innovative Community Engagement with Vulnerable Populations	This hybrid, service-learning, Study-in-America course will require students to identify, examine, and critically analyze social service programs in Central Texas and Los Angeles, California which provide services to vulnerable populations (persons experiencing poverty, homelessness, food insecurity, criminal justice issues, etc.). The impact of socio-economic and community-based social justice issues is analyzed within the context of human development over the life course with an emphasis on the impact of positive individual and community development. Cultural dynamics are examined in conjunction with issues of equity, justice, and community service provision. This course is designed to be highly experiential.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 16, 18, 21, 26
4300J, 4300K, 4300L, 4300M, 4300N, etc.	Selected Topics in Social Work	Students study relevant social work topics in depth. Topics, such as social work in schools, spirituality, animal assistance, health care, hip hop and social justice are selected according to students' needs and professional trends. The course may be repeated for credit if it is a different topic area. Students are required to take two electives. This is a renumbering of the original 5339/3339 courses.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 21, 26
4301 (formerly 4300C)	School Social Work	This elective course is an overview of social services in schools. Topics covered include educational issues, conceptual framework, policies, and service delivery systems. Special attention is paid to cultural diversity, special populations, parent-school collaboration, community liaison, referral systems, and educational systems change. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21, 26

4302 (formerly 4300D)	Hip Hop and Social Justice for Individual and Community Change	In this course, Hip-Hop culture is introduced within the context of human development over the life course with an emphasis on positive individual and community well-being. Cultural dynamics are viewed alongside art's role in the social and political history of the United States including issues of equity and justice. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	12, 16, 18, 21, 26
4303 (formerly 4300B)	Spirituality in Social Work Practice	This elective course provides a basic framework of knowledge, values, and skills necessary for ethical and effective spiritually relevant practice. It examines spirituality as an integral component of a strengths-based approach to social work practice with diverse and/or vulnerable clients. It integrates a contemporary global perspective with critical self-reflection. In addition, the course has content on child well-being and safety	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 16, 18, 19, 21, 26
4304 (formerly 4300A)	Animal-Assisted Therapy	This course is an introduction to the human-animal bond and its therapeutic applications. The course connects students with an extensive network of handlers and facilities in a wide range of disciplines with applied animal-assisted therapy programs. Students learn to plan professional, ethical, goal-directed, individualized and group animal-assisted therapy activities and programs that incorporate peoples from a variety of populations, in a variety of settings, as well as animal welfare. The course assists students in earning American Kennel Club (AKC) Canine Good Citizen certification so they may prepare for future therapy-dog training and certification. Prerequisite: SOWK 1350 with a grade of "C" or better. The course has content on child well-being and safety	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 16, 17, 18, 21, 26
4305	Seminar in Human Behavior and Social Environment II	This undergraduate course integrates knowledge from social sciences and SOWK 3305, focusing on individuals, families, and small groups functioning in environments. It uses a bio-psychosocial perspective, expanding on eco-systems, developmental, and values frameworks. Prerequisite: SOWK 3305 with a grade of "C" or better. Corequisite: SOWK 3425 with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 6, 7, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
4310	Diversity and Social Justice in Social Work	This undergraduate required course focuses on knowledge and skills necessary for effective, ethical, and just practice, exploring interpersonal and institutional dynamics of racism, sexism, heterosexism, homophobia, classism and other forms of oppression and their effects on providing social services to diverse populations. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

4315	Child Welfare	This undergraduate required course analyzes child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community, emphasizing social work intervention with children and their families. In addition, the course has content on child well-being and safety	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26
4318	Social Work and Health Care	This undergraduate elective course provides a generalist view of social work practice in mental health and public health, considering the social problems that affect health care, and ethical and effective intervention strategies and service delivery systems. The course contains Title IV-E related content on referral to services, preparation for and participation in judicial determination, placement of the child, development of the case plan, case reviews, and case management and supervision. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
4320	Social Work with Older Adults	This undergraduate elective gives a comprehensive introduction to contemporary social problems, values, and issues affecting older adults, and effective and ethical intervention strategies and service delivery systems. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
4355	Policy Practice	This course is an overview of social policy and legislation and the processes of influencing public policy. It links policy with a broad range of social work service areas. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 5, 6, 7, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
4356	Professionalism in Social Work	This course builds skills in self-presentation, in taking responsibility for personal and professional growth, in learning professional behaviors in organizations, and in presenting court testimony. Prerequisite: SOWK 3425 and SOWK 4305 both with grades of "C" or better. Corequisite: SOWK 3340 and SOWK 4425 both with grades of "C" or better. This course is required for the BSW degree	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 5, 9	11, 13, 15, 18, 20, 21, 27, 35, 36, 38, 39
4360	Directed Study in Social Work	This one-semester undergraduate course highlights individualized reading, independent study and projects, and guided instruction. It is offered to superior students by the professor's invitation and with the consent of the BSW Coordinator. This course may be repeated once for credit with different emphasis. Undergraduate students may take this specialized course as child welfare. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 21, 26

4374	Generalist Field Practicum I	Students engage in generalist social work practice in agencies, supervised by degreed social worker professionals and the field liaison. Students complete a minimum of 210 contact hours in a field agency while concurrently attending an integrative field seminar and completing field/seminar assignments. Prerequisite: SOWK 3340 and SOWK 4356 and SOWK 4425 all with grades of "C" or better. Corequisite: SOWK 4975 with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
4425	Social Work Practice III	This undergraduate course emphasizes interpersonal and communication skills necessary for effective, ethical generalist social work practice. Students translate theory into helping behaviors through practice and feedback to develop competent skills for beginning field placement. Prerequisites: SOWK 3340, 3420, 3425, official social work major, senior standing, or consent of instructor. The course contains Title IV-E related content, as documented in Columns K and L. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
4975	Generalist Field Practicum II	This course provides students with experiential opportunities for generalist social work practice in social service agencies applying micro, mezzo, and macro level knowledge. Prerequisite: SOWK 3340 and SOWK 4356 and SOWK 4425 all with grades of "C" or better. Corequisite: SOWK 4374 with a grade of "B" or better. In addition, the course has content on child well-being and safety. This course is required for the BSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
MSW											
5300E	Social Work and Health Care	This elective course provides a generalist view of social work practice in mental health and public health, considering the social problems that affect health care, and ethical and effective intervention strategies and service delivery systems. Prerequisite: Departmental approval.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
5300F	International Social Work	The elective course covers advanced theoretical and practical approaches to empowerment, social and economic justice, and human rights. Particular cultures and specific global problems are examined in-depth to promote student acquisition of an international worldview for human global change based on social work values and research-informed practice. In addition, the course has content on child well-being and safety. Prerequisite: Graduate status.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26

5300G	Ghana: Human Rights and Social Justice Applied	This graduate focuses on applied social justice and human rights in a global context from an interdisciplinary standpoint in Ghana. The course involves both experiential and classroom learning with a significant international-based service-learning component that intentionally integrates community service, academic learning, and civic learning. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26
5300H	Comparative Social Work Ethics in Canterbury	This study abroad course assists students in expanding an intermediate level of knowledge, values, and skills in the area of ethics in social work. The NASW Code of Ethics (US) and the National Codes of Ethics from the International Federation of Social Workers are used. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26
5300I	Social Work and Social Services in Canterbury	The purpose of this study abroad course is to assist the student in exploring social work processes, social service provision and services to special populations in Canterbury, England. Agency visits or primary research will guide learning. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 18, 21, 26
5300J	Introduction to Trauma Informed Care	This advanced course focuses on culturally relevant knowledge and skills for theory-based, therapeutic assessment and intervention with diverse families and groups. The course emphasizes systemic, critical analysis of contemporary mental health practice using a psychosocial, strengths-based framework. Prerequisite: SOWK 5411 with a grade of "C" or better. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 20, 21, 26
5300K	Innovative Community Engagement with Vulnerable Populations	This service-learning, Study-in-America course will require students to identify, examine, and critically analyze social service programs which provide services to vulnerable populations (persons experiencing poverty, homelessness, food insecurity, criminal justice issues, etc.). Additional components of the course include travel to and participation in service-learning/volunteer activities in Louisiana. Prerequisite: Enrolled in a graduate program at Texas State University; good academic standing. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 16, 18, 21, 26

5300M	Advanced Intervention with Intimate Partnerships (Couples)	This advanced course focuses on culturally relevant knowledge and skills for theory based, therapeutic assessment and intervention with diverse intimate partnerships. The course emphasizes systemic, critical analysis of contemporary mental health practice using a psychosocial, strengths-based framework. Prerequisite: SOWK 5411 with a grade of "C" or better and departmental approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20, 26
5300N, 5300O, 5300P, 5300Q, etc....	Selected Topics in Social Work	Students study relevant social work topics in depth. Topics, such as social work in schools, spirituality, animal assistance, health care, hip hop and social justice are selected according to students' needs and professional trends. The course may be repeated for credit if it is a different topic area. Students are required to take two electives. Prerequisite: Graduate standing or instructor approval required for enrollment in the 5300 courses. This is a renumbering of the original 5339 courses. Title IV-E stipend students are required to take a course that is special topics course that is highly related to Title IV-E content.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 21, 26
5301 (formerly 5300C)	School Social Work	This course explores the role of social workers in the school setting. Students learn about the unique challenges of providing social services within the educational environment. Interventions for working with children and youth in at risk situations are also introduced and practiced. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21, 26
5302 (formerly 5300D)	Hip Hop and Social Justice for Individual and Community Change	Contemporary issues of equity and justice are investigated for potential influences on health and well-being. Students will compare professional application of Hip Hop integrated strategies within therapeutic, education, physical health, and afterschool and summer programs. Students will learn the interdisciplinary aspects of community-based strategies to promote equity and justice. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	12, 16, 18, 21, 26
5303 (formerly 5300B)	Spirituality in Social Work Practice	This course provides an advanced-level framework of knowledge, values, and skills necessary for ethical and effective spiritually relevant practice. It examines spirituality as an integral component of a strengths-based approach to social work practice with diverse and/or vulnerable clients. It integrates a contemporary global perspective with critical analysis and assessment. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 16, 18, 19, 21, 26

5304 (formerly 5300A)	Adventure Therapy: Theory, Research, and Practice	The course examines theory, practice and research in adventure therapy and engages the learner in hands on practice experience in outdoor, adventure therapy activities. The course guides students towards best practices in the use of adventure therapy as an innovative intervention that can be used in social work practice and other disciplines, with individuals, families, and groups in a variety of settings. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 21, 26
5308	Human Behavior in Individual and Family Environments	This foundation course explores individual and family dynamics across the life cycle, centering on human development, individual and group strengths, and the effects of cultural diversity. It enhances critical thinking and assessment skills about human behavior in social environments, and incorporates material on professional values, ethics, and social justice. In addition, the course has content on child well-being and safety. Prerequisite: Graduate standing or instructor approval. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 6, 7, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5309	Human Behavior in Local and Global Environments	This foundation graduate course explores human functioning in the environment by studying families, groups, communities, organizations, and societies in local and global contexts. Through learning content on diversity, populations at risk, and social and economic justice, students build critical thinking and assessment skills using developmental and eco-systems frameworks. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 6, 7, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5310	Social Welfare Policy and Services	This foundation course studies the United States' social welfare system, emphasizing how social welfare policies affect diverse populations. Topics include social welfare history, and policy development, implementation, evaluation, and values. Prerequisite: Instructor approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 5, 6, 7, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5312	Social Work Intervention in Drug Addiction and Abuse	This elective course focuses on commonly used and abused drugs as well as the dynamics and treatment of addiction. It emphasizes social work intervention aimed at addiction prevention and treatment. Prerequisite: Graduate standing or instructor approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 20, 21, 26

5313	Foundation Social Work Practice I	This foundation course explores generalist social work theory and practice methodology in problem-solving with individuals, families, and groups, emphasizing data collection, assessment, intervention planning, and evaluation. Prerequisite: Admission to the MSW degree program.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5314	Foundation Social Work Practice II	This foundation skill-development course emphasizes generalist social work practice with task groups, organizations, and communities. Prerequisite: Admission to the MSW degree program. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5315	Social Work Intervention in Child Abuse & Neglect	This elective course considers child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community, emphasizing in social work intervention with children and their families. Prerequisite: Graduate standing or instructor approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26
5316	Foundation Social Work Practice III	This foundation course develops the student's interpersonal and communication skills with clients and other professionals. Students must demonstrate competence in interviewing, assessment, and planning skills. Students learn to collect data to support assessment, plan intervention, and evaluate practice. Prerequisite: Department approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5317	Social Work Research	. This foundation course builds introductory scientific research skills in critical thinking and knowledge of program and practice evaluation. It prepares students to read, interpret, and critique research with skepticism and rigor and to perform various research and social work practice activities. Prerequisite: SOWK 5308 and SOWK 5313 both with grades of "B" or better. The course contains Title IV-E related content on referral to services, preparation for and participation in judicial determination, placement of the child, development of the case plan, and case management and supervision. In addition, the course has content on child well-being and safety from an evidence-based, empirical framework. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5319	Diagnostic Assessment	This advanced course examines how individuals, families, and groups interact with the social environment, emphasizing mental health and adaptive capacity, theories of the etiology and development of mental and emotional disorders, and how culture affects mental health. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21, 26

5320	Advanced Administrative Leadership Practice I: Introduction to Management	This advanced skill-development course emphasizes social work practice in managing small and large organizations. Students develop knowledge and skills in social work management and supervision in non-profit and public organizations. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety from a management perspective including how to conduct needs assessments, develop goals, write effective plans, develop program budgets, and measure effectiveness in Title IV-E programs.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8, 9, 10	11, 12, 14, 16, 18, 19, 21, 26
5322	Advanced Social Policy and Social Justice	This advanced course, a study of social legislation affecting disadvantaged persons, emphasizes policy analysis, values, and advocacy through studying social policy history; developing, implementing, and evaluating policy; and influencing social and economic justice. Prerequisite: Departmental approval. This course is required for the MSW degree. The course contains Title IV-E related content, as documented in Columns K and L.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 5, 6, 7, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5323	Advanced Social Work Research	This advanced course builds knowledge and skills for systematically evaluating programs and practice. It enhances effective and ethical social work practice by teaching skills necessary to design, implement, and empirically assess intervention with client and programs. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5324	Advanced Direct Practice with Families	. This advanced course focuses on theories, research, and models of practice with families. It emphasizes a systems orientation to assessment and intervention and integrates issues of self-awareness and human diversity. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 26

5325	Advanced Administrative Leadership Practice II: Challenges and Innovations	This advanced course expands knowledge and skills by exploring how theories, supervision and management interventions, and social work values are applied to diverse organizational environments. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 14, 16, 21, 26
5326	Advanced Direct Practice with Individuals	This advanced course examines intervention theories and builds specialized skills for effective, ethical practice with individuals. It examines how culture influences individuals and discusses how to assess individuals from multiple perspectives. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21, 26
5327	Advanced Practice with Groups	This advanced course develops effective, ethical group practice skills, including assessment from multiple perspectives, facilitation of group process and intervention, evaluation, and addressing needs of diverse populations. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21, 26
5328	Interdisciplinary Perspectives on Aging	This interdisciplinary course provides a graduate-level foundation in knowledge and skills used to address a wide range of needs among the aging population, their families, and support systems. Biophysical, psychosocial, and environmental perspectives will be integrated into development of culturally competent approaches to work with elders in many fields, including child welfare. This course is an elective for the MSW degree. Students are required to take two electives.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	11, 12, 14, 16, 21, 26
5329	Organizational Development	This advanced course examines organizational and inter-organizational social service delivery contexts; how funding, mandate and organizational arrangements influence services; and factors to consider in modifying existing organizations. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval. The course is a management course that looks at Title IV-E issues from an organizational perspective	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 18, 19, 21, 26

5332	Helping Troops Transition Back to their Families and Communities: The Invisible Wounds of War	This elective course examines topics at the individual, family, group, organizational, and community levels related to troops who are returning from current combat operations and their families. It reviews the needs, community resources, and policies in place for helping them and their families make this transition. In addition, the course has content on child well-being and safety. Students are required to take two electives.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	11, 12, 14, 16, 18, 19, 21, 26
5339	Selected Topics in Social Work	Students study relevant social work topics in depth. Topics, such as social work in schools or in health care, are selected according to students' needs and professional trends. Repeatable for credit. In addition, the course has content on child well-being and safety	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term		Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 21, 26
5360	Directed Study in Social Work	This one-semester course highlights individualized reading, independent study and projects, and guided instruction. It is offered by invitation of the professor and with the consent of the MSW Coordinator. It may not be repeated for credit. Prerequisite: Department approval. Graduate students may take this specialized course as a Title IV-E child welfare elective, and in addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 21, 26
5370	Advanced Program Planning and Grant-Based Resource Development	This advanced course emphasizes social work practice in building and developing non-profit and public human services organizations. Course topics include determining organizational needs and priorities; identifying resources to address needs and priorities; and pursuing grant-funded resources to address organizational needs. Prerequisite: Departmental approval. The course contains management knowledge and skills that are applied to Title IV-E related content especially in writing plans and developing strategies to measure effectiveness. In addition, the course has content on child well-being and safety from a management perspective including how to conduct needs assessments, develop goals, write effective plans, develop program budgets, and measure effectiveness in Title IV-E programs This course is required for the MSW degree	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

5371	Advanced Assessment, Leadership, and Supervision in Social Service Organizations	This advanced course focuses on observational and interview-based evaluations of organizational functioning related to change, diversity, ethical decision-making, budgeting, and implementation of action plans. The course also focuses on development of supervisory strategies to effectively lead and transform an organization. Prerequisite: Departmental approval. The course is a management course that looks at Title IV-E issues from an organizational perspective. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5372	Advanced Diagnostic Assessment and Intervention with Individuals	This advanced course focuses on culturally relevant diagnostic assessment of and intervention with individuals based on current theory. The course emphasizes critical analysis of contemporary mental health practice using a psychosocial framework. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5373	Advanced Intervention with Families and Groups	This advanced course focuses on culturally relevant knowledge and skills for theory-based, therapeutic assessment and intervention with diverse families and groups. The course emphasizes systemic, critical analysis of contemporary mental health practice using a psychosocial, strengths-based framework. Prerequisite: Departmental approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5376	Foundation Field Practicum 1	This course is an integrative seminar for generalist social work practice in social service agencies applying micro, mezzo, and macro level knowledge. The content of the course includes social work competencies, ethical values, professional development, and basic knowledge of social work practice and the profession overall. Prerequisite: SOWK 5308 with a grade of "C" or better and SOWK 5313 with a grade of "B" or better. This course contains Title IV-E related content, as documented in Columns K and L. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5378	Advanced Field Practicum 1	. This course is the first part of the advanced MSW field practicum in which students participate in a field seminar course in conjunction with completing field practicum hours at an agency. Field seminar provides the opportunity for students to apply and critically analyze social work knowledge gained in core. Prerequisites: SOWK 5322 and SOWK 5323 and SOWK 5370 and SOWK 5371 and SOWK 5372 and SOWK 5373 all with grades of "C" or better and a minimum 3.0 Overall GPA. Corequisite: SOWK 5379 or SOWK 5979 either with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

5379	Advanced Field Practicum 2	This course is taken in conjunction with SOWK 5378 as Part I of the advanced/final field practicum courses for part-time students requiring completion of a minimum of 250 hours of internship in a social service agency. This course requires application of classroom knowledge to address complex level social justice issues. Prerequisite: SOWK 5322 and SOWK 5323 and SOWK 5370 and SOWK 5371 and SOWK 5372 and SOWK 5373 all with grades of "C" or better and a minimum 3.0 Overall GPA. Corequisite: SOWK 5378 with a grade of "C" or better. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5410	Foundation Field I (Concurrent)	This foundation course consists of supervised beginning generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: Departmental approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5411	Foundation Field II (Concurrent)	. This second foundation course continues supervised generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: SOWK 5410 with a grade of "C" or better and departmental approval. In addition, the course has content on child well-being and safety. This course is required for the MSW degree.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5477	Foundation Field Practicum 2	This course is experiential learning through application of complex micro, mezzo, and macro level knowledge in social service agencies. This is the second course of the foundation practicum sequence and requires completion of 200 hours. Prerequisite: SOWK 5308 with a grade of "C" or better and SOWK 5313 with a grade of "B" or better. Corequisite: SOWK 5376 with a grade of "C" or better. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
5679	Advanced Field Practicum 2	This is the second part of the advanced practicum course sequence for part-time students requiring completion of a minimum of 250 hours in a social service agency. This course continues the experiential learning process initiated in SOWK 5379 including application of classroom knowledge to address complex level social justice issues. Prerequisite: SOWK 5378 and SOWK 5379 both with grades of "C" or better and a minimum 3.0 Overall GPA. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

5979	Advanced Field Practicum 2	This course is taken in conjunction with SOWK 5378 as part of the advanced/final field practicum courses for full-time students requiring completion of a minimum of 250 hours of internship in a social service agency. This course requires application of classroom knowledge to address complex level social justice issues. Prerequisite: SOWK 5322 and SOWK 5323 and SOWK 5370 and SOWK 5371 and SOWK 5372 and SOWK 5373 all with grades of "C" or better and a minimum 3.0 Overall GPA. Corequisite: SOWK 5378 with a grade of "C" or better. In addition, the course has content on child well-being and safety.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 6 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV- E Population Rate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
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Texas Woman's University											
Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
SOWK 1403	Introduction to Social Welfare Policies and Services	An exploration of the social work profession, the roles and functions of social workers, social work values, and the social work process. A historical development of social welfare programs with cross-cultural emphasis.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14
SOCI 1413	Culture, Inequality and Self	Human behavior as affected by culture, social institutions, class, ethnicity, and interpersonal relations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12
SOWK 1411	Social Work Praxis Lab	An opportunity to gain familiarity with the helping process through a 30-hour volunteer work experience in an approved social service agency. Journal keeping, agency analysis, and structured reflection provide insight into client populations and various helping roles in a professional setting.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 1 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14
SOWK 2813	Human Behavior in the Social Environment 1	Same as SOCI 2813. Uses a wide range of perspectives—biological, psychological, and social/environmental to examine the dynamics of human behavior. Emphasizes the ecological systems in relation to individuals' needs and capacities throughout the life cycle	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16
SOWK 3813	Human Behavior in the Social Environment 11	Uses a wide range of perspectives-biological, psychological and social/environmental to examine the dynamics of human behavior. Emphasis on adulthood through older adulthood to death.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14
SOCI 3051	Social Data Analysis	Students will gain experience in using computers to analyze social data. No previous experience with computers is assumed.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 1 semester hour per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12,32
SOWK 3053	Social Research	Introduction to research in the social sciences and practice fields. Emphasizes the decision making involved in planning and executing a study. Gives practice in all stages of the research process. Students are expected to plan and carry out a group or individual research project.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,32
SOWK 3221	Social Work Practice I Laboratory	Application of social work practice skills with emphasis on assessment of individual functioning. Use of video lab.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 1 semester hour per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14,15,19

SOWK 3223	Social Work Practice I	Theory and process for generalist social work practice. With a person-in-environment focus, study includes development of the helping relationship, skills in interviewing and data-gathering, assessment, selecting and carrying out appropriate types of inter-required	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	,11,12,14,15,19
SOWK 3231	Social Work Practice II Laboratory	Application social work practice skills with emphasis on assessment of individual and family functioning. Use of video lab.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 1 semester hour per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,15,16,18
SOWK 3233	Social Work Practice II	Continuation of theory and process for generalist social work practice. Builds on content from SOWK 3223, including further development of interviewing, assessment, and recording skill. Includes in-depth study of small group and family dynamics, skills, and techniques in mediation and leadership, evaluation of intervention effectiveness at multiple levels.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 18, 20
SOWK 3241	Social Work Practice III Laboratory	Application of social work practice skills with emphasis on assessment of community needs and resources.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 1 semester hour per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,17,18
SOWK 3243	Social Work Practice III	Social work intervention at multiple levels with emphasis on situations where there is a lack of fit between individuals or groups and organizations or institutions. Builds on content in SOWK 3223 and 3233, skill in data gathering, assessment, planning, report writing, and evaluation. Preparation for generalist social work practice with focus on roles of advocate, evaluator, planner, and consultant. Examines delivery of service for at-risk populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 15
SOWK 3453	Children's Rights & Services	An exploration of the customary and legal rights of children with a focus on social and political forces. Social services available in income maintenance, schools, day care, institutional care, foster care, homemaker service, protective services, and to teenage parents.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 30
SOWK 4433	Social Policies	An examination of the policy-making process. Current social issues, programs, and public policy issues are explored. Intervention techniques aimed at influencing and changing social welfare and public policies.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	14, 24
SOWK 4463	Social Work Integrative Seminar	Provides an opportunity to discuss and process the field practicum experience. Concurrent enrollment to discuss and process the field practicum experience.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	13, 14, 26
SOWK 4469	Social Work Field Practicum	Provides student with a supervised social work experience in an agency setting.	Classroom/ Practicum as appropriate	State University	University Semester (average 9 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	13, 14, 26

SOCI 1013	Introduction to Sociology	Basic concepts, theoretical orientations, research, and applications in sociology. Survey US and global contexts of social organizations, culture, socialization, institutions, populations and society diversity. Examine basic sociological ideas of social interactions, structure and change .in the US and globally.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12
SOCI 1023	Current Social Problems	(SOCI 1306) Examines linkages between personal problems, social problems, and social policy. Critical analysis of problems such as inequality, health care, substance abuse, the environment, family violence, etc. as these relate to societal conditions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	14, 16
SOCI 3093	Race and Ethnic Groups	A sociological perspective on the dynamics of racial and ethnic group relations focusing on social structure, group interaction processes, and cultural diversity. Uses sociological-historical analysis, social theory and research. Concentrates on African Americans, Mexican Americans and recent immigrant groups.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,17,18
SOCI 3163	Social Statistics	Introduction to basic statistics and problems of statistical decision-making in the social and behavioral sciences. Descriptive techniques, problems of hypothesis testing, introduction to major correlational techniques commonly used in social /behavioral research.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	15,19,20
SOCI 3213	Women's Roles	Same as WS 3213. Women's roles are examined in the context of social institutions such as the family, the economy and the government. Implications of sexual inequality, changing gender roles, and diversity by race, ethnicity, class and age.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 16
SOWK 4473	Mental Health and Social Work	Provides students with an overview of mental health issues and treatment interventions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	16, 19
SOWK 4903.1	Special Topic, Grieving	Provides students with an understanding and knowledge of the grief process and techniques for supporting and/ or counseling those who are dying or bereaved.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4,5,6,11,14	17, 18
SOCI 4203	Family Violence	Provides students with an overview of the problem of family violence. Specific focus on theories, treatment and intervention	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	14, 15, 16, 20, 22
SOWK 3513	Culturally competent Practice and Work	culturally competent practice. Specific focus on skills and knowledge required vulnerable populations in social work arena. Specific focus on skills, assessment and intervention required	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	14, 15, 16

SOCI 3113	Juvenile delinquency	The adjustment of youths as they take on roles and statuses culturally defined for their age group; emphasis on causation, treatment and prevention of juvenile delinquency.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	14, 15, 16
MATH 1713	Elementary Statistics for Social Work students	Provides research and analysis of intervention and practice with clientele	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	14, 15, 16
SOCI 4013	The Family	Provides students with a sociological and feminist analysis of the family. Examines cultural diversity among families as well as historical changes in the family and the impact of social policy.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 11, 12	14, 16
SOWK 5103	Human Behavior in Social Environment	Examines the dynamics of human behavior in society, Families and groups from wide range of perspectives - individual, biological psychological, systems and social environment	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4,6,7,11	14,15,17,20
SOWK 5213	Organization and Community - Practice II	Focuses on macro community practice at the foundation level, integration of theory, skills and techniques in order to intervene with groups, organizations, communities and advanced social, economic justice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 11, 18, 20	12, 14,15,17
SOWK 5233	Social Work Advanced Practice I	Focus on biopsychological perspective about mental health and disorders across the lifespan; focus on DSM, assessment	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 11, 12, 19	14,15,17,19
SOWK 5833	Social Work-Advanced Field Seminar and Field Practicum	Seminar facilitates the integration of practicum and classroom learning through processing and discussion of field issues and situations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 13, 14, 20	11,12,15,16
SOWK 5203	Individual and System Practice I	Promotes competence in micro practice skills with individuals. Covers engagement, solution focused, cognitive behavioral and task centered approaches	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 11, 12, 19	14,15,16,17

University of Houston											
Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
6114	Field Practicum Seminar	Focuses on integrating knowledge, values, and skills in relation to Field Practicum I.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	
6194	Field Practicum I - Foundation	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	
6201	Foundation of the Social Work Profession	Introduction to social work as a profession; history of social welfare; profession's mission of social, economic, and political justice; social work values and ethical base for practice with families, children, and community.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9, 10	11
6202	Social Work Practice	Addresses dynamics of diversity in the helping relationship, differences between values and ethics, empowerment theories, and integrated contextualized practice with families, children, and community.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11
6203	Social Work Policies and Services	Addresses policies that affect marginalized populations, human rights, social justice, and oppressed groups; policy formulation and program development; values that influence policy; globalization theories, distributive justice theories, social welfare theories, and political economy theories.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 6, 7, 8, 9, 10	
6204	Human Behavior in the Social Environment (HBSE): Social Work Perspectives	Analyzes oppression, prejudice, discrimination, value bases underlying human behavior, conflict and liberation theories as related to social problems, and lifespan development-birth, infancy, childhood, and adulthood.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 17
6293	Field Practicum I: Foundation	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
6294	Field Practicum II - Advanced	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	

6304	Women's Issues	An examination of selected social, political, and economic issues pertaining to women in American society. Particular attention is given to social policy and practice implications.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 10	
6305	Research Knowledge for Social Work Practice	This class has 6 interconnected modules in Practice, Policy, HBSE, Research, Practice Skill Lab and Field Practicum	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 11, 13, 15	
6305	Research and Knowledge Building for Social Work Practice	Epistemological issues in knowledge building; qualitative and quantitative research methods useful in evaluating social work practice with families, children, and community.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	
6306	Social Work Practice Skills	Emphasizes the acquisition and development of practice skills in communication and problem solving for all levels of social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11
6307	SW Policy in Social Environment	This course addresses content related to policy and to human behavior in the social environment from a macro lens.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 11, 14, 16, 17, 18, 19	
6308	Human Diversity/Human Development	This course focuses on the diversity among humans and how it impacts their development.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 12, 18	
6311	Social Work Methods: Individuals, Groups and Families	This course focuses on conceptual practice, the roles, and skills of the worker, in both micro and macro settings, and various phases of social work processes including interviewing, assessment, planning, implementation and evaluation.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 15, 18, 20, 26	
6313	Social Work Methods: Microsystems	Fundamentals of micro practice aimed toward eliminating barriers to enhanced social functioning. Focuses on the roles, methods, and skills of integrated social work practice with individuals, small groups, and families.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 18
6314	Social Work Methods: Community Practice	Fundamentals of macro practice aimed toward eliminating barriers to enhanced social functioning. The focus is on developing leadership, viable groups and organizations, and strategies for change within a multicultural context.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9, 10	
6321	Social Work Values and Ethics: The Pursuit of Social Justice	This course will address critical value and ethical issues of social welfare and the persistence of widespread poverty in the US.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9, 11, 14, 21	

6323	Gender Culture and Human Development	This course focuses on theoretical knowledge of individual life cycle growth and development. A person in environment perspective is used to compare and contrast theories of human development with specific emphasis on the influence of gender, culture, race, ethnicity, and sexual or affectionate preference.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 11, 12, 17	
6351	Social Welfare Policy Analysis	Provides knowledge of comparative social welfare systems and policies, the impact of policy on clients and communities, and the skills of policy analysis.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
6354	Managing Human Services Organizations	Theories, skills, and methods for effective planning and managing in human services organizations.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 9, 10	
6361	Research Methods in Social Work	This course focuses on epistemological issues in knowledge building as well as qualitative and quantitative research methods useful in evaluating social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 22, 23	
6388	Statistical Methods for Social Workers	Introductory statistics course for entering graduate students. Includes data presentation and normalization, types of variables and levels of measurement, descriptive statistics and hypothesis testing using both nonparametric and parametric procedures. Introduction to computer software utilizing terminals on campus.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8	
6392	Field Practicum	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	
6393	Field Practicum II	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	
6397	Social Work Policy in the Social Work Environment	Addresses policies that affect marginalized populations, human rights, social justice, and oppressed groups; policy formulation and program development; values that influence policy; globalization theories, distributive justice theories, social welfare theories, and political economy theories.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 6, 7, 8, 9, 10	
6397	Social Work Policy in the Social Work Environment	Addresses policies that affect marginalized populations, human rights, social justice, and oppressed groups; policy formulation and program development; values that influence policy; globalization theories, distributive justice theories, social welfare theories, and political economy theories.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 6, 7, 8, 9, 10	
6397	Social Work Practice	Addresses dynamics of diversity in the helping relationship, differences between values and ethics, empowerment theories, and integrated contextualized practice with families, children, and community.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11

7190	Advanced Field Practice I, II and III in Political Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7191	Advanced Field Practice I, II and III in Gerontological Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7194	Advanced Field Practice I, II and III in Children and Families	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7195	Advanced Field Practice I, II and III in Mental Health	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7196	Advanced Field Practice I, II and III in Health Care	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7198	Coordinated Independent Study- Austin Legislature	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7290	Advanced Field Practice I, II and III in Political Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7291	Field Practicum Elective II	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7294	Advanced Field Practicum II in Children and Families	Supervised field experience in an approved children and families setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 19
7301	Confronting Oppression	This course focuses on theories that address conditions that create social, economic, and political injustice. Attention is given to analyzing the causes and consequences of oppression on persons and groups. Specific focus will be on how to achieve a more just society through anti-oppressive practice and capacity building.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 12, 18, 19	

7301	Psychodynamic Theory & Psychopathology	This course is designed to expose advanced students to major psychodynamic theories and categories of psychopathology as described in the DSM. Emphasis is on the utility for social work practice in mental health settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8, 9, 11, 16, 17, 18	
7303	Child Abuse and Neglect	Critical analysis of the etiologies, effects, clinical assessment and treatment strategies of child abuse and neglect.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 18, 20
7304	Contextualized Strength Based Practice in Social Work/Brief Targeted Interventions	Analyzes and applies contextualized practice approach with a diverse range of client systems, from a multicultural strengths-based perspective.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12
7304	Transtheoretical Practice: Brief Targeted Interventions	Provides theoretical context to gain knowledge and develops advanced clinical skills in intervention and brief Psychodynamic Theories that contribute to client change	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 12	
7305	Evaluation of Social Work Practice	Quantitative and qualitative methods to analyze clinical, administrative, program, and policy data for practice evaluation.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	
7307	Law and Social Work	Examines the interrelationship of law and social work and the interpretation and application of law by social workers and attorneys on behalf of clients. Study of the perspectives, rights, and obligations of parents and children, social work consumers and clients, agency service providers, and professional practitioners.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 26
7308	Self-Examination of Life Foundations (SELF)	Improving practice effectiveness when working with children and families by acquiring skills to examine the use of self in relation to professional practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 19
7309	Critical/Contemporary Issues in Mental Health Policy	Analysis of the structure and functions of mental health services as well as emerging theoretical issues for social work practice in mental health settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 10	
7310	Program Planning and Evaluation	Techniques for measuring and monitoring outcomes of social service programs.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7311	Single-Systems Research	Prepares students to conduct idiographic research in a variety of micro and macro social work settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8	

7313	Advocacy Based Social Work Research	Focuses on using survey research and community needs assessments as tools to promote social and economic justice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8	
7314	Historical/Social Policy Research	Examination and application of historical research methods as they relate to knowledge generation for social work practice, social policy formulation, and implementation.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8	
7315	Substance Abuse/ Pharmacology	Examines the biological and behavioral mechanisms of substance use, abuse, and dependence.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8	16
7316	Clinical Social Work Practice with Latinos/as	This course focuses on development of awareness, knowledge, understanding, and culturally competent skills for clinical social work practice with Latinos and Latinas.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 15, 18, 19, 26
7317	Professional Self Care and Social Work	Knowledge and skills for integrating the practice of professional self-care in the social work profession.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9	
7318	Transtheoretical Practice: Cognitive Behavioral Interventions	Provides theoretical content to gain knowledge and develops advanced clinical skills in motivational interviewing and Cognitive Behavioral Theories that contribute to client change.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10, 11, 12	
7319	Social Work Practice in Organizations	Develops knowledge and skills necessary for administrative practice in social work.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9, 10	
7320	Empowerment	Methods and skills for building collaborative alliance with client/community systems to increase access to and control of needed resources. Emancipatory interventions and multicultural practice are emphasized.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7321	Multicultural Practice	Methods and skills for effective practice in oppressed urban communities or with multicultural constituencies such as African Americans, Hispanics, Asian Americans, gay men, lesbian women, and the poor.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7322	Feminist Practice*	This course will expand knowledge and practice skills with women from a feminist social work perspective which recognizes the political realities practices in a patriarchal society.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 11, 12, 16, 18	

7322	Feminist Practice	Focuses on the psychology and sociology of women with emphasis on the development of skills necessary for feminist social work practice at the individual, family, and community levels.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12
7323	Organizational Behavior and Change	The class will focus on organizational development, learning and change in a multicultural context. Examines organizational and intergroup behavior in human service organizations. Focuses on developing assessment, interactional, organizational, and leadership skills to improve organizational effectiveness.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 7, 9, 12, 19	
7324	Clinical Application of DSM in Social Work	Development of assessment and diagnostic skills and critical analysis of social work clinical applications based on the DSM.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11
7325	Assessment in Social Work Practice	Knowledge and skills for assessment of clients at the individual, group, family, organizational and community levels.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 20
7326	Health Disparities	Presents a comprehensive bio-psychosocial approach for understanding and addressing health disparities in America.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4	12, 26
7327	Comparative Human Behavior Theory	This course focuses on theoretical knowledge of human behavior in the social environment. A person-and-environment perspective is used to compare and contrast biological, social, and psychological theories used in social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 8, 9	
7329	Social Work Practice for Policy Change	Provides an understanding of political systems and teaches the skills to affect policy in the legislative as well as administrative arenas.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 9, 10	
7330	Fiscal Management and Budgeting	Discussion, analysis, and implementation of financing and budgeting theories and techniques applicable to planning, operating, and developing social services.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9, 10	
7331	SW Intervention with Older Adults	This course will provide students with advanced knowledge and skills to work with older adults and their support systems.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 11, 15, 16, 18, 19	
7333	Bioethics: Theory/App for SW	Introduction to bioethics as an inter-disciplinary subject in order to provide both theoretical and substantive content, which will help familiarize students with bioethics as an interdisciplinary subject through critical thinking and discussion of contemporary issues.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8	

7334	Social Work Leadership	Examines the key components for developing the effective practice of leadership in human service agencies and programs. Focuses on leadership for administrative practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7335	Social Work Practice in Communities	Knowledge and skills in community development, social planning, and building healthy communities.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7336	Issues in Aging	This course will examine the changing demographics of older adults in the United States and provide an overview of key issues that impact service delivery including an understanding of the unique needs of older adults, the aging process, resiliency, diversity, influence of policies, and financial issues.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 14, 15, 17	
7337	Social Work Welfare Policy & Services for the Aging	This course will examine the changing demographics of older adults in the United States and provide an overview of key issues that impact service delivery including an understanding of the unique needs of older adults, the aging process, resiliency, diversity, influence of policies, and financial issues.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 13, 14, 15, 17	
7338	Community Empowerment with Elders of Color	This course examines the principles and strategies of community empowerment with elders of color. The emphasis is on elderly African Americans, Latinos, Asian/Pacific Islanders, and Native Americans, and the application of empowerment strategies based on personal, interpersonal, and community participation and capacity building.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7339	Professional Grant Writing for Social Workers	This course is designed to provide students with the knowledge and skills in program development, proposal writing, and grant writing.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	3	22
7340	Clinical Practice with Children and Adolescents	Focuses on intervention strategies for practice with children and adolescents. Includes explorations of problems common to these client groups.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	17, 18, 24
7342	Practice Issues in Clinical Social Work	Practice issues in clinical social work examines critical issues impacting clinical social work practice across a range of settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	9	11
7343	Clinical Practice with Families	Assessment and intervention skills with various types of families using psychodynamic, experiential/ humanistic, systemic, structural, communication/strategic, behavioral, and feminist approaches.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 19
7344	Family Violence	Students will gain knowledge necessary to understand the dynamics of family violence, to conduct assessments of cases involving family violence.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 11, 16, 20	

7346	Families in Transition	This course will develop the understanding, deepen the knowledge, and enhance the methods and skills of the social worker involved in providing services to children in separated and reconstituted families.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 11, 15, 18, 20	
7347	Social Work Practice and Intervention in Schools	Focuses on the development of school social work programs and coordination of services in schools and between schools and communities. Emphasis is given to social work roles serving children, their families, and school personnel.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18
7347	Social Work Practice and Intervention in Schools	Special Problems course that focuses on developing an understanding of the causes and prevention strategies of violence and prejudice in schools.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8	12, 16
7348	Critical Issues Affecting Children and Families	This course will broaden and deepen conceptual understanding about issues that students will confront in social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 11, 12, 14, 15, 16, 17	
7349	Social Policies & Services for Children and Families	This course will strengthen and enrich the capabilities of students to conduct social policy analysis and research on issues policies and programs affecting children and families.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9, 11, 12, 13, 18, 19	
7350	Overrepresentation of Minority Males in Criminal Justice Systems	Focuses on the oppression of minority males in the United States with emphasis on their over-representation in the criminal justice system. Economic, political, social, and cultural forces at all levels are examined as they generate and maintain oppression based on race and ethnicity in the U.S. Strategies for change are developed and critically examined.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	
7351	Supervision & Consultation in Social Work	Supervision and consultation with professional and paraprofessional personnel with emphasis on techniques and strategies used in clinical practice and administrative planning.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7352	Social Work Practice with Latino Immigrants	This course examines the history of immigration policies and law in the US and the challenges of immigration reform with a major focus on immigrant Latino populations.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6	11, 12, 14, 15, 18
7353	Program Development and Proposal Writing	This course assumes foundation knowledge of social work practice, the social welfare system, the basis of administration and research.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate		

7354	Spirituality and Aging	This course is designed to familiarize students with western and eastern spiritual exercises, life review and autobiographies as ways to expose older people to possibilities for inner reflection and social connections that traditional religious institutions do not always afford.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 14, 15, 17	
7355	Social Work Practice in Mental Health	Focuses on advanced social work practice in mental health.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7356	Groups in Clinical Settings	Theories and concepts of therapeutic interventions with small groups emphasizing roles and skills of social workers in various mental health settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	
7357	Shame, Empathy and Resilience	This course is designed to help students understand the complexities of shame and empathy and to translate that understanding into practice skills relevant for helping clients recognize shame and develop shame resilience. Students will learn specific practice approaches and strategies related to using psycho-educational group work to develop shame resilience.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	
7359	Social Welfare Policy and Services in Mental Health	Mental health policies and services in public and private settings, comparative international perspectives on financing, system design, and consumer rights and participation.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 10	
7360	Social Work Practice in Health Care	Examines social work practice in medical and health-related settings. Emphasizes the diverse skills, roles, and functions of social workers in health care.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7360	International Social Work: A Comparative Approach (Study abroad with a focus on child welfare)	Comparative study of child welfare policies and practices in China and the United States, through study abroad. The purpose of this course is to critically analyze the policy formulation and practice implementation of the child welfare systems in China and the United States. This is an elective course that includes lectures, seminars, and site visits.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 17, 18, 19, 20, 26
7361	Clinical Social Work Practice with Elders	This course examines cognitive and emotional conditions that represent normal and pathological functioning in elders. Using a strengths perspective, students will gain clinical practice knowledge and skills for understanding and working with elders across a range of settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 15, 18, 19, 26
7363	Health Care Systems and Issues	Analysis of existing health care systems, emphasizing consumer access, distribution of resources and quality of care. Attention is given to the impact of health/illness in relation to implications for social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7364	Social Welfare Policy and Services in Health Care	Analysis of social welfare policies and services in health care.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 10	

7365	Crisis Intervention	Provides theoretical and substantive content that will enable students to gain knowledge, understanding, and skill in relation to crisis intervention in social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 20
7366	Grief and Bereavement Therapy	Stages of grief and bereavement with a variety of social treatment interventions to assist the bereaved client in dealing with the grieving process.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 17, 18
7367	Advanced Social Policy	Provides skills of policy analysis for assessing the safety net and other U.S. social policies, the impact of policy on disadvantaged individuals and communities, and comparative social welfare policies.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 12	
7367	Social Welfare Policy Analysis	Provides knowledge of comparative social welfare systems and policies, the impact of policy on clients and communities, and the skills of policy analysis.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7368	HIV Disease and Social Work Practice	In-depth examination of the emotional, physical, economic, sociopolitical, and research aspects of HIV giving special attention to populations at risk.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	
7368	Trauma Treatment for Children and Adolescents	This course introduces students to the core concepts of Trauma Focused Cognitive Behavioral Therapy. It is uniquely designed to educate students through the use of five case studies that span childhood and adolescence	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7371	Trauma & Social Work Practice	Frameworks and skills for understanding types, history, and impact of trauma on individuals, family, and community	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7372	Social Work and Global Justice Issues	This interdisciplinary course will build practical and theoretical understanding of international political economy and human rights issues; the rights and responsibilities of global citizenship; and effective citizen-advocacy strategies for achieving social justice goals. Central to this course is the study of power and oppression.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9, 10	
7373	Human Sexuality	This course explores biosocial and historical variables associated with human sexuality across the lifespan.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 11, 12, 18, 19	
7374	Mediation for Social Work	Concepts regarding conflict and conflict resolution with emphasis on teaching a generic mediation model applicable to social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18

7375	Family Mediation	Advanced mediation skills with children, families, and older adults within diverse cultures. Emphasizes conflict resolution throughout the life cycle such as divorce mediation, child custody, school-based mediation, and rights of grandparents.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20
7376	Social Work with LGBTQ Community	Frameworks and skills for understanding types, history, and impact of trauma on individuals, family, and community	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7377	Drugs in Society	Examines current bio-psycho-social problems of alcohol and drug use, abuse, and addiction with focus on historical antecedents, pharmacological action, and factors associated with alcohol and drug taking behavior. Implications for policy and social work practice are emphasized.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	16
7378	Integrated Behavioral Healthcare	Analysis of existing health care systems, emphasizing consumer access, distribution of resources and quality of care. Attention is given to the impact of health/illness in relation to implications for social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7380	Field Practicum III in Political Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7381	Field Practicum IV in Political Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7382	Field Practicum III in Ger. Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7383	Field Practicum IV in Ger. Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7384	Field Practicum III- Clinical Practice	Supervised field experience in an approved setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12
7384	Field Practicum III: Children and Families	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	

7388	Field Practicum III- Macro Practice	Supervised field experience in an approved setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	12, 18, 22
7388	Field Practicum III Macro	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7389	Field Practicum IV- Macro Practice	Supervised field experience in an approved setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 10	12, 18, 23
7389	Field Practicum IV Macro	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7390	Advanced Field Practice I, II and III in Political Social Work	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7391	Field Elective III	This course supplements the student's learning in the student's Field III agency. The student will complete an additional 240 clock hours during the Field III semester to complete this course.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 20
7391	Field Practicum III Elective	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7393	Trabajo Social Comunitario: Practice in Latino Communities	Knowledge and skills for social work advocacy with Latino immigrants. This course examines the history of immigration, immigration policies and law in the U.S., and the challenges of immigration reform, with a major focus on immigrant Latino populations. Students will acquire essential skills in advocacy, policy, and practice with Latino immigrants.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	
7397	Homelessness: From Policy to Practice	Knowledge and skills for social work practice and policy development with homeless individuals and families.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	8	11, 12, 18, 19
7397	Program Planning and Evaluation	This course allows students to study program planning, development, and evaluation by participating in the Field Agency Marketplace.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9, 10	

7397	Social Work in Latino Context	This course focuses on knowledge and skills essential for initiating community and organizational change, and the alternative frameworks for practice in nontraditional urban Latino settings.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7397	Contextualized Issues in Mental Health	This course is an analysis of the social, cultural, and political issues that explain and inform mental health, mental illness, and substance abuse policy and practice. This course emphasizes analysis of the context of treatment for mental illness and examines historical underpinnings of research, policy, treatment, and service provision for mental illness and co- morbid diagnoses	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7397	Courage and Vulnerability in Clinical Practice and Leadership	This course will introduce students to the importance of analyzing vulnerability and courage in the context of developing authentic relationships with others. Students will identify their own personal values and learn how emotional curiosity is essential to understanding self, others, and human relationships. Based on a sampling of the research literature on shame, empathy, self-compassion, self-worth, students will critically evaluate how these topics can be applied to effective, ethical, and courageous clinical practice and leadership.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	18, 19
7397	Suicide Assessment & Treatment	Provides theoretical content and empirically supported knowledge to develop evidence-based clinical skills in the risk identification, assessment, and treatment of suicide behavior across the life spectrum and within the larger social, racial, economic environment	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	
7397	Biopsychosocial Issues in Aging	This course will examine the roles that gerontological social workers perform in various practice settings, including hospitals, nursing homes, assisted living, adult day centers, home health, hospice, community based long term care, and case management.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 14, 15, 17	
7397	Child Welfare Practice, Knowledge, Skills & Values	Emphasizes the acquisition and development of practice skills in communication and problem solving for all levels of social work practice.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 11, 12, 13, 16	
7397	Gender, Culture & the Aging Process	This course focuses on theoretical knowledge of individual life cycle growth and development. A person in environment perspective is used to compare and contrast theories of human development with specific emphasis on the influence of gender, culture, race, ethnicity, and sexual or affectionate preference.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 14, 15, 17	
7397	Gerontological Social Work Leadership	This course focuses on knowledge of resources, evidence-based research, advancing the research knowledge base, development of advocacy skills, promoting cultural competence, and professional readiness in the field of gerontological social work.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 14, 15, 17	
7397	Prejudice and Bullying in School	This course focuses on developing an understanding of the causes and prevention strategies of violence and prejudices in schools.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 12, 14, 16, 17, 18	

7397	Social Work in Aging Society	This course will examine the changing demographics of older adults in the United States and provide an overview of key issues that impact service delivery including an understanding of the unique needs of older adults, the aging process, resiliency, diversity, influence of policies, and financial issues.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 10, 11, 12, 14, 15, 17	
7397	Youth Gang Intervention: Theories and Research	This course will analyze the social etiology of gangs, youth gang intervention, and the detached worker approach.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 12, 14, 16, 17, 18, 19	
7397	Use of Sociodrama in SW	This course covers the fundamentals of theatre-based interventions in social work.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 18, 19	
7397	Transtheoretical Clinical Research & Practice with Substance Abuse & Co-Occurring Mental Disorders	Students will get hands on experiences in scientific inquiry covering the full range of research activities from developing researchable hypotheses to dissemination and implementation.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 11, 16, 18	
7397	Field Practicum III: Clinical Practice	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7397	Field Practicum III: Macro Practice	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7397	Field Practicum IV: Clinical Practice	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7397	Field Practicum IV: Macro Practice	Supervised field experience in an approved social work setting.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	
7397	Confronting Oppression and Injustice	Applying theory to Case Studies; Implementing anti-oppressive practice, integrating theory and practice, understanding oppression	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 11, 18, 20	
7397	Independent Study Courses	These courses provide the student to work with a faculty member on a specific topic or issue of interest that might not otherwise be available in a structured course.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 11, 13, 14, 16	

7397	Spirituality and Social Work	This course is designed to familiarize students with western and eastern spiritual exercises, life review and autobiographies as ways to expose older people to possibilities for inner reflection and social connections that traditional religious institution	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8, 11, 12, 21	
7397	Abolitionist Social Work	Review of Social Programs	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	11, 12, 19	
7397	Disaster Response	Providing support, resources, and services during disasters	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 11	
7397	Human Trafficking	This course examines domestic and international human trafficking, including prevention, service provision to victims, and policy intervention. Specific attention is paid to the policies and advocacy efforts being made on local, statewide, national, and international levels.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
7397/7198	Austin Seminar	This course provides content about the Texas Legislature, the legislative process and policy development, in order to prepare students for the Austin Legislative internship.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	5, 11, 13	
7397	Selected Topic in Social Work	These classes explore multiple Social Work topics that are Title IV-E related and allowable.	Classroom/ Practicum as appropriate	University of Houston Graduate College of Social Work	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	\$3,711,945	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1 - 39	

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Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
ADDS 4175	Addiction in Treatment Models	Provides an overview of treatment strategies used in the treatment of alcohol/drug use and dependence. Examines basic chemical dependency treatment service delivery systems within the context of alcohol and other drug use counseling theory.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 18
ADDS 4275	Alcohol, Drugs, and Disability	Examines the biological, psychological and systemic nature of substance use and addiction, their overlap with other mental and physical disabilities, and relationship to the process of rehabilitation.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 16, 18
ADDS 4375	Addiction Counseling and Groups	Principles and practice for the most common form of addictions treatment offered today. Explores methods of dealing with substance use disorder issues in a group and offers opportunities to apply skills in class setting.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 18
ADDS 4575	Current Issues in Substance Use Disorders	Current issues in substance use disorders are explored using various types of research reports and other professional literature. These sources are used to help students understand the role of research in developing programs, formulating policies and evaluating one's practice. Students become critical consumers of professional literature as they develop specialized expertise on specific problems, groups or practices used in treating addictions and substance use disorders.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	11, 16, 18
ADDS 4675	Addiction Counseling Competencies	Focuses on familiarizing students with the core competencies necessary for effective interventions within addiction treatment settings and prepares students to apply these skills in alcohol and other drug abuse (AODA) counseling practice.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	11, 16, 18
CJUS 2100	Crime & Justice in the US	Examines the societal responses to people and organizations that violate criminal codes; discusses the history, development, organization and philosophy of the justice process; and analyzes the complex inter-relationships between the major components of the criminal justice system (police, courts and corrections).	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 5	16, 19
CJUS 3201	Criminal Law	Examines general and statutory bases and theories of criminal law and jurisprudence	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 5	16, 19
CJUS 3300	Police Systems	This course focuses on the role and function of police in contemporary society, the problems arising between citizens and police from the enforcement of laws, the limitations of police in a democratic society and the methodologies used by the police to be a more effective component of the justice system.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 5	12, 22, 36

CJUS 3310	Organized & Consensual Crime	The study of the history, structure and governmental responses to organized crime; special emphasis is placed on consensual crimes such as drug abuse and trafficking, prostitution, pornography and gambling.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 9	11, 16, 20
CJUS 3340	Computer Crime	Introduction to computer crime through an examination of the crime and those individuals committing it, as well as the specific laws, investigative techniques, and criminological theories applicable to computer crime.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	14, 16, 20
CJUS 3600	Criminology	Provides an overview of the major criminological perspectives and an examination of the social, political and intellectual milieu within which each developed. Focuses on the multi-disciplinary nature of criminological thought	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 5	16, 19
CJUS 3610	Juvenile Justice	Examines the juvenile justice system and the handling of juvenile delinquents in the United States. Specific attention is devoted to the history of the juvenile justice system and current police, court and correctional policies and practices pertaining to juvenile offenders.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 9	11, 16, 32
CJUS 3700	Ethical Issues in Criminal Justice	A study of ethical issues facing the criminal justice system. Problems confronting police, the courts and the juvenile and correctional systems are addressed.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 5	12, 36
CJUS 4350	Seminar on Violence	An analysis of the incidence, patterns and causes of criminal violence; the characteristics of particular crimes (e.g., murder, robbery, rape, domestic abuse, terrorism); and society's reaction to such violence.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 9	16, 35
PADM 3010	Human Service in the Nonprofit Sector	Foundational course for students interested in a career in nonprofit leadership studies. Examination of the philosophy, values, roles and responsibilities in nonprofit studies in today's society. An examination of historical events leading to the creation of nonprofit organizations and their impact on our communities.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7	18, 27
PADM 4220	Proposal writing and grants administration	Basic steps in researching funding ideas, including how to use the Internet as a fundamental tool and the detailed steps required for preparing funding applications. Focus on the skills and tools needed to monitor funds once grants have been awarded.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	19, 26	22
PADM 4260	Volunteer Program Planning and Evaluation	Seminar designed to provide students with the basic skills necessary to systematically design and plan volunteer programs and evaluate their effectiveness. Special emphasis is given to measuring program outcomes.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	18, 19, 26
PADM 4450	Public Policy Analysis	Policy making, impact of public policy and factors that place specific problems on the public agenda.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7	32

RHAB 3000	Micro counseling	Micro counseling Skills and case presentation. Students learn and practice specific interpersonal communication and micro counseling skills related to human services delivery.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8	11, 12, 16, 17, 20
RHAB 3900	Case Management in Rehabilitation	Application of the rehabilitation model as an approach to individualized service delivery. Focuses on interviewing, assessment, individualized service planning, and coordination of rehabilitation services	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	16, 19, 26
RHAB 4100	Rehabilitation Service Delivery Systems	Reviews rehabilitation services within their organizational contexts. Examines service delivery models and dynamics as well as their application through public and private resources. Includes review of program evaluation strategies, field visits and review of practicum application process.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	16, 19, 26
RHAB 4200	Physical and Psychosocial Aspects of Disability	Stages of adjustment to disability, impact of age at onset, impact on family. Introduction to consumer-based health perspectives. Overview of etiology, progression and treatment of major disabling conditions related to cognition, emotion and addiction and other disorders related to the nervous system. Includes the interplay of physical, psycho-social and vocational implications of these disorders.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	16, 19, 26
RHAB 4275	Alcohol, Drugs and Disability	Examines the biological, psychological and systemic nature of substance abuse and addiction, their overlap with other mental and physical disabilities and relationship to the process of rehabilitation.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 16, 19, 20, 26
RHAB 4500	Assessment in Rehabilitation	Principles, techniques and procedures used in the assessment process in rehabilitation, including assessments related to identification of issues of addiction, vocational assessments and situational assessments.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 16, 19, 20, 26
RHAB 4675	Alcohol Drug Abuse Counseling	Focuses on familiarizing students with the core competencies necessary for effective interventions within addiction treatment settings and prepares them to apply these skills in AODA counseling practice	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	16, 19, 26
RHAB 4700	Employment Services	Covers basic job development and job placement skills and activities. Includes job analysis, supported employment, transition services and labor market analysis	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	16, 19, 26
SOWK 1450	Introduction to Social Work	History and philosophy of social work in the United States; social welfare agencies in the community and social services offered; requirements for professional social work practice.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8	11, 12, 14, 16, 18, 19, 21, 26

SOWK 2430	Policies, Issues, and Programs in Social Welfare	Current social policies and issues affecting the development of social welfare services; relationships between basic societal values and social welfare services.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7	12, 14, 21
SOWK 3000	Foundations of Interviewing	Prerequisite for admission into the social work program and serves as a foundation for direct practice courses. Explores the components of the engagement process to help students understand the importance of self-awareness and interpersonal skills. Students develop skills essential to building the professional relationship, interviewing techniques, and effective communication. Emphasizes the demonstration of skills through simulation activities in the classroom.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8	11, 12, 16, 17, 20, 21
SOWK 3500	Human Behavior and the Social Environment I	Part of a two-course sequence focusing on Human Behavior in the Social Environment (HBSE). Examines a multidimensional, person and environment framework addressing the interactions between the varied biological, psychological, social, cultural, and spiritual factors that influence behavior in a multicultural society. Students will analyze theories of human development, functioning and well-being in the first half of the life span from conception to young adulthood.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 16, 17, 20
SOWK 3525	Violence in Families	This course emphasizes increasing students' sensitivity towards violence in "families," broadly defined to include any intimate relationship. The extent, risk factors, and traumatic effects of this issue are explored by applying theoretical perspectives to facilitate understanding and to differentiate between various forms of violence. Recognition of the importance of violence as shaped by the social location of vulnerable and oppressed groups is also examined. A trauma-informed approach is used to address the consequences of survivors' experience with multiple forms of trauma often leading to health and mental health concerns. Societal responses such as prevention and treatment models for recovery are assessed. Students will critically examine their own responsibility for addressing this grave issue and strategies for change.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7	14, 16, 20, 26
SOWK 3610	Social Work Practice I	Focuses on generalist social work practice with individuals. Presents conceptual frameworks, intervention methods and skills for practice with diverse client populations across the lifespan. Uses the strengths perspective for fostering client growth and empowerment. Emphasizes the individual in his or her social environment. Prerequisite(s): formal admission to the major.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 18, 19, 21, 26,
SOWK 3870	Social Work Research and Practice	Information about social scientific methods for social work practice and its evaluation, including research quantitative and qualitative methodologies and designs, data sources, analysis.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7	21
SOWK 4000	Professionalism & Ethics In Social Work Practice	Examines the knowledge base of ethics, values and professional social work practice. Students explore the impact of these processes from multiple practice settings, dynamics with client systems, and differing social contexts. Self-reflection also is explored to help students assess their personal strengths, biases and values as they relate to professional practice. This assessment helps students become socialized and identify as emerging professionals. Students also learn to apply critical techniques using an ethical decision-	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 8, 9	12, 13, 20, 21

		making model to make decisions consistent with professional values and ethics.									
SOWK 4400	Social Work Practice II	Examines the knowledge base of ethics, values and professional social work practice. Students explore the impact of these processes from multiple practice settings, dynamics with client systems, and differing social contexts. Self-reflection also is explored to help students assess their personal strengths, biases and values as they relate to professional practice. This assessment helps students become socialized and identify as emerging professionals. Students also learn to apply critical techniques using an ethical decision-making model to make decisions consistent with professional values and ethics.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 18, 19
SOWK 4500	Human Behavior and the Social Environment II	Examines the knowledge base of ethics, values and professional social work practice. Students explore the impact of these processes from multiple practice settings, dynamics with client systems, and differing social contexts. Self-reflection also is explored to help students assess their personal strengths, biases and values as they relate to professional practice. This assessment helps students become socialized and identify as emerging professionals. Students also learn to apply critical techniques using an ethical decision-making model to make decisions consistent with professional values and ethics.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 13, 16, 18, 24
SOWK 4540	Human Diversity for the Helping Professions	Promotes competence in the role of helping professionals with diverse and vulnerable populations. Focuses on sociopolitical, intrapersonal and socio-cultural factors affecting the complexities of the human experience. Enhances self-awareness and explores systematic processes of oppression. Conditions for culturally relevant change strategies and advocacy in a global society are examined.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	12, 16, 27
SOWK 4610	Social Work Practice III	Macro practice for generalist social workers. Includes work in communities, organizations and other social systems. The impact of social policy is a particular focus. Presents conceptual frameworks, intervention methods and skills for practice in diverse settings. Uses the strengths perspective for fostering community empowerment.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	11, 15, 16, 21
SOWK 4700	Child Welfare Practice and Services	This course presents the history of child welfare practices, social institutions, policy development, and the social service delivery system. Utilizing a trauma-informed lens, the dynamics of child abuse and neglect, family structures, support systems and methods of intervention will be examined. Students will recognize that the impact of trauma is experienced not only by children and families in the child welfare system, but also by foster families, kinship caregivers, and social service providers. Students will examine their own beliefs and values to address issues, as well as the ethics inherent in this system. The development of assessment skills on both a macro and micro level will be expected, taking into account adverse childhood experiences and historical trauma.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 19, 20, 24, 25, 26, 30

SOWK 4725	Theory and Practice in Mental Health	This course will familiarize students with essential knowledge on the vulnerabilities of individuals with mental impairments to better understand their lived experiences and potential adverse effects. This is explored through appraisal of the risk of unaddressed traumatic experiences and its implications for mental health across the life span. Students will understand symptom severity and screening processes, classification systems, bio-psycho-social aspects of assessment, and skills needed to serve individuals, families, groups and communities impacted by this illness. Culturally competent, sensitive, and evidence-based interventions will be explored that include addressing paths to recovery using trauma-informed approaches. Students will understand the challenges of stigma, lack of access, and the integration of policies to avoid trauma-inducing service approaches.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 9	11, 16, 20
SOWK 4870	Social Work Integrative Seminar	Provides a forum in which students share experiences encountered in the field, discuss issues related to practice and service delivery systems, demonstrate application of research to practice, and integrate field and classroom learning.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6,7,9	14,15,17,19,26
SOWK 4875	Social Work Field Practicum	Field practicum in a social agency. Includes direct and indirect service activities in a community agency or program related to previous course work. Refinement of applied skills and evaluation of social work practice in an applied setting.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6,7,9	14,15,17,19,26
SOWK 5113	Human Behavior in the Social Environment II	Analyzes bio-psycho-social developmental theories and practical knowledge of people from young adulthood to end of life. Concentrates upon a strengths-oriented perspective of diversity issues impacting individuals, families, groups and society, including race, gender, sexual orientation, class, culture, age and others, and the oppression of minorities and populations at risk.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 9	11, 12, 20
SOWK 5203	Social Work Practice I Individuals and Systems	Promotes competence in micro practice skills with individuals. Covers engagement at each stage of the intervention process. Focuses on solution focused, cognitive behavioral and task-centered approaches. Introduction to assessment of individuals in family and environmental contexts.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 9	11, 12, 20, 21
SOWK 5243	Human Diversity and Multicultural Practice	Analysis of human diversity in the context of social work practice. Addresses related theoretical frameworks and the negative impact of power, privilege, oppression and stigma upon diverse individuals and groups. Promotes knowledge and skill development to work effectively with diverse populations and protect human and civil rights. Enhances self-awareness to increase sensitive practice.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 9	11, 12, 20

SOWK 5303	Social Work History and Social Welfare Policy	Examination of the historical and current development of the social work profession and U.S. social welfare delivery system. Critical analysis of social problems and policy and service responses. Emphasis upon the mutual relationships among policy, practice and research. Investigation of the impact of social policy upon diverse and vulnerable groups.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7	12, 19, 21, 26
SOWK 5313	Social Work Policy Practice	Introduces foundational knowledge and skills in policy practice, including the policy-making process and intervention techniques aimed at impacting and changing social welfare and public policies. Analysis of contemporary social issues, public policy and social welfare programs. Examination of global influences that affect U.S. social policy.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7	12, 14, 16
SOWK 5323	Administration and Management	Addresses administration and management leadership across a variety of human service settings with an emphasis on managing competing and limited resources. Examines organizational theory, knowledge and skills for effective administration and management including planning, supervision, developing agency policy and procedure, working with boards, budgeting, fund raising and grant writing.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 9	35
SOWK 5333	Advanced Policy Analysis & Legislatures	Builds upon policy practice skills and knowledge and macro community practice techniques. Presents frameworks for policy research and analysis. Advanced analysis and critique of social welfare policies that affect families and diverse and oppressed populations. Advocacy and intervention techniques aimed at positively impacting social welfare and public policies. Focus upon legislative research and written and verbal persuasion skills.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8	12, 21, 26
SOWK 5403	Social Work Research Methods	Covers foundational concepts, principles and methods of scientific inquiry, focusing on quantitative and qualitative designs and analysis and use of existing research in practice and policy. Examines evidence-based practice as a process of inquiry. Explores cultural and ethical considerations and the role of research in advocating for under-served and special populations.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7	21, 33, 35
SOWK 5803	Social Work Foundation Field Seminar and Field Practicum I	Facilitates integration of foundation field practicum and classroom learning through processing and discussion of field issues and situations. Students gain knowledge of and apply models of critical reflective practice, effective use of supervision and ethical decision making. Includes a supervised social work practicum in a community agency or program.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	14, 15, 17, 19, 26
SOWK 5813	Social Work Foundation Field Seminar and Field Practicum II	Facilitates integration of foundation field practicum and all foundation level learning through processing and discussion of field issues and situations. Students gain knowledge of and apply evaluation of practice. Includes practice in a community agency or program.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9	14, 15, 17, 19, 26

SOWK 5833	Advanced Field & Field Practicum I	The seminar facilitates integration of advanced field practicum and classroom learning through processing and discussion of field issues and situations. Assignments based upon advanced field social work topics. Supervised social work field practicum in an agency setting. Practice and demonstration of advanced year social work skills in an applied setting.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 12, 18
SOWK 5843	Advanced Field & Field Practicum II	The seminar facilitates integration of advanced field practicum and classroom learning through processing and discussion of field issues and situations. Assignments based upon advanced field social work topics. Supervised social work field practicum in an agency setting. Practice and demonstration of advanced year social work skills in an applied setting.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 9	11, 12, 18
SOWK 5973	Advanced Integrative Seminar	Advanced seminar course in which students integrate concepts from across the curriculum and demonstrate cumulative knowledge gained from all areas of the program in one focused assignment, within the context of the student's chosen concentration.	Classroom/ Practicum as appropriate	University of North Texas	University Semester Hours (average 3 semester hours per course)	Long Term	Those preparing for employment in the field of social work & child welfare	Those preparing for employment in the field of social work & child welfare	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate		11

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Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
2325	Introduction to Statistics for Social Work and the Social Sciences	This course is designed to enhance students' skills as research consumers and in performing research and statistical analyses in social work and the social sciences. Included in the course are descriptive statistical procedures including measures of central tendency, variability, shape, and distribution along with associations between two variables. In addition, inferential statistics are covered including estimation and hypothesis testing.	Classroom	State University	3 hours	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	8, 9	11, 12, 14, 16, 20, 23
4310	Social Work with Children and Families	A critical examination of social policies, research, and practices impacting at-risk children and families in child welfare, child mental health, and school settings. Emphasis is placed on the role of the social work practitioner in enhancing the well-being of children and families in contemporary society.	Classroom/ Practicum as appropriate	State University	3 hours	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 24, 26
4350	Special Issues in Social Work	Relevant social work topics generated and explored in depth according to student and professional needs. The topic will be determined prior to registration. Prerequisite: permission of the instructor.	Classroom/ Practicum as appropriate	State University	3 hours	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	6, 7, 8, 9	11, 12, 14, 15, 16, 17, 18, 19
2361	Introduction to Social Work	An overview of the social work profession, its fields of practice, methods of social intervention, its historical context, and its relationship to the social welfare system.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 14, 16, 18, 19, 26, 27
3305	Social Work Practice I	Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication, and problem-solving skills at the individual, family, and group levels in diverse settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 16, 18, 19, 26
3301	Theories of Human Behavior	The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18

2302	Life Span Development & Human Behavior	This course explores, within the context of a strengths and empowerment based perspective, the bio-psycho-social development of persons from birth to death.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11,12, 14, 16, 17, 18
3300	Social Work Professionalism and Student Success	This course equips students with skills and resources to prepare for academic and professional success. Empowers diverse students to identify their individual needs, reflect on opportunities for growth, determine what resources and self-care strategies are appropriate, recognize the faculty role in their development, and formulate a plan for an actively engaged and enriched experience from campus to career. Each class section has a Peer Academic Leader (PAL), who are students who have already taken the course and assist as a discussion leader for the class under the supervision of the instructor.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	14, 16, 18, 19, 20, 21, 26, 27
3303	Social Welfare Policy & Services	Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 9	12,13,14,16,24
3309	Social Work Practice II	Theories and methodologies of social work assessment, case management, and other generalist intervention at the individual, family, and group levels in diverse settings through the lens of intersectionality of race, gender, sexuality, age, educational level, and other aspects of identity.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20
3308	Social Work Research	This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations-at-risk, social and economic justice, and cultural diversity.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	12, 14, 16, 21
3306	Social Work Practice III: Macro Practice	Examines generalist community and administrative practice roles and includes the perspectives of historical inequities and social injustice and the impact on communities and diverse groups, strengths, empowerment, evidence-based practice, and global practice along with the values of social justice, diversity, and participation.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E	4, 5, 6, 7, 8, 9	11, 12, 14, 15, 16, 17, 18, 19, 21, 25, 26

		Specific attention is given to assessing community assets and needs.							Population Rate		
3307	Diverse Populations	Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 6, 7, 8, 9	11,12,14,16,18, 19, 25
3310	Environmental Justice & Green Social Work	This course examines how a variety of vulnerable or marginalized populations are impacted by environmental injustices and explores ways that social service professionals can solve environmental justice issues on the micro, mezzo, and macro level. Students will explore how issues such as climate change, extreme weather events, and environmental toxins intersect with health, mental health, children & youth, older adults, indigenous populations, food deserts, climate-forced migration, international conflict, environmental racism, and more and examine solutions including ecotherapy, climate policy, and community organizing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate		16
3312	Disability & Social Work	Examines major themes in disability and social work. Topics include basic understanding of disability, lived experiences of people with disabilities, legal and policy perspectives, working with adults and children with a variety of disabilities, history of disability policy and disability rights, disability advocacy, and resources in the community among others.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 14, 16, 18, 19, 24, 26
3315	Introduction to Substance Use Disorders	This is an entry-level course that provides foundation-level social work students with the fundamental concepts of substance use disorders (SUD) and the addictive process. Students will examine the prevalence and characteristics of substance use disorders and the impact of such disorders on the individual, family, and the community. Theories of addiction and application of these theories will be examined. Students will develop conceptual knowledge and self-awareness concerning the etiology of addiction, assessment strategies, and wellness strategies for facilitating optimal development and preventing SUD.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 16, 18, 19
4951	Social Work Field Instruction and Seminar I	Students will complete a minimum of 240 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate generalist social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements. Additionally, students will spend two hours a week in a seminar course to reflect and integrate social work knowledge, theory, and skills learned over the course of the program	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 30

		that they are applying in their field placement.									
4955	Social Work Field Instruction and Seminar Block I	Students will complete a minimum of 480 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate generalist social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements. Additionally, students will spend two hours a week in a seminar course to reflect and integrate social work knowledge, theory, and skills learned over the course of the program that they are applying in their field placement.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14,15,16,17,18,19, 20, 21, 24, 25, 26, 30
4956	Social Work Field Instruction and Seminar Block II	Students will complete a minimum of 480 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate generalist social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements. Additionally, students will spend two hours a week in a seminar course to reflect and integrate social work knowledge, theory, and skills learned over the course of the program that they are applying in their field placement.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 30
5301	Human Behavior and the Social Environment	This course explores behavioral and social science knowledge of human behavior and development of diverse persons through the life course. Examines major systems in society: Individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18
5303	Foundations of Social Policy and Services	Examines how social goals of diverse populations are met by social welfare institutions. Conceptual schemas are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession also is examined in the context of the evolution and function of the contemporary American social welfare system.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 9	11, 12, 13, 14
5304	Generalist Micro Practice	This foundation level course introduces graduate students to both theory and methods for social work practice with diverse individuals, families, and small groups. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the common roles assumed by social workers (e.g. facilitator, broker, advocate) as well as development of self-reflection skills in relationship to the dynamics of intersectionality of those served.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14,16--19

5306	Generalist Macro Practice	Examines generalist community and administrative practice roles and includes the perspectives of historical inequities and social injustice and the impact on communities and diverse groups, strengths, empowerment, evidence-based practice, and global practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 9, 10	11,14,16,26
5307	Diverse Populations	Introduction to theory, practice, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 6, 7, 8, 9	11, 12, 14, 16, 18, 19, 25
5311	Advanced Micro Practice	Builds on the generalist perspective and the basic familiarity with social work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation) in the context of (1) existing psychosocial intervention modalities; (2) the particular client values, personal goals, treatment preferences, and characteristics such as racial, ethnic, gender, sexual orientation, age, and ability identities; and (3) selection of change modalities appropriate in relation to clients' characteristics, social justice, and the client's presenting issues.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26
5308	Research & Evaluation Methods in Social Work I	This course is designed to provide students with an understanding of and ability to use the evidence-informed practice process to identify, analyze, and apply evidence-informed interventions. Students will be able to comprehend both quantitative and qualitative research to synthesize strengths and weaknesses of the social work literature. Students will be able to synthesize and evaluate research in terms of its content, quality, and applicability to clients. Students will understand scientific and ethical approaches to building knowledge to apply and evaluate the impact of interventions on clients or clients' presenting problems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	12, 14, 16, 21
5327	Human Behavior in Macro Environments	Offers advanced students the opportunity to study diverse people's behavior within large and complex social settings including: natural helping networks and ontological communities, organizations, and bureaucracies, and social and political movements.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20
5328	Advocacy and Social Policy	Politics are key to developing equitable social policy. Students learn theory and skills to impact social and distributive justice at local, state, and national levels. Examines the role of the social work profession in politics.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	12, 16, 18

5356	Seminar in Cognitive-Behavioral Intervention Strategies	This course explores the three historical phases in CBT's development: (1) Behavioral, (2) Cognitive, and now (3) Mindfulness, Acceptance, and Commitment. Addresses interventions across life-span development, culture, etc., to address such clinical issues as depression, anxiety, trauma, substance abuse, cognitive disorders, bereavement, etc., using a multicultural multidimensional perspective. Teaches assessment and interventions drawn from evidence-based practice knowledge and informed practice wisdom and includes a variety of interventions, such as DBT, behavioral activation, cognitive restructuring, mindfulness, etc.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	7, 8, 9	11, 12, 16, 18, 19
5681	Foundation Field Split I	Students will complete a minimum of 240 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate generalist social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements. Additionally, students will spend two hours a week in a seminar course to reflect and integrate social work knowledge, theory, and skills learned over the course of the program that they are applying in their field placement.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30
5685	Foundation Field Block I	Students will complete a minimum of 480 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate generalist social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements. Additionally, students will spend two hours a week in a seminar course to reflect and integrate social work knowledge, theory, and skills learned over the course of the program that they are applying in their field placement.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30
5395	Integrative Seminar (Taken in final semester)	This course focuses on the cycle of practice from assessment and engagement to termination and evaluation. This course serves as the capstone for non-thesis MSW students and integrates an anti-oppressive lens toward promoting social justice across all aspects of practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30
5368	Seminar in Direct Methods in Couples Counseling	Examination of various psychological, social, and cognitive-behavioral treatment approaches to problems in intimate couples across a variety of client populations. Emphasis is placed on the social environment, and its impact on the sources and patterns of intimate partner dissatisfaction and conflict. An additional focus will be identifying components of mutually satisfying intimate partner relationships. Ways to appropriately adapt intervention approaches to be inclusive of couples of diverse sexual orientations/gender identities and from a wide range of religions, ethnic and cultural backgrounds will be explored.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 18

5357	Group Dynamics and Social Work Practice	Examines contemporary social-psychological concepts and small group research using a multicultural framework, with a view to testing their applicability to practice propositions and operational principles, in work with both task and treatment groups. That include diverse populations. Group work will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of those populations who have historically been harmed by structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11,12,16,18
5312	Community and Administrative Practice	This course surveys theory and builds skills in roles associated specifically with understanding the complex history and multilayered intersections, e.g., discrimination, oppression, disparities, or other lived experiences that influence diverse community practice (e.g., community/locality history and development, social planning, social action) and culturally inclusive and sensitive administrative practice (e.g., supervision, administration, diverse management and management systems). Students complete an advanced culturally informed assignment in community and/or organizational assessment and program design.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 9, 10	11, 12, 16, 18, 26
5320	Advanced Administrative Practice	Focuses on selected topics, issues, and skills for effective social work administration. Content includes inclusive and anti-oppressive approaches to leadership, worker motivation, resource development, stakeholder engagement, interagency relations, and managing conflict and diversity in a climate of scarce resources.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	8, 9	12, 13, 18, 21, 27
5321	Advanced Community Practice	This course explores research, theory, and evidence-based approaches to community practice. Content is focused on the development of skills for partnering with neighborhoods, communities, and groups to address community problems rooted in structural inequalities. Major topics include the politics of empowerment, mobilizing coalitions, locating resources, and mediating conflict.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 18
5313	Research and Evaluation Methods in Social Work II	This course is designed to provide students with an understanding of and ability to analyze, monitor, and evaluate evidence informed interventions and human service programs. In this course quantitative and qualitative research methods and approaches are applied to the scientific and ethical evaluation of evidence informed interventions and human service programs. Research skills and knowledge are presented from the perspective of promoting diversity and social and economic justice in anti-oppressive research and evaluation of social work.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	12, 14, 16, 21
5362	Direct Practice with Children and Families	This course focuses on preparing students for social work practice who will work with children, youth, and families in various employment settings. Throughout this course students will examine evidence-based interventions (and their theoretical roots) that build on strengths and resources of families with the intention of promoting social justice and cultural competence in social work practice with children, youth, and families. The course will address key	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11-21, 24, 26

		areas of diversity among children, youth, and families, such as family structure, age, ability, religion, spirituality, sexual orientation, gender (including gender identity and expression), racial and ethnic identity, class, and culture. Specific techniques considered include child therapy, play therapy, behavioral contracting, cognitive-behavioral interventions, and crisis intervention.									
5363	Social Policy for Children and Youth	Examination of current policies, programs, and practices impacting children and youth. Disproportionality and disparities occurring within child and youth serving systems (such as child welfare, the education system, the healthcare system, and the juvenile justice system) will be explored, focusing on the differential impact of these policies on youth from diverse racial/ethnic backgrounds, LGBTQ+ youth and immigrant/refugee youth. Through analysis, research, and advocacy, students will increase their knowledge of trauma-informed, equitable policies and practice with children and youth.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 10	12, 14, 16, 24, 26, 27
4366/5366	Seminar in Women's Issues	Explores women's issues in human behavior theory, practice theory, and policy, using an intersectional lens, the historical, political, and socioeconomic forces that maintain sexism among diverse groups are discussed. Environmental influences are examined in relation to social justice, social work values, knowledge, and skills.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7	11, 12, 14, 16
4314	Intimate Partner Violence	This course covers interdisciplinary theoretical frameworks for understanding and addressing intimate partner violence in diverse relationships, including critical feminism, psychological, and sociological models, as well as prevention and intervention practices that reflect a stance of cultural and critical humility.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11--21, 26
5314	Intimate Partner Violence	This course covers interdisciplinary theoretical frameworks for understanding and addressing intimate partner violence in diverse relationships, including critical feminism, psychological, and sociological models, as well as prevention and intervention practices that reflect a stance of cultural and critical humility.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11--21, 26
5358	Treatment of Children and Adolescents	Overview of the literature that describes physical, psychological, and the multitude of diverse cultural characteristics unique to childhood and adolescence. Attention then turned to treatment principles, and the specification of procedures for the amelioration of problems common to children and adolescents of diverse populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11-20, 24
5369	Seminar in Family Therapy	This course aims to compare various approaches to working with the family as a total system; enhance cognitive understanding of similarities and differences in theory and goals of family treatment in many fields of practice; and integrate strategies and techniques of each method into an individual style of therapy. Additionally, in recognition of	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E	4, 5, 6, 7, 8, 9, 10	11, 12, 14-19, 21, 26

		power structures that have silenced indigenous and minority voices in assessing and treating families, this course will assign readings from diverse authors, as well as encourage student discussion and assignments in an activist-oriented classroom environment that seeks to understand how social work benefits from and perpetuates colonialism.							Population Rate		
5324	Social Work Supervision	Introduction to roles, functions, and contextual dimensions of social work supervision. Administrative and clinical perspectives are examined within the contextual framework of the social work supervisor as manager, mentor, mediator, and leader in human service organizations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14,16,18
5367	Treating Parent and Child Relationships	Evidence-based treatment strategies and evaluation methods relevant to treating parent-child relationships in diverse families; intervention strategies and evaluation methods will be explored taking into account the developmental, social, and cultural factors that may influence the diversified parent-child dynamics such as gender, power, socialization practices, race, ethnicity, and among others.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11-19, 21
5315	Brain and Behavior	The focus of this course is on current advances in knowledge of the neurobiological underpinnings of human behavior and development, the interaction between those underpinnings and the social context and the environment, the relevance to social work practice with individuals, families, groups, programs/organizations, and communities, and related assessment and intervention practice behaviors across several practice domains. The domains include human development, genetics, mental health and substance abuse, cognition, stress and trauma, and violence and aggression. The implications of neurobiological and environmental influences (including public health issues and health disparities) will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of those populations who have historically been harmed by structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14-19, 24, 25
5392	Special Topics in Social Welfare	Topics vary from semester to semester depending on the needs and interest of the students. (Practice with developmental disabilities, social work in the schools, Child and Youth Policy, Comparative Social Policy, Gay and lesbian issues, Management of Children's agencies)	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14-20,24
5482	Advanced Field Split I	Students will complete a minimum of 240 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate advanced (Aging, Children & Families, Community and Administrative Practice, Health, or Mental Health) social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30

		work with an anti-oppressive lens while in their field placements.									
5483	Advanced Field Split II	Students will complete a minimum of 240 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate advanced (Aging, Children & Families, Community and Administrative Practice, Health, or Mental Health) social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30
5485	Advanced Field Block I	Students will complete a minimum of 480 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate advanced (Aging, Children & Families, Community and Administrative Practice, Health, or Mental Health) social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30
5486	Advanced Field Block II	Students will complete a minimum of 480 clock hours in a supervised field placement. Students will gain social work experience in an agency that will integrate advanced (Aging, Children & Families, Community and Administrative Practice, Health, or Mental Health) social work practice concepts into professional social work experience. Students will follow the NASW Code of Ethics and work with an anti-oppressive lens while in their field placements.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 23, 24, 25, 26, 27, 28, 30
4370/5370	Social Work in Schools	The purpose of this course is to provide an overview of the various social work related theoretical perspectives, models and programs for intervention with diverse children and their families in the school session. This includes skills assessment, prevention, and intervention in providing services to "high risk" students that are marginalized for numerous reasons including race, gender, skin color, religion, immigrant status, disability, sexual orientation, and socioeconomic status among other factors. Students will learn to use intervention skills that address each level of the ecosystem's perspective in schools.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 4 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 20, 26
5365	Clinical Assessment of Child Maltreatment	Examines knowledge/technique in child physical/emotional/sexual abuse, physical/emotional neglect, among diverse populations. Includes interviewing, identification, legal issues, assessment/evaluation, and follow-up with an intersectional lens to examine the role of each of these in diverse communities.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 4, 5, 6, 7, 8, 9, 10	11, 12, 14-20, 21, 24, 25, 26

5316	Stress, Crisis, and Coping	The impact of specific crises on individuals and families will be examined including the unique stresses, crises, and coping responses of diverse cultural and social identities as these relate to the stresses of oppression and social injustice and inequity. Variations in cultural wellness and health relative to stress and recovery will also be explored. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual's coping ability and appropriate strategies for social work interventions will be studied. Differential therapeutics relative to ethnicity, cultural norms, inclusiveness and access to wellness resources, will be infused into course assignments	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14-19, 24, 30
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University of Texas - Austin

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
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BSW

310	Introduction to Social Work and Social Welfare xxx	Introduction to the profession of social work and its roles in the social welfare system, with emphasis on social problems, society's historical response, and contemporary proposed solutions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 19, 20, 26
311	Sign Language for Social Workers	Introduction to sign language most often needed to conduct social work tasks.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 15, 18, 19, 20, 24, 26
312	Generalist Practice: Knowledge, Skills and Values	Introduction to generalist social work practice, with emphasis on the knowledge, values, and skills used in intervention. Three lecture hours a week for one semester, and forty-five clock hours of volunteer experience.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	11, 12, 17, 18, 19, 21, 26
313	Social Work Research Methods	Introduction to the logic, design, and use of research, with emphasis on research designs appropriate to social work.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	22, 23
318	Social Work Statistics	Introduction to statistics commonly used in social work research, including the critical analysis of the findings and inferential processes of existing research studies.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	20, 22, 23
323K	Social Welfare Policy	Study of structure and function of service delivery systems, policy analysis, and effects and influences of policy on practice and planning decisions.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	19, 20, 21, 27, 28, 31

325	Foundations of Social Justice	History and demographics of culturally diverse groups in the United States, including family and community diversity. Emphasis on principles of knowledge acquisition about cultural diversity and ethnic-sensitive social work practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 18, 19, 21
327	Human Behavior and the Social Environment	Survey of selected theories of human behavior, including a systems/ecological perspective, ego psychology, and social learning theory, with emphasis on the life cycle from adolescence through adulthood.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 21
332	Social Work Practice with Individuals and Families	Theory and knowledge of effecting change in individuals and families, with emphasis on analytical and interactional processes and skills.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20
333	Social Work Practice with Groups	Theory and knowledge of group dynamics and the development of effective group work skills, with an emphasis on analytical and interactional processes.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	16, 18, 24, 25, 26, 28
334	Social Work Practice in Organizations and Communities	Theory and knowledge of effecting change in organizations and communities, with an emphasis on analytical and interactional processes and skills.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	22, 26, 27, 28, 29, 31
640/641	Field Practicum	Field practicum providing supervised experience in which students apply knowledge and develop skills of social work practice. Educational supervision by faculty and by social workers in community agencies. Sixteen laboratory hours a week for one semester.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
444	Field Seminar	Integration of theory and practice on the basis of field practicum experiences. Four lecture hours a week for one semester.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21
360K (electives)	Special Topics	Topics: Substance Abuse & Mental Illness, chemical dependency, African American family, gerontology, and social work and the law Asian families, SW with Abused and neglected children & families; Foster care and Adoption; LGBTQ Oppression; Loss and Grief; SW with Latino Families, Parent Interventions	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21
MSSW											
381R	Human Behavior and the Social Environment	Ecological, systems, and developmental frameworks used to examine the influence of context in shaping individual, family, and community dynamics across the life span.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21

381S	Foundations of Social Justice: Values, Diversity, Power and Oppression	History, demographics, and cultures of various populations at risk with an emphasis on self-awareness and understanding the impact of discrimination and oppression by individuals and society on people of diverse backgrounds, abilities, and orientations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	12, 18, 19, 21
381T	Dynamics of Organizations and Communities	The organizational and community context within which social services are delivered and the influence of funding, mandate, and organizational arrangements on service delivery, with attention given to populations at risk.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	22, 26, 27, 28, 29, 31
382R	Social Policy Analysis and Social Problems	Historical perspective on the development of social welfare institutions, programs, and policies. Students will learn methods of current policy analysis and evaluation of social problems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	19, 20, 21, 27, 28, 31
383R	Social Work Practice I	Introduction to social work practice methodology and the professional use of self in generalist practice with individuals, families, groups, organizations, and communities.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
383T	Social Work Practice II	Examine, critique, select, and apply social work micro, mezzo, and macro theories and methods in advanced clinical and community practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
384R	Field Instruction I	Practice course based on supervised assignments designed to develop a social work perspective and skill in working with individuals, families, groups, organizations, and communities. Sixteen to twenty hours a week (a total of at least 240 hours) in field placement and a weekly one-hour integrative seminar in the application of theoretical material to practice problems and to special issues.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
384S	Field Instruction II	Continuation of Social Work 384R. Sixteen to twenty hours a week (a total of at least 240 hours) in field placement and a weekly one-hour integrative seminar that emphasizes advanced application of theory to practice and consideration of special issues.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
385R	Social Work Research Methods	Study of the scientific method and the use of research as a tool for professional practice	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	22, 23
390N	General Theory	This course covers the conceptualization, development, and application of social work theories. Philosophical, theoretical, and empirical underpinnings of different social work practice theories will be studied with an emphasis on understanding and critically analyzing the philosophical assumptions and scientific basis of various theories.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	11, 14, 15, 16, 17, 20

385T	Advanced Integrative Capstone in Social Work Knowledge and Practice	Advanced Integrative Capstone in Clinical Social Work - Integrates and applies knowledge on social work knowledge, skills, theory, and values, ethics and the ability to clearly articulate a rationale for decision making.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 8, 9	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
387R (electives)	Special Topics	Three lecture hours a week for one semester, or as required by the topic: Spirituality & Social Work, SW with the Military, Aging & Disability, Social Work and the Legal System, Psychiatric Disabilities I & II, Spanish for Social Workers, Ethics and Social Work Practice; Child and Adult Attachment, Social Work in Health Care, Parent Interventions	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 10	12, 14, 16, 17, 18, 19, 20, 21
390N	Theories of Social Work Practice	A critical evaluation of social work intervention strategies in human services, using alternative theoretical perspectives.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 7, 8, 9	11, 12, 17, 18
392R (electives)	Special Topics	Three lecture hours a week for one semester, or as required by the topic: Mental Health, and Substance Abuse, Children and Families, Poverty and Public Policy, Couples counseling	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 19, 21
393R (electives)	Special Topics	Three lecture hours a week for one semester, or as required by the topic: Clinical Assessment and Differential Diagnosis, Theories and Methods of Family Intervention; Assessment and Treatment of Traumatized Populations; Neurobiology and Social Work Practice; Treatment of Chemical Dependency; Treatment of Children and Adolescents; Theories and Methods of Group Intervention; Dual Diagnosis; Grief Counseling; Methods of Play Intervention; Motivational Interviewing; Cognitive Behavioral Therapy, Treatment of Substance Abuse disorders, Solution Focused Brief Therapy, Coexisting Psychiatric & Substance Abuse Disorders, Crisis Intervention	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26
393UT(electives)	Special Topics	Three lecture hours a week for one semester, or as required by the topic: (SW Practice with Abused and Neglected Children and Their Families; Women and Addiction; Adolescent Chemical Dependence; Social Work Practice with Asian American, African American, and Mexican-American Families; Contemporary Issues in Domestic Violence; Working with Youth Gangs, Advanced Topics in Social & Economic Justice, Social Change in Community Practice, Program Eval	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19
694R	Field Instruction IV	Supervised practicum, building on Social Work 384R and 384S, in the continued application of theory to practice at an advanced level within the student's chosen concentration.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 26

394S	Field Instruction III	Supervised practicum, building on Social Work 384R and 384S, in the continued application of theory to practice at an advanced level within the student's chosen concentration.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 15, 16, 17, 18, 19, 20, 21
395K (electives)	Special Topics	Three lecture hours a week for one semester, or as required by the topic: (Social Inequalities, Social Work and Latino Population, Affordable Housing, Youth, Delinq & Juvenile Justice, Dispr Child-Child Welfare, Gender, Health & Society, Women and Change, Transport, Access & Equity, SW Practice with Military and Family)	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 19, 21

The University of Texas at El Paso

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
SOWK 5300	The Social Work Profession	Introduction to human service delivery systems in the U.S. with an emphasis on the social work profession, its mission, philosophy, ethics, and diverse fields. Child welfare, social work ethics, families, substance abuse.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 21, 25	40, 41, 44
SOWK 5331	Theory and Practice with Individuals:	This course will contribute to the generalist social worker's ability to understand and critically analyze the interactions with individuals. Attention will be given to developing skills aimed at being more effective in working with individuals, including children and parents.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 18, 19, 24, 26	44
SOWK 5333	Theory and Practice with Groups	This course builds on the generalist practice course series to expand students' knowledge and practice skills in social work group theory and practice. Students will build on theory, knowledge and practice skills covered in SW Practice and Theory with Individuals to include group work methods and practice skills. Students will critically examine how race, culture, gender, class and stressors influence group process. Using an evidenced based practice lens, students will expand their practice skills and knowledge with clients with various problems, issues, and in various professional social work settings with attention given to group work in a border region.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 16, 17, 18, 32	44
SOWK 5332	Theory and Practice with Families	This course addressed theories and practice interventions in working with families. Attention will be given to developing skills aimed at being more effective in working with families dealing with diverse issues, including interpersonal violence, child neglect and the impact of the foster care system on child and family dynamics	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 18, 19, 24, 26, 33, 37	44
SOWK 5313	Research Project	Requires that students apply knowledge of the research process through active participation in an original research project under the direction of the course instructor. Title IV-E students do their projects on CPS issues; other students also do project in agencies serving the foster care population.	Classroom and Field Agency	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12	44
SOWK 5315	Clinical Assessment	An introduction to competency-based assessment of psychological disorders, substance abuse disorders, the ecological perspective on mental health and the bio-psychosocial framework for assessment	Classroom and Laboratory	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18	44
SOWK 5316	Culturally Grounded Social Work	Emerging trends in cultural competence and adaptation, and the culturally grounded perspective from a standpoint of intersectionality. Students will examine the impact of discrimination, oppression, and economic deprivation on disenfranchised populations, including children and families	Classroom & Laboratory	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 18, 39	44

SOWK 5335	Foundation Practicum I	The first foundation practicum course in which students participate in planned direct practice experience and integrative seminar that integrates knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics and values in social work practice in the border region	Field Agency	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18, 21	44
SOWK 5336	Foundation Practicum II	The second foundation practicum course in which students participate in planned direct practice experience and an integrative seminar that integrates knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics and values in social work practice in the border region	Field Agency	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18, 21	44
SOWK 5345	Advanced Practicum I	The first advanced practicum course in which students participate in planned direct practice experience and an integrative seminar that integrates advanced social work knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics and values in the border region setting	Field Agency	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18, 21	44
SOWK 5346	Advanced Practicum II	The second advanced practicum course in which students participate in planned direct practice experience and an integrative seminar that integrates advanced social work knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics and values in the border region setting	Field Agency	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18, 21	44
SOWK 5357	Social Policy I	Course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs to understand the relationship between social policy and social work practice	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	14, 15, 16, 21, 27, 32	44
SOWK 5360	Social Policy II	This course focuses on the process and analysis of social policy development, including identification, selection, implementation, and evaluation. The course will include advanced content on policy advocacy	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	4, 15, 16, 21, 26, 27, 32	44
SOWK 5380	Social Work in the Border Region	An introduction to social work in a multi-cultural, international region, with emphasis on social work with Hispanic families. A review of social development on the U.S.-Mexico border	Classroom & Field	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 16, 18	44
SOWK 5383	Theory and Practice in Organizations	Course sequence builds on the generalist foundation, providing advanced theoretical knowledge and practice skills in the macro-level to prepare students for leadership roles in organizations and to promote change within organizational settings..	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	27, 32	40, 41, 43, 44, 45
SOWK 5382	Multicultural Macro Practice II	Builds on the generalist foundation, providing advanced knowledge and skills in macro-level practice to prepare for leadership roles in communities.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	2, 4, 5, 11, 19, 27, 32	44
SOWK 5379	Social Work with Military Families	Students will gain familiarity with issues and resources available to address individuals and families affiliated with the US military	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 15, 16, 18, 19, 33, 34, 36	44
SOWK 5385	Administration and Supervision	An introduction to social work administration and supervision. Emphasis on leadership and oversight of agencies and social work staff. Theory and practice of social work supervision	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	32, 33, 35, 36	43, 44, 45

SOWK 5365	Social Work in Health	This course will serve as an introduction to social work practice in health care. We will examine the health care delivery system, managed care, health care financing, complementary and alternative medicine, ethics, social epidemiology and different health issues in relation to social work practice. We will also examine how each of these areas impacts children, couples and families particularly in our border region.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	14, 16, 17, 18, 20, 26, 27, 36, 39	44
SOWK 5367	Social Work with LGBTQI People	Social Work with Special Populations is an elective course in which each section may have a different focus. Emphasis is placed on theories, concepts, and techniques of social work in a wide range of settings. This course covers content on the importance of age, women's issues, ethnicity, socio-economic status, sexual orientation, and disabilities in a group process. Students may repeat this course if the focus of the course differs.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 18, 34, 36, 37, 39	44
SOWK 5395	International Social Work	An in-depth study of international social work and social welfare, emphasizing global poverty, income inequality, women in development, human rights, and human trafficking.	Classroom	State University	4 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 18, 26, 34, 39	44
SOWK 5358	Risk and Resilience	Principles, processes, policies and practices in the promotion of resilience and the reduction of risk in families across the life span, specifically focusing on applying ethical decision-making skills to social work practice with multicultural populations, identifying strengths within diverse client systems, assessing mechanisms of oppression and discrimination, and analyzing social policy that affects populations in the U.S.-Mexico border region	Classroom	State University	5 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 18, 26, 32, 34, 35, 36, 37, 38, 39	44
SOWK 5375	Social Work and the Elderly	A bio-psycho-social approach in the assessment of and intervention with the elderly. Social work roles and models for assessment and intervention with the client and their support system are presented. Topics include the biological changes of aging, psychological and social issues arising because of growing older, spirituality and aging, and values and ethics related to working with the elderly and their families, particularly in multi-generational living environments.	Classroom	State University	6 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 18, 26, 34,36	44
SOWK 5320	Special Issues in Social Work - Assessment & Intervention in Spanish	The development of skills and a theoretical basis for advanced social work practice with Spanish dominant clients using the Spanish language and conducting assessments and interventions that are culturally and linguistically competent	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18	44
SOWK 5393	Special Issues in Social Work - Human Sexuality	This course is a survey of issues and attitudes associated with human sexuality. It is primarily intended for social workers and other helping professionals who currently work with clients or plan to in the future. Using a biopsychosocial perspective, emphasis will be placed on the social, cultural, familial, and individual differences in sexual and reproductive attitudes, values, and behavior. Students will be introduced to common sex-related issues and to the particular concerns of various sexually oppressed groups. Information will also be provided about childhood sexual abuse and its relationship to the intimacy issues that clients typically present in direct practice.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 18, 20	44

SOWK 5393	Special Issues in Social Work - Social Work with Native Americans	This course will explore culture and historical events relative to Native Americans. Students will understand how this impacts the practice of social work with this border population to include interventions with individuals, family and children.	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	7, 8, 11, 12, 14, 16, 18	44
SOWK 5393	Special Issues in Social Work - Assessment and Interventions with Children and Adolescents	Interventions with family's course provides students with an overview of family therapy theories and interventions focusing on Hispanics in a border region bi-national context, also students will learn to apply theory to practice via in class scenario analysis and role plays.	Classroom and Laboratory	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 18, 19, 26	44
SOWK 5393 -	Special Issues in Social Work - Core Concepts in Trauma Informed Child Welfare Practice	Principles of trauma-informed practice with children with emphasis on children in abusive situations, child welfare investigations, child therapy, trauma theory	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 15, 17, 18, 19, 20, 23, 24, 25, 30	44
SOWK 5393	Special Issues in Social Work - Child Welfare Practice	Advanced child welfare theory and practice. Legal foundations, child development, nature and types of abuse, investigations, and interventions, foster and adoptive care, and the child welfare system	Classroom	State University	3 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 15, 16, 17, 18, 20, 24, 25, 26, 30	44
SOWK 5393	Special Issues in Social Work - Social Work in School Settings	This course is an overview of social work in the school system. It addresses specific issues and populations related to educational settings. Issues related to child abuse and neglect, and mandatory reporting are covered, as well as the impact of foster care transfers on the student's educational experience	Classroom	State University	4 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 18, 26, 36, 39	44
SOWK 5393	Health and Environment	The course aims to create an interdisciplinary approach to examine the links between the environment (physical, natural, and social) and the physical and mental health of individuals and the communities they live in. Touching on the fields of public health, social work, and urban planning, the fundamental idea of the course is to explore the relationship between these three fields and to illustrate that how and what we build has tremendous influence in how we live and how we maintain our physical and mental well-being. Students in various disciplines will understand these links and formulate responses and solutions based on their understanding of their respective fields. The course will examine national perspectives with emphasize on issues affecting the El Paso/Ciudad Juarez border region.	Classroom	State University	5 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 18, 19, 20, 26, 34, 37, 38, 39	44
SOWK 5393	Special Issues in Social Work: Forensic Social Work	This is a seminar that enables students to integrate forensic knowledge, skills, theory, values, ethics, and cultural competence of social work practice. Emphasis will include an evaluation of one's own practice.	Classroom	State University	6 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 26, 27, 34, 35, 39	40,44
SOWK 5393	Special Issues in Social Work: Substance Abuse	This course is designed to give the student a basic overview of the nature of substance abuse, drug dependency, addiction and theories and models of substance abuse dependency and treatment. Students explore the contextual factors that influence substance abuse and examines social definitions of licit and illicit drugs, conditions of their use, and socialization into drug use.	Classroom	State University	7 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 18, 26, 32, 33, 34, 36, 37, 38, 39	44

SOWK 5393	Special Issues in Social Work: Grant Writing	The course provides knowledge and skills to prepare social workers to develop and write grant proposals for human service organizations, especially non-profit. This course is framed within the context of the border region. The focus is on pursuing grants to augment the organizations funding strategies in order to meet the basic needs and priorities of diverse and at-risk populations within the target community. Students will focus on the various components common to grant applications, particularly grants from foundations and government sources. Some examples of topics will include locating potential funding sources, delineating goals, and objectives with clearly defined and measurable outcomes, designing the program for which the grant was designed, designing the evaluation plan, creating budgets and budget justifications, developing post-funding sustainability plans and grant management.	Classroom	State University	8 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	32	44
SOWK 5393	Special Issues in Social Work: Maternal and Child Health	This course covers traditional material related to the topic of maternal child health while simultaneously discussing applicable skills such as advocacy, planning, and research, within the field of social work. Consideration of historical and current principles, programs, policies and practices related to women, children and families will be examined. Current programs and issues within the border region and El Paso community will be introduced and discussed.	Classroom	State University	9 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 18, 19, 26, 32, 33, 34, 35, 36, 37, 38, 39	44
SOWK 5393	Special Issues in Social Work: Injustice in the Justice System	This course takes a critical view of how society are mistreats individuals who become involved in the United States criminal justice system. Moving chronologically, we will explore four critical periods: investigation and arrest; adjudication, punishment, and post-punishment punishment. Students will explore the challenge of reforming an oppressive institution.	Classroom	State University	10 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	2, 5, 11, 16, 27, 34, 35, 39	44
SOWK 5393	Special Issues in Social Work: Advanced Therapeutic Interventions in Mental Health	The course provides students the opportunity to explore alternative and complementary therapeutic interventions and practice for effective professional intervention in the mental health field. Students learn the impact of therapies with individuals, families, groups and human service agencies and organizations.	Classroom	State University	11 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11,12,14, 18, 19, 21, 24, 32, 33, 35, 37, 38	44
SOWK 5393	Special Issues in Social Work: Integrated Behavioral Health	This course introduces the direct practice of integrated behavioral health in primary care and behavioral health settings. Students will gain knowledge of the roles of behavioral health providers, theories and models of care, and cross-cultural issues. Students will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Students will develop competencies in engaging and supporting clients across a range of health conditions along the spectrum of severity in both physical and behavioral health dimension across the lifespan.	Classroom	State University	12 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 18, 32, 34, 37, 38, 39	44
SOWK 5393	Special Issues in Social Work: Social Justice and Advocacy Practice	This course will explore what perspectives grounded in human rights and faith-based approaches can contribute to social work advocacy and practice, including the impact of border militarization and criminalization of immigrant communities and families.	Classroom	State University	13 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 18, 21, 26, 32, 34, 35, 36, 37, 38, 39	41, 44

SOWK 5393	Special Issues in Social Work: Motivational Interviewing	The course provides an overview of Motivational Interviewing (MI), an evidence-based counseling strategy for promoting behavior change. The course will develop students' knowledge, values, and skills in the application of the theoretical principles and clinical tools of MI, according to the most up-to-date standards of training and practice.	Classroom	State University	14 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 18, 19, 21, 24, 32, 33, 34, 35, 37, 38	44
SOWK 5393	Special Issues in Social Work: Impact of ACE in Children: Implications for Practice and Policy	This course is a pertinent part of intervention strategies with families as a practitioner. The course brings relevant information on Adverse Childhood Experiences (ACE) and real-life case studies of children who have experienced abuse, poverty, addiction, and trauma. Students will learn how children that are exposed to this have an adverse experience reaction and how it impacts their development and well-being.	Classroom	State University	15 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	11, 12, 14, 16, 17, 19, 20, 21, 24, 26, 32, 33, 34, 35, 36, 37, 38, 39	44
SOWK 5393	Special Issues in Social Work: Social Determinants of Health	This course provides an examination of the social determinants that influence individual and population-level health. Social determinants include, but are not limited to, class, education, race, gender, neighborhood, global influences, and immigration. This is a research-driven course using Photovoice to focus on the themes.	Classroom	State University	16 graduate credits	Short Term (1 semester)	Both employed and preparing to be employed in the child welfare workforce	\$2,158,341.10	Direct and indirect costs at approved indirect rate indicated by approved Title IV-E population rate	12, 34, 39	44

University of Texas - Rio Grande Valley

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
BSW											
2361	Intro. to Social Work	Traces the philosophy and historical development of social work, reflecting its social welfare European roots and its historical evolution in America. A general overview of the social work profession, functions and services as they relate to various fields of practice will be studied. Volunteer work in the community will be required.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 16
2362	The Social Welfare Institution	This course emphasizes the social welfare institution, its laws, societal responses, and parallel social work services. Specific welfare legislation and programs that impact the profession of social work will be examined.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21
3314	Social Welfare Policy and Program	This course examines economic, political, intellectual, sociocultural, leadership, values and ideologies and other such factors that shape social welfare policy, programs and services. Addresses various frameworks for studying social policy and examines the roles of policymakers, process of social change and the role of the social worker as a facilitator of change.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21
3321	HBSE I	This course presents an overview of theories that form social work practice with individuals and families. There is an emphasis on application of theory to practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21
3322	HBSE II	This course presents an overview of theories that form social work practice with groups and communities. There is an emphasis on application of theory to practices.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21
3323	Social Work Practice I	Through classroom and skills lab, the student will have the opportunity to examine some of the necessary knowledge, values, and skills upon which problem-solving is based. The student will also have the opportunity to learn the generalist approach to practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 21
3333 & 3362-01	Foster Care and Adoption	Explores foster care and adoptions as integrated components of child welfare services. The course examines the many aspects that are involved in providing foster care services to children and families. In addition, the course focuses on permanency planning for children when family reunification is not possible.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 19, 21

3363 & 6399.01	Working with Resistant Clients	This course identifies and examines working approaches that are conducive to effective changes or outcomes when working with involuntary or resistant clients.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 19, 21
3361	Child Maltreatment	Explores all facets of child maltreatment. It covers the tenets child protection, major types of child maltreatment, factors contributing to child maltreatment, and the relationship between child maltreatment and child protective services. Moreover, the course examines federal and state laws and the role of the court system for providing intervention and social services in the prevention of child maltreatment.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 19, 21
3364 & 6399	Professional Values and Ethics	This course is designed to examine social work values in the context of ethical decision making in social work practice. Students will learn to apply principles, techniques and tools that can be used for ethical assessment and decision making. They will learn to recognize ethical issues in social work practice and will examine how values affect decision making. They will learn to consider competing arguments in resolving ethical dilemmas, as well as the strengths and limitations of their own position in order to reach thoughtfully reasoned conclusions. Special emphasis will be placed on ethical practice in the child welfare arena.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 19, 21
3333 & 6399.01	Case Management and Use of Supervision	This course will enable students who go into CPS to handle numerous tasks in a more efficient manner as well as those students who go into other areas of social work. Use of supervision will help students to learn to utilize supervision in a more positive and efficient manner. Our stipend students have had problems managing multiple tasks as well as utilizing supervision in a positive manner. This course will be designed to empower students as will as give them skills in multi-tasking.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 19, 21
3334	Social Work Practice with the Aging Family	Students will have the opportunity to study interviewing, assessment and intervention, demographics of an aging population in America, roles and functions of families, the quality of life of the elderly, societal and cultural issues for older adults, supportive resources and networks as well as services for the aged and their family members. The generalist approach is applied to work with older clients through case examples and community assignments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	11, 12, 14, 16, 21
3361	Child Welfare	Examines child welfare history, policies, programs and practices. Best practices in child risk assessment, foster care and adoption and prevention of child abuse and neglect are highlighted.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 19, 21

4301	Social Work Practice II	Designed to provide social work students with knowledge of direct practice with families and small groups using the problem-solving approach. Students will have the opportunity to selectively use concepts and techniques from various models, e.g., systems perspective, psychosocial theory, behavior modification and family-focused work as frameworks to develop strategies in clinical and cross-cultural intervention.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
4302	Social Work Practice III	This course provides students with knowledge of direct practice with communities and large organizational systems. Students learn how to apply the problem-solving process to bring about social and economic justice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8, 9, 10	11, 12, 18, 21
4303	Social Work Practice IV	Through classroom discussions and simulations, the student will have an opportunity to examine some of the necessary knowledge, values, and skill upon which assessment is based. The student will continue to have the opportunity to learn more about the generalist approach when doing family assessments.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8, 9, 10	11, 12, 18, 21
4311	Research for Social Services	This course introduces students to the scientific method and how it is used by social workers to effect social change, improve the delivery of social services and to evaluate practice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4	12, 21
4353	Integrative Seminar	This course is taken concurrently with SOCW 4619 Field Education. A seminar format facilitates the intern's integration of the field education experience and the program's generalist curriculum. Emphasis is placed on linking classroom learning with practice in the field and integrating theory with professional practice. Field practicum situations and issues and used for discussion and analysis.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
4354	Field Education I	This course is the first half of the social work practicum requirement for undergraduate social work students who choose to complete their practicum in two consecutive semesters. The course requires a minimum of 240 hours in the first semester of in-the-field experience in established social agencies or community settings under joint supervision of the agency social work and a Department of Social Work faculty member. The course is taken concurrently with SOCW 4353 Integrative Seminar. Prerequisites: Completion of all social work core courses and approval by the Office of Field Education.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21

4355	Field Education II	This course is the second half of the social work practicum requirement for undergraduate social work students who have successfully completed Field Education I and have chosen to complete their practicum in two consecutive semesters. The course requires a minimum of 240 hours in the first semester of in-the-field experience in established social agencies or community settings under joint supervision of the agency social worker and a Department of Social Work faculty member. Prerequisites: SOCW 4354; Completion of all social work core courses and approval by the Office of Field Education.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
4619	Field Education Block	This course requires a minimum of 480 hours (four days a week for one semester) of in-the-field experiences in established social agencies or community settings under joint supervision of the agency social worker and a Department of Social Work faculty member. SOCW 4619 is taken concurrently with SOCW 4353. Prerequisites: Completion of all social work core courses and approval by the Office of Field Education. Concurrent enrollment with SOCW 4353	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11,12,14,16,17,18,19,20,21
MSSW											
6300	Human Behavior/Social Environment I	Individuals, Families and small groups - This course focuses on the reciprocal relationships between social environments and human behavior with an emphasis on individuals, families and small groups. Multiple theoretical and empirical perspectives are used to analyze the biological, psychological, social, cultural and spiritual dimensions of human development across the life span among diverse groups with an emphasis on at-risk and vulnerable populations. Attention is given to factors that contribute to risk and resilience and the role of social and economic justice in promoting human well-being.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21
6301	Human Behavior Social Environment II	Social Institutions, Communities and Organizations - This course focuses on the reciprocal relationships between social environments and human behavior within large social systems. Theoretical and empirical perspectives are used to analyze the impact of the natural and physical environments, social structure, social institutions, communities and formal organizations on the well-being of diverse, at-risk and vulnerable populations. The course emphasizes processes of social change to challenge the inequitable distribution of power and resources.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	12, 14, 21
6302	Social Welfare Policy	Examination of the dimensions of social welfare policy, including conceptual frameworks for understanding policy formulation and the analysis of social policies. Special emphasis on policy issues that affect service delivery to families.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21

6311	Social Work as a Profession	This course traces the philosophy and historical development of social work and presents a general overview of the social work profession. The basic knowledge, values, ethics, necessary for generalist social work practice, along with the many and Special roles and competencies in which social workers function across different fields of practice, will be presented. Students are introduced to social work's commitment to understand and appreciate human diversity; to understand and combat the dynamics and consequences of social and economic injustice; to achieve individual and collective social and economic justice for populations-at-risk. Prerequisites Graduate standing with admission to the MSSW Program.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 14, 21
6315	Social Work with Diverse Populations	This course prepares students for effective professional intervention in a diverse world and provides an understanding of how discrimination and oppression operate to limit the life opportunities of members of minority, vulnerable, at risk, and disenfranchised groups. A conceptual framework for understanding diversity, discrimination and oppression is presented and used to understand discrimination based on factors such as race, ethnicity, social class, gender, and sexual orientation. Selected theoretical perspectives are used to critically analyze the manifestations of discrimination and oppression and their impact on affected populations. Social work's responses to discrimination and inequality, including strategies for intervention, are also examined.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4,9	21
6321	Generalist Social Work Practice I	The course is an introductory course in direct practice methods and skills of social work intervention with individuals. Attention is given to the historic development of social work practice, the nature and application of social work values and ethical principles in practice, the theoretical frameworks of helping methods and the helping process of assessment, planning, intervention, termination and evaluation. Emphasis is on a generalist and ecosystems approach. Prerequisites Graduate standing with admission to the MSSW Program and /or permission of the instructor.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 8, 9, 10	11, 12, 14, 16, 21
6322	Generalist Social Work Practice II	The course presents a systems-ecological perspective on social work practice with families and small groups. The course emphasizes using both identified strengths and evidence-based approaches to working with clients. Students will have the opportunity to learn skills and apply knowledge and ethics to case material. Prerequisite SOCW 6321	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
6323	Generalist Social Work Practice III	This course is designed to help students understand communities and the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations, which often serve as an immediate context for community practice. Prerequisites Graduate standing with admission to the MSSW Program and SOCW 6321 taken concurrently with SOCW 6371.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8, 9, 10	11, 12, 18, 21

6330	Advance Family Practice I	Emphasis on theories, concepts and skills of social work intervention with families. Special attention is given to comparative theories of intervention, with an emphasis on developing practice knowledge and skills in the assessment of family situations, goal setting, contracting, models of intervention and outcome assessment.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 17, 18, 19, 20, 21
6331	Advanced Family Practice II	This course is taken concurrently with the concentration internship (SOCW 6375 or SOCW 6975) and focuses on the application of evidence-based family practice models with populations-at-risk. This entails formulating family assessments, developing treatment plans, establishing therapeutic relationships, applying intervention strategies and evaluating outcomes using relevant family therapy approaches that can also be adapted for work with couples and individual clients. Prerequisites SOCW 6330 Advanced Family Practice I.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 17, 18, 19, 20, 21
6332	Social Work Practice with Latinos	Social work practice implications of the characteristics of the Latino population of the Southwest. The course will analyze distinctive practice in engagement, communication, and service with Latino clients, differential modalities and helping processes for clinical and macro practice with this population.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 18, 19, 21
6335	Advance Clinical Assessment	The course focuses on understanding and evaluating theoretical and empirical knowledge of psychosocial well-functioning, disfunctioning and pathology in the behavior of individuals. A critical analysis of the concepts of mental illness, psychopathology and behavior disorders and the use of DSM IV, ICD-10, PIE taxonomies and their use by social workers.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 17, 18, 19, 20, 21
6336	Advanced Macro Assessment	A variety of methods to assess macro social systems are studied and experiences are provided to develop macro assessment skills. This includes the logic frameworks for assessment, organizational assessment and use of standardized measures for documenting organizational functioning. The course teaches community asset mapping and traditional community needs assessment methods. Prerequisite: Completion of foundation curriculum or admission into advanced standing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4,9	12, 21
6340	Advanced Social Work Practice with Organizations	Students gain advanced skills in organizational administration and management. Organizational assessment, human resources development, financial and board management, fund raising, policy planning and development, project management, and program evaluation are addressed. Students explore "use of self" as they develop leadership skills and a commitment to excellence necessary for strengthening agencies and improving human services critically needed in the Border Region of South Texas and beyond. Prerequisite: Completion of foundation curriculum or admission into advanced standing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4,9	12, 21

6341	Advanced Social Work Practice with Communities	Students gain advanced skills in community organizing and social advocacy. Community assessment, volunteer management, fund raising, campaign management, networking and project management are addressed. Students will continue to explore their "use of self" as they further develop the leadership skills necessary to strengthen at-risk Latino community groups in the Border Region of South Texas and beyond. SOCW 6341 taken concurrently with SOCW 6379.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4,9	12, 21
6342	Advanced Policy Analysis and Development	Course provides advanced skills in policy formulation, analysis, evaluation, advocacy, social marketing, lobbying, international development policy, and social action mobilization. Prerequisite: Completion of foundation curriculum or admission into advanced standing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4,9	12, 21
6350	Advanced Social Work Practice with Individuals	This course focuses on knowledge and skills needed for advanced clinical social work practice with individual clients. Emphasis is given to the therapeutic process, empowerment and strengths perspectives, and clinical strategies for change. A variety of therapeutic models are examined with attention given to their efficacy for work with Latinos and vulnerable and at-risk populations. Prerequisite: completion of foundation curriculum or admission into advanced standing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 17, 18, 19, 20, 21
6351	Advanced Social Work Practice with Groups	Emphasis is on the use of group dynamics and techniques to treat mental, emotional, and behavioral disorders, conditions and addictions. Prerequisite: completion of foundation curriculum or admission into advanced standing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 8, 9, 10	11, 12, 18, 21
6376	Clinical Practicum I	This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for family focus practice with Latino individuals, and families. Course may be taken concurrently with SOCW 6377. Prerequisites Approval by the Office of Field Education and completion of SOCW 6330, 6332, 6335, 6338.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
6377	Clinical Practicum II	This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for family focused practice with Latino individuals and families. SOCW 6376 and 6377 may be taken concurrently or SOCW 6376 can be taken first, followed by SOCW 6377. SOCW 6377 must be taken concurrently with SOCW 6331. Prerequisites Approval by the Office of Field Education and completion of SOCW 6330, 6332, 6335; any outstanding courses must be taken concurrently with the course.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
6378	Macro Practicum I	This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for macro practice and administration.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 21

6379	Macro Practicum II	This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for macro practice. SOCW 6379 may be taken concurrently with SOCW 6378 or after completing SOCW 6378. SOCW 6379 must be taken concurrently with SOCW 6341. Prerequisites SOCW 6315, 6336, and 6340; any outstanding courses which are required for graduation must be taken concurrently with this course.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	11, 12, 18, 21
6380	Accountability and Evaluation in Macro Practice	Emphasis on processes for monitoring and evaluating for evidence-based programming. Prerequisite completion of foundation curriculum or admission into advanced standing.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9	12, 21
6381	Social Work Research Designs and Applications	Examination of the various scientific methods for research, with special attention upon survey research methodology, beginning practice assessment and the statistical application of related procedures, including correlations, T-test, Chi Square, analysis of variance and the visual presentation of data.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4	12, 21
6399	Special Topics SOCW Practice (Working with Resistant Clients)	Identifies and examines working approaches that are conducive to effective changes or outcomes when working with involuntary or resistant clients.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 17, 18, 19, 20, 21
6370	Field Practicum I	This course, which is the first of two foundation internships, requires completion of 200 clock hours in an approved field setting which prepared students for generalist social work practice. Prerequisite Approval of the Office of Field Education and completion of SOCW 6321, 6300 and 6311.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 21
6371	Field Practicum II	This course, which is a continuation of the first internship experience (SOCW 6370), requires completion of 200 clock hours in an approved field setting which prepares students for generalist social work practice. This course is taken concurrently with SOCW 6323. Prerequisites Approval by the Office of Field Education and completion of SOCW 6321, 6300, 6301, 6302, 6381, 6311 and 6322.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9, 10	12, 21

University of Texas @ San Antonio

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training provider	Number of training days or hours	Training duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Estimated total cost	Cost Allocation Method	Ref # from Attached worksheet as cited in 45CFR1356.60	Ref # from Attached worksheet as closely related as cited in CWPM IV-E Training Questions 8, 10, and 11.
MSW											
SWK 5013	Human Behavior and Social Environment: Dynamics of Individuals and Families	This generalist course focuses on building students' understanding of individual and family life span development with an emphasis on diversity and social justice issues. Ecological systems and cross-cultural development provide the organizing framework for this course. Attention is given to increasing students' understanding of individual and family dynamics by developing their abilities to understand, evaluate, and differentially apply multiple paradigms and theories. Emphasis is placed on the social construction of knowledge of human development.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8, 9	11, 12, 14, 20, 21
SWK 5103	Social Problems and Social Welfare Policy Analysis	This generalist course examines the overall structure of the American social welfare system from a historical multidimensional contextual perspective that emphasizes the diversity of clients/client systems, problems, needs, and injustices. It also considers the parallel historical development of the profession of social work, including the ways it has responded to the demands of social problems across key periods of the American social welfare experience. An emphasis is placed on policy analysis as a foundation for advocacy on behalf of clients/client systems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 10	12, 13, 14, 15, 21
SWK 5113	Generalists Social Work Practice	This course is taken the semester before students enter their first semester generalist field practicum. It focuses on the development of beginning knowledge, skills, and values needed to practice generalist social work within a community context. The course socializes students to the social work profession, with emphasis on the ecosystems perspective as an organizing framework for understanding clients/client systems and the strengths and empowerment perspectives. Professional values and the National Association of Social Work Code of Ethics are introduced, as well as the importance of self-reflection that incorporates an understanding of one's own personal values. Attention is given to practice skills applicable in work with diverse individuals, families, groups, organizations, and communities, with emphasis on beginning relationship skills in engagement and assessment. Students will apply knowledge and skills learned by working in task groups to conduct an assessment of a neighborhood or community.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9, 10	11, 12, 14, 16, 18, 21

SWK 5203	Social Work Research	This generalist research course explores the role of research in culturally competent social work practice that emphasizes the diversity of clients/client systems, strengths, problems, needs and injustices. The course focuses on research methods and the use of ethical scientific methods used by social workers for evidence-based practice and practice-based evidence.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 5, 6, 7, 8	11, 12, 14, 16, 17, 19, 20, 33, 35, 37
SWK 5233	Global Context of Social Work	This course, particular to the mission of the UTSA Department of Social Work, examines the historical, political, and cultural contexts of contemporary global social issues and the mutually reinforcing relationship between the local and the global. The course critically examines the economic, political, social, and cultural dimensions of globalization and the upheavals they produce for nations and people. Specific models of intervention and select approaches to social development seen as more compatible with social work's commitment to social justice are examined to determine their respective strengths and weaknesses in response to contemporary social issues. In addition, the course raises critical questions about social work's past and present ability to address the growing challenges of an increasingly complex integrated and interdependent world.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 6, 7, 8	12, 14, 16, 17, 36, 37
SWK 5243	Advanced Social Work Research: Practice and Program Evaluation	This specialized research course prepares students to integrate research methods in the assessment, planning, intervention, and evaluation of practice/program effectiveness. Attention is given to the conduct, ethics, and application of research and evaluation principles when addressing social and economic justice issues with clients/client systems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare			4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 21, 26, 30
SWI 5303	Foundations of Social Work I	This generalist course is the second course in a three-course sequence that focuses on the development of knowledge, skills, and values needed to practice generalist social work with individuals, families, groups, organizations, and communities. The course is taken concurrently with SWK 5403 Generalist Field Practicum I and Integrative Seminar. This course incorporates ecosystems, strengths and empowerment perspectives, focusing on knowledge and skills needed to facilitate generalist practice with diverse clients/client systems, with an emphasis on engagement, assessment, evaluation, problem formulation, and contracting. Students apply concepts and skills learned in this course in work with clients/client systems in their field practicum setting. Specific attention is given to understanding human service agencies within a community and diversity context and planning a client group.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 4, 7, 8, 9	11, 12, 14, 16, 18, 19, 21, 26, 30, 33, 35, 37

SWK 5313	Foundations of Social Work II	This generalist course is the third course in a three-course sequence that focuses on the development of knowledge, skills, and values needed to practice generalist social work with individuals, families, groups, organizations, and communities. Building upon the ecological systems, strengths, and empowerment perspectives, the course focuses on knowledge and skills needed to facilitate work with diverse clients/client systems, with an emphasis on middle and end stages of the helping process. Specific attention is given to evaluating practice, planning and implementing an organizational or community change effort, and facilitating a client group. Students apply concepts and skills learned in this course in work with clients/client systems in their field practicum settings.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 4, 7, 8, 9	11, 12, 14, 16, 18, 19, 21, 26, 30, 33, 35, 37
SWK 5403	Foundation Field Practicum I and Integrative Seminar	This foundation field practicum course is designed to serve as the integration of professional knowledge, values, and skills in real-world practice. It is a practice course based on supervised assignments designed to facilitate the student's ability to develop and demonstrate independent learning competencies from a generalist social work perspective which includes skill in working with individuals, families, small groups, communities, and organizations. The student completes a minimum of 225 clock hours at an assigned field practicum site affiliated with UTSA. The student will continue in this same practicum setting for SWK 5413. An integrative seminar that emphasizes integration of theory and practice meets weekly	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 20, 21, 26, 30
SWK 5403	Generalist Field Practicum I and Integrative Seminar	This generalist field practicum course is designed to serve as the integration of professional knowledge, values, and skills in real-world practice. It is a practice course based on supervised assignments designed to facilitate the student's ability to develop and demonstrate independent learning competencies from a generalist social work perspective which includes skill in working with individuals, families, small groups, communities, and organizations. The student completes a minimum of 225 clock hours at an assigned field practicum site affiliated with UTSA. The student will continue in this same practicum setting for SWK 5413. An integrative seminar that emphasizes integration of theory and practice meets weekly. Students must earn a minimum grade of "B" in both the field and the integrative seminar components to pass this course; the field practicum and the integrative seminar each contribute 50 percent toward the final grade.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 20, 21, 26, 30

SWK 5413	Generalist Field Practicum II and Integrative Seminar	This generalist field practicum course builds on knowledge and skills gained in SWK 5403, with a focus on demonstrating competencies from a generalist social work perspective and skill development with diverse clients/client systems. The student's assignment from SWK 5403 continues at the same setting. The student completes a minimum of 225 clock hours. An integrative seminar that emphasizes integration of theory and practice meets weekly. Students must earn a minimum grade of "B" in both the field and the integrative seminar components to pass this course; the field practicum and the integrative seminar each contribute 50 percent toward the final grade.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 20, 21, 26, 30
SWK 5423	Specialized Field Practicum III and Integrative Seminar	Building on generalist or BSW field experiences, this specialized field practicum course provides a supervised practicum at an assigned practicum site and a weekly integrative seminar, with an emphasis on specialized culturally competent practice with individuals, families, groups, organizations, and communities. The minimum 225-clock-hour internship addresses the continued independent learning and application of theory to culturally competent practice at the specialized curriculum level. The internship may be designed as a block with all hours completed in one semester (450 clock hours) when taken concurrently with SWK 5433 Specialized Field Practicum IV and Integrative Seminar. The integrative seminar is designed to integrate classroom theory and real-world practice. It also serves as the bridge between program goals and specialized competencies. Students must earn a minimum grade of "B" in both the field and the integrative seminar components to pass this course; the field practicum and the integrative seminar each contribute 50 percent toward the final grade.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 20, 21, 26, 30

SWK 5433	Specialized Practicum IV and Integrative Seminar	Building on field experiences in SWK 5423, this course provides a continuation of a supervised practicum at the same assigned practicum site as in SWK 5423 and a weekly integrative seminar. Taken during the student's last semester in the MSW Program, this course serves as the capstone course for the social work program. Building on field experiences in SWK 5423, this course provides a continuation of a supervised practicum at the same assigned practicum site as in SWK 5423 as well as a weekly integrative seminar. The minimum 225-clock-hour internship addresses the continued independent learning and application of theory to culturally competent practice with individuals, families, groups, organizations, and communities at the specialized curriculum level. The internship can be designed as a block of one semester (450 clock hours) when taken concurrently with SWK 5423. Specialized Field Practicum III and Integrative Seminar. The integrative seminar is designed to integrate classroom theory and real world culturally competent practice. It also serves as the bridge between program goals and specialized competencies. Students demonstrate program competency mastery through completion of an independent capstone course paper. Students must earn a minimum grade of "B" in both the field and the integrative seminar components to pass this course; the field practicum and the integrative seminar each contribute 50 percent toward the final grade.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 20, 21, 26, 30
SWK 5443	Specialized Social Work Methods: Individuals	This specialized practice methods course covers the differential application of contemporary practice paradigms, theories, and approaches in relation to multidimensional contextual practice with individuals. The aim of this course is to develop students' practice knowledge, skills, and capacity for autonomous culturally competent practice. Using this framework, students develop knowledge and skills in the differential selection, adaptation, application, and evaluation of select practice strategies and techniques for working with diverse individuals who are experiencing problems, needs, and injustices of varying onset, magnitude, and duration.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 21, 24, 26, 33, 36
SWK 5463	Advanced Social Works Methods: Groups	This specialized practice methods course covers the differential application of contemporary practice paradigms, theories, and approaches in relation to multidimensional contextual practice with groups. The aim of this course is to develop students' practice knowledge, skills, and capacity for autonomous culturally competent practice. Using this multidimensional contextual framework, students develop knowledge and skills in the differential selection, adaptation, application, and evaluation of select practice strategies and techniques for working in groups with diverse individuals across the life span. The course emphasizes the ways that setting, age, diversity, and problems inform the differential selection of group type and format, membership, time limits, and practice approaches.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 19, 21, 33, 35, 36, 37

SWK 5473	Advanced Social Work Methods: Policy Practice and Advocacy	This specialized course in social welfare policy is for students who have already achieved a basic understanding of the history, mission, and philosophy of the profession, and the historical and contemporary patterns of service provision. The course focuses on the knowledge, values, and skills needed to be an effective social welfare policy advocate. Students develop and analyze alternative strategies for culturally competent social welfare policy advocacy, incorporating a multidimensional contextual perspective with a focus on social justice, diversity and underserved populations.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 7, 8	12, 14, 16, 19, 26, 32, 33, 35, 36, 37
SWK 5483	Multidimensional Assessment	This specialized selective course on the multidimensional assessment of the functioning of children, adolescents, and adults gives emphasis to students learning to critically evaluate and adapt assessment approaches and methods that are congruent with the cultural experiences of clients. The multidimensional framework incorporates biological, genetic, physical, developmental, social, cultural, and environmental factors, and social justice issues in the assessment process.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	11, 12, 14, 16, 17, 18, 21, 26, 33
SWK 5493	Advanced Social Work Methods: Community Practice	This course in specialized community practice is for students who have already achieved a general understanding of the structure and dynamics of organizations and communities. The course focuses on the knowledge, values, and skills needed to engage in effective community practice, incorporating a multidimensional contextual perspective with a focus on social justice, diversity, and underserved populations. The course incorporates content on organizations within a community practice context.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 7, 8, 9	12, 14, 33, 35, 36, 37
SWK 5513	Culturally Competent Practice with Diverse Populations	This course examines the dynamics of diversity and social justice and their relationships to social work practice with diverse and oppressed populations. Critical self-reflection about one's own intersecting cultural identities and the impact on discourse and work with others is emphasized. Frameworks for understanding populations served by social workers, incorporating strengths, resiliency, oppression and discrimination are also explored. The course incorporates ethnographic perspectives in working with clients/client systems.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 9	12, 18, 19, 20, 21
SWK 5523	Specialized Social Work Methods: Children and Families	This specialized practice methods course covers the differential application of contemporary practice paradigms, theories, and approaches in relation to multidimensional contextual practice with children and families. The course examines pertinent ethical issues, varying approaches used in contemporary social work intervention, and current research in working with children and families. Factors leading to family systems change, goal setting, intervention applicability, the structure of the intervention process, the social worker's role, and techniques of couples/family interventions and interventions in working with children and adolescents are incorporated in this course.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	1, 2, 4, 6, 7, 9	11, 12, 14, 15, 16, 17, 18, 19, 33, 35, 36, 37

SWK 5633	Transformational Leadership	This course focuses on the social responsibility of social workers who have specialized in cultural competence to serve as transformational leaders as they collaborate across disciplines within an interprofessional context in order to better serve families and communities. The course introduces students to transformational models of leadership, with an emphasis on the specialized knowledge and skills needed for effective culturally competent practice in human service organizational settings. The course incorporates coverage of management theory and organizational management functions, including providing leadership for a diverse workforce.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 8, 9, 10	12, 18, 19, 32, 33, 35, 36, 37
SWK 6973	Special Topics in Culturally Competent Practice: Child Welfare: Policy and Practice	Independent course of study focuses on information on state and federal policies and laws involved in working with children and families and how they impact the clients. Problems that families face will be reviewed to help the student develop an understanding of family functioning and child maltreatment and how policies, referrals and services influence the multiple outcomes a client/family may be faced with during an interaction with a child welfare agency the , judicial system or law enforcement agency.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
SWK 6973	Special Topics in Culturally Competent Practice: Trauma Informed Practice	This course focuses on understanding the range of traumatic experiences that humans encounter, and the biological, psychological, and social sequelae of those experiences across the lifespan. It provides specialized knowledge in culturally competent practice with trauma-exposed individuals, and considers how intersections of social class, gender, immigration history, religion, sexual orientation, race, and ethnicity can play a role in trauma exposure and responses to trauma. There will also be attention to special populations of veterans, children, survivors of large-scale disasters, and those experiencing marginalization, historical trauma, and environmental injustice.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	2, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
SWK 6974	Special Topics in Culturally Competent Practice: Substance Use Disorders	This course provides an overview of issues surrounding alcohol and illicit drug use disorders. Etiology Biological, psychological, and social context of drug use and addiction. Prevention Overview of prevention initiatives and programs. Assessment Substance use disorder criteria, screening, and assessment. Treatment Overview of treatment types and options. Harm Reduction Harm reduction and overdose prevention. Comorbidity Co-occurring mental disorders and substance use disorders. Equity/Justice Cultural considerations, equity issues, and disparities.	Classroom/ Practicum as appropriate	State University	University Semester Hours (average 3 semester hours per course)	Long Term	Both those employed and preparing for employment in the field of child welfare	Reference Contract Budget for total program cost	Direct costs and indirect costs at the approved indirect rate allocated by application of the Title IV-E Population Rate	4, 6, 7, 8, 10	12, 18, 19, 20, 22

DFPS Center for Learning and Organizational Excellence (CLOE)

Course ID#	Course Title	Course Description	Setting/venue for the training activity	Training Provider	Number of Sessions	Length of Course	Instruction Hours	Training Duration (short-term, long-term, part-time, full-time)	Audience Receiving Training	Cost Allocation Method *See Footnote	Ref # from Attached worksheet as cited in 45CFR 1356.6	Ref # from Attached worksheet as cited in CWPM IV-E Training Questions 8,10 and 11	Hourly Cost	Cost per Training
TITLE IV-E ALLOWABLE TRAINING TOPICS FOSTER CARE ASSISTANCE @ 75%														
374	Serious Incidents Involving Foster Children Protocol	A computer-based training to help CVS staff understand the protocol between CPS and RCCL when there is a Serious Incident involving a foster child.	Web based	DFPS Staff	4	1	4	Short-term	DFPS staff	DFPS Statewide Agency Administration	1,4		\$39.48	\$39.48
3380	Utilizing Adult Mental Health Evaluation in CPS Cases	A training to help CPS staff efficiently utilize mental health evaluations with adults they serve.	Computer based	DFPS Staff	2	4	8	Short-term	DFPS staff	DFPS Statewide Agency Administration	1,4,6	10	\$39.48	\$157.92
3427	CPS FAD Risk Evaluation	This computer-based training teaches FAD caseworkers when a Risk Evaluation is appropriate and how to complete the paperwork.	Computer based	CPS Staff	17	0.5	8.5	Short-term	CPS staff	CPS Statewide Agency Administration	3		\$39.48	\$19.74
3439	Referring Families to Different Types of Services	This course teaches caseworkers how to refer families to different types of services and completing service authorizations.	Computer based	DFPS staff	14	1	14	Short-term	CPS staff	CPS Statewide Agency Administration	16		\$39.48	\$39.48
3456	Safety and wellbeing of children with primary medical needs	This course teaches caseworkers about the safety and wellbeing of children with primary medical needs.	Computer based	DFPS Staff	297	2.5	742.5	Short-term	DFPS staff	CPS Statewide Agency Administration	1,4,5,16	10	\$39.48	\$98.70
3473	The Inside Scoop on the Indian Child Welfare Act	This training helps staff understand the Indian Child Welfare Act and how it relates to casework practice.	Computer based	DFPS Staff	294	1	294	Short-term	DFPS staff	CPS Statewide Agency Administration	12		\$39.48	\$39.48
3519	Service Level, Placement Referrals, and Pre-Placement Visits	This training teaches staff about the different types of levels of services for children, placement referrals and conducting preplacement visit for children. Field SME.	Web based	DFPS Staff	1	2	2	Short-term	CPS Staff	CPS Statewide Agency Administration	1,5		\$39.48	\$78.96
3538	Family Violence Intervention	This training teaches CPS staff how to work with families where FV is present.	Online Instructor Led	DFPS Staff	112	10	1120	Short-term	CPS Staff	CPS Statewide Agency Administration	1,2	8	\$39.48	\$394.80
3674	Growing Our Practice to Grow Safer Families Part 4	Practice Model Training.	Web based	DFPS Staff	2	0.5	1	Short term	DFPS Staff	CPS Statewide Agency Administration	7,9,18,19	8,11	\$39.48	\$19.74
3681	Determining Emergency Assistance Eligibility	Computer based training about caseworker staff completing EA Eligibility in IMPACT.	Computer based	DFPS Staff	16	1	16	Short term	DFPS Staff	CPS Statewide Agency Administration	1,18,26,40,41	11	\$39.48	\$39.48
3753	Community Based Care Stage 1 for INV/FBSS Staff	Covers the considerations and required information for a Community based care.	Online Instructor Led	DFPS Staff	60	7	420	Long term	CPS Staff	CPS Statewide Agency Administration	4,6,7,9,15,26,32,40	8	\$39.48	\$276.36
3795	Bed Bug Training for CPI and CPS Staff	This course teaches on Bed bug training.	Web based	DFPS Staff	23	1	23	Long-term	CPS Staff	CPS Statewide Agency Administration	4,9,18,19,26	8	\$39.48	\$39.48
3798	Domestic Violence Initiative Why Use Violence.	Covers violence language in Domestic Violence Initiative Why Use Violence.	Web based	DFPS Staff	221	1	221	Long-term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48
3804	Improving Affidavit Writing to Boost Child Safety FY19	This course teaches improving affidavit writing to boost child safety FY 19.319	Web based	DFPS Staff	304	2	608	Long-term	CPS Staff	CPS Statewide Agency Administration	5,7,9,15	8	\$39.48	\$78.96
3805	Child Sexual Aggression FY 19	This course teaches ho Impact of training for sexual aggression.	Web based	DFPS Staff	2	2	4	Long-term	CPS Staff	CPS Statewide Agency Administration	4,7,15	8,11	\$39.48	\$78.96

3808	Normalcy for Children in Foster Care	This course teaches ho Impact of training on Foster Children.	Web based	DFPS Staff	68	2	136	Long-term	CPS Staff	CPS Statewide Agency Administration	12,15,18	11	\$39.48	\$78.96
3810	Coaching in Child Welfare Improving Performance and Retention	This training will focus on the characteristics of an effective coach and the benefit of coaching for the CPS work environment. This course will include a discussion of the top reason's workers leave CPS employment and stay with the agency. Coaching, as a process to encourage performance improvement and retention of the workforce, will be discussed and the GROW Model of coaching will be introduced. Participants will be given tools to manage successful coaching sessions with employees.	Online Instructor Led	DFPS Staff	11	6	66	Long-term	CPS Staff	CPS Statewide Agency Administration	9,18,41,43,45,50		\$39.48	\$236.88
3811	Critical Decision Making in FBSS Cases	Covers cases language and parallel decision.	Online Instructor Led	DFPS Staff	10	6.5	65	Long-term	CPS Staff	CPS Statewide Agency Administration	7,8,9,14,32,35,37, and 41	8,11	\$39.48	\$256.62
3812	Strengths Based Documentation	Covers documentation language.	Online Instructor Led	DFPS Staff	12	6	72	Long-term	CPS Staff	CPS Statewide Agency Administration	7,9,41	8	\$39.48	\$236.88
3824	Domestic Violence Initiative Engaging With Children	Covers like language in Domestic Violence Initiative engaging with children.	Web based	DFPS Staff	225	1	225	Long term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48
3825	Domestic Violence Initiative What Does Safety Look Like	Covers like language in Domestic Violence Initiative What Does Safety Look like.	Web based	DFPS Staff	217	1	217	Long term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48
3842	Good Work to Extraordinary Work	Covers work language and parallel work.	Online Instructor Led	DFPS Staff	7	6.5	45.5	Long term	CPS Staff	CPS Statewide Agency Administration	7,9,14,16,32, and 41	8,11	\$39.48	\$256.62
3843	Enhancing Safety, Permanency and Well- being	After CPD FBSS Competencies Training, there is a need to provide a multifaceted training that includes quality documentation, critical thinking, enhanced FSNA/FPOS development, and quality of face-to-face contacts, engagement using motivational interviewing with kids, parents, and collaterals, assessing a home environment (e.g. safe sleep). The key is to connect quality casework to quality documentation by collaborating with the agency's CFSR team.	Online Instructor Led	DFPS Staff	14	6.5	91	Long term	CPS Staff	CPS Statewide Agency Administration	7,9,14,32, and 41	8,11	\$39.48	\$256.62
3847	DV Initiative What are the Biases about Family Violence	This is the second course in the Domestic Violence Initiative series. This series is designed to provide CPI and CPS staff with a better understanding of the dynamics of domestic violence and how to work with the adult victim, the person using violence, and the children to stop the use of violence and provide safer, healthier children and families. Creating families, communities, and societies where people are safe, and well-being is promoted is connected to the work CPI and CPS staff do every day. This course addresses biases with caseworkers who work with families where domestic violence is present and how to respond to children and families in a culturally responsive way to stop the violence.	Web based	DFPS Staff	223	1	223	Long term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48
3876	DV Initiative Roles of Attorneys and Judges	This is the seventh course in the Domestic Violence Initiative series. This series is designed to provide CPI and CPS staff with a better understanding of the dynamics of domestic violence and how to work with the adult victim, the person using violence, and the children to stop the use of violence and provide safer, healthier children and families. Creating families, communities, and societies where people are safe, and well-being is promoted is connected to the work CPI and CPS staff do every day. This	Web based	DFPS Staff	220	1	220	Long term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48

		course addresses the roles and responsibilities of the attorneys and judges making the decision to end child abuse and domestic violence.												
3877	DV Initiative Disposition Guidelines and Assessing Safety	This is the eighth course in the Domestic Violence Initiative series. This series is designed to provide CPI and CPS staff with a better understanding of the dynamics of domestic violence and how to work with the adult victim, the person using violence, and the children to stop the use of violence and provide safer, healthier children and families. Creating families, communities, and societies where people are safe, and well-being is promoted is connected to the work CPI and CPS staff do every day. This course addresses how dispositions are determined and the sensitive dynamics of a case involving domestic violence to improve safety assessments throughout the case.	Web based	DFPS Staff	226	1	226	Long term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48
3878	DV Initiative When Can We Close a Case	Covers case language in DV Initiative When Can We Close initiative.	Web based	DFPS Staff	221	1	221	Long term	CPS Staff	CPS Statewide Agency Administration	4,7,9,16,18,19,26	8,11	\$39.48	\$39.48
3880	Practice Model & Dev Your Own Critical Thinking Skills	This course teaches on Practice Model training Critical Thinking Skills.	Web based	DFPS Staff	146	14	2044	Long term	CPS Staff	CPS Statewide Agency Administration	7,9,18,19	8,11	\$39.48	\$552.72
3887	Generally Applicable Caseload Standards for CVS Staff	Generally Applicable Caseload Standards course teaches CPS staff to identify and document instances of standards. Furthermore, this course outlines the protocols for placement and recommending services and supports for the children involved.	Web based	DFPS Staff	85	1	85	Long term	CPS Staff	CPS Statewide Agency Administration	9,43	8	\$39.48	\$39.48
3889	Community Based Care 101	This course teaches about Community Based Care.	Web based	DFPS Staff	312	1	312	Short term	CPS Staff	CPS Statewide Agency Administration	7,9,15	8,11	\$39.48	\$39.48
3890	Marijuana Use and Identifying Danger in Court Report Writing	This course teaches about identifying Marijuana use and danger in writing report to be used in court.	Web based	DFPS Staff	254	1	254	Short term	CPS Staff	CPS Statewide Agency Administration	16,18,41	11	\$39.48	\$39.48
6058	Stage II Community Based Care for CPI and FBSS Staff	This course teaches on Stage II training and FBSS Staff.	Online Instructor Led	DFPS Staff	50	4	200	Long term	CPS Staff	CPS Statewide Agency Administration	4,6,7,9,15,26,32,40	8	\$39.48	\$157.92
3941	History Search for Mentors	This training is designed to help mentors understand the processes and procedures that proteges learn in classroom training. This training is also designed to give mentors a framework when searching and assessing history.	Online Instructor Led	DFPS Staff	4	5	20	Long term	CPS Staff	CPS Statewide Agency Administration	14	8	\$39.48	\$197.40
3942	Application for Placement for CVS	CPS Placement Division has identified a need for CPI and CPS staff to receive training on policy and best practices in completing the Application for Placement for subsequent placements. One of the biggest gaps is that the documentation is not person-first and strength-based and is only highlighting negative information regarding children. This content is needed for all staff prior to becoming case assignable because at any point the caseworker may have to complete the Application for Placement.	Web based	DFPS Staff	233	1	233	Long term	CVS Staff	CPS Statewide Agency Administration	6		\$39.48	\$39.48
3944	CPS Core Assessment for Rehires	The CORE assessment will be used as one factor to determine if the employee could be exempt from attending CORE classroom training.	Web based	DFPS Staff	14	1	14	Short term	CPS Staff	CPS Statewide Agency Administration	14,34,37	11	\$39.48	\$39.48
3947	Post Adoption Services	The purpose of this training is to inform DFPS staff on what Post Adoption Services are and are not, who is eligible for Post adoption Services and define what some of those services are. It will also provide the proteges names of providers and a map	Web based	DFPS Staff	21	0.5	10.5	Short term	CPS Staff	CPS Statewide Agency Administration	4,23,26,28,35,40,41		\$39.48	\$19.74

		showing which areas these providers serve.												
3948	Introduction to Heightened Monitoring	The purpose of this webinar is to provide Child Protective Investigations (CPI) and Child Protective Services (CPS) staff guidance related to new policies and procedures for cases that meet Heightened Monitoring standards.	Web based	DFPS Staff	248	1	248	Short term	CPS Staff	CPS Statewide Agency Administration	4,7,26	11	\$39.48	\$39.48
3949	Day Care Automation for Caseworkers and Support Staff V2	This course will teach caseworkers and support staff the 3 step process for daycare requests including how to create and submit the request in IMPACT.	Web based	DFPS Staff	320	3	960	Short term	CPS Staff	CPS Statewide Agency Administration	4,26		\$39.48	\$118.44
3968	Collaborative Family Engagement Foundational Online Training	The Collaborative Family Engagement (CFE) course is an overview of the CFE process, concepts and tools; and foundational information.	Web based	DFPS Staff	57	2.5	142.5	Long term	CPS Staff	CPS Statewide Agency Administration	7,12,15,19,35,39	11	\$39.48	\$98.70
3969	Learning About Autism Spectrum Disorder	The purpose of this training is to empower professionals to more effectively interact and communicate with people with ASD from childhood to adulthood.	Web based	DFPS Staff	129	0.5	64.5	Short term	CPS Staff	CPS Statewide Agency Administration	18,37	11	\$39.48	\$19.74
3973	Preventing and Recognizing Sexual Abuse for Caseworkers	This is a computer-based training and is required for all CPI and CPS staff.	Classroom	DFPS Staff	329	4	1316	Short term	CPS Staff	CPS Statewide Agency Administration	14		\$39.48	\$157.92
3976	Using CANS for Child Planning	Process to use CANS assessment to inclusively streamline and enhance child planning as required by the Texas Legislation.	Computer based	DFPS Staff	266	1	266	Short term	CPS Staff	CPS Statewide Agency Administration	4,7,9,15,47	11	\$39.48	\$39.48
3978	Parental Rights Reinstatement Webinar	The purpose of this training is to introduce DFPS staff with the new law, policy and procedures relating to reinstatement of parental rights after termination.	Computer based	DFPS Staff	41	1.5	61.5	Short term	DFPS Staff	CPS Statewide Agency Administration	5,6,7,9,15	8	\$39.48	\$59.22
6092	The Black Family: Fatherhood	This course discusses fatherhood and the myths and stereotypes surrounding the Black fathers in our community.	Web based	DFPS Staff	129	1.5	193.5	Long term	CPS Staff	CPS Statewide Agency Administration	12,18		\$39.48	\$59.22
6093	Alternative Application for Placement for CPI and FBSS	This course will discuss the Alternative Application for Placement including when to use it, how to acquire application information, how to compose a quality application, and the importance of composing a quality application.	Computer based	DFPS Staff	93	1	93	Short term	CPS Staff	CPS Statewide Agency Administration	6		\$39.48	\$39.48
6116	Diligent Search Changes and the 4th Degree HB 567 and 2926	This training will provide participants an overview of the changes to diligent searches in House Bill 567 and updates to notification of relative's policy from House Bill 2926.	Web based	DFPS Staff	310	1	310	Short-term	CPS Staff	CPS Statewide Agency Administration	5,9,19,41,43		\$39.48	\$39.48
6117	Mental Health Support Protocol	This training will provide participants an overview of the policies of the Mental Health Support Protocol, the RTC Project, and Joint Managing Conservatorship, and their implications for children in care, and the Department's role in each.	Web based	DFPS Staff	269	1	269	Long term	CPS staff	CPS Statewide Agency Administration	5, 6,9,19,41,48		\$39.48	\$39.48
6140	Youth Mental Health First Aid V2	Designed to teach people how to approach, assess and assist a person who is developing a mental health or substance use challenge.	Classroom	DFPS Staff	77	6	462	Long term	DFPS Staff	CPS Statewide Agency Administration	18,14		\$39.48	\$236.88
3979	Qualified Residential Treatment Program Q RTP	The purpose of this course is to provide CPS and CPI staff with information regarding the Qualified Residential Treatment Program and equip staff with the tools necessary to make a referral and placement within the program.	Web based	DFPS Staff	17	1	17	Short term	CPS Staff	CPS Statewide Agency Administration	6,7		\$39.48	\$39.48
3980	Quality Assurance and Child and Family Services Review	The purpose of this training is to provide CPS/CPI Supervisors with the basic knowledge of quality assurance case reviews to include the Federal Child and Family Services Review (CFSR). Upon completion of this course the CPS/CPI Supervisor will understand the importance of their role in Continued Quality Improvement through case reviews and an understanding of the Federal standards laid out in the CFSR. Additionally, the CPS/CPI Supervisor will understand the importance	Web based	DFPS Staff	49	3	147	Long term	CPS Staff	CPS Statewide Agency Administration	7,9,13,15	8	\$39.48	\$118.44

		of supporting staff in improving case practice to positively affect Safety, Permanency and Well-Being outcomes.												
3981	The Forensic Assessment Center Network FACN V2	To inform CPI/CPS staff of the purpose, benefits and use of FACN in the determination of whether or not there is physical abuse or neglect.	Web based	DFPS Staff	304	2.5	760	Short term	CPS Staff	CPS Statewide Agency Administration	26	11	\$39.48	\$98.70
3984	Preventing and Recognizing SXAB for Caseworkers Refresher	This Child Sexual Aggression refresher course is a reminder of what the terms around sexual abuse and aggression are	Web based	DFPS Staff	175	1.5	262.5	Short term	CPS Staff	CPS Statewide Agency Administration	6,12,14,16,17,20,25,37,39	11	\$39.48	\$59.22
3986	Foundations of CPI CPS Supervision V2	The purpose of this training is to provide CPS/CPI Supervisors with the basic knowledge and skill needed to effectively lead a unit. Upon completion of this course the CPS/CPI Supervisor will understand the importance of their role and how their individual style can affect a caseworker's progress and tenure. Additionally, the CPS/CPI Supervisor will understand the importance of communication, time management and staff development and how these factors enhance techniques to lower retention as well as child safety.	Web based	DFPS Staff	39	38	1482	Short term	CPS Staff	CPS Statewide Agency Administration	9,12,13,14,18,19,21,23,27,32,33,38,39,40,41,43,45,46, and 50	8,11	\$39.48	\$1,500.24
3987	IMPACT Changes for AFCARS Data Elements Webinar	The federal government has updated its requirements for what data they collect pertaining to child welfare. The Department of Family and Protective Services captures these data elements through IMPACT. To meet the new requirements, IMPACT is being updated with several new changes. All levels of staff, CPI, CPS, SSCC/CBC stage II providers must participate in this mandatory webinar to understand the changes and how they affect what you do in IMPACT, prior to the changes going live in October 2022.	Web based	DFPS Staff	85	1.5	127.5	Short term	CPS Staff	CPS Statewide Agency Administration	23		\$39.48	\$59.22
3988	Tackle Testifying: What You Need to Testify Like a Pro	This course provides staff with information and tools to effectively testify in court hearings. This course includes testifying demonstrations and hands-on experience so that staff know what to do and what not to do when testifying in court hearings. This course will explore court room etiquette and rules of the courtroom as well as the importance of reviewing case information and details and preparing for testimony.	Classroom	DFPS Staff	4	4	16	Long term	CPS Staff	CPS Statewide Agency Administration	5,7,18		\$39.48	\$157.92
3989	General Placement Search	DFPS has created an application, General Placement Search (GPS), which accesses and unifies essential data about a child in need of placement and providers who fit the characteristics of that child.	Web based	DFPS Staff	27	1	27	Short term	CPS Staff	CPS Statewide Agency Administration	4,6,26		\$39.48	\$39.48
3994	Legal Action and Legal Status Entry Webinar	This webinar will provide training on how to enter legal actions and legal status in IMPACT as well as provide information on how to ensure that the correct legal status and legal action is selected when making those data entries. The webinar will cover the why, the legal sections, and what to pick when and will also explain dismissal dates, extensions, and how to enter into IMPACT.	Web based	DFPS Staff	242	1.5	363	Long term	CPS Staff	CPS Statewide Agency Administration	5,9,23		\$39.48	\$59.22
3998	3 in 30	3 in 30 is a course designed to provide staff with the knowledge and skills around the concept of 3 in 30 for children in or out of home care.	Web based	DFPS Staff	309	2	618	Short term	CPS Staff	CPS Statewide Agency Administration	30,34,37,47,49	11	\$39.48	\$78.96
3999	Utilizing Adult Mental Health Evaluations	CPS and CPI staff have ongoing contact with persons, some of which have mental health conditions and/or intellectual disabilities. In order to competently investigate alleged abuse and provide services to families, we need a basic understanding of diagnoses, symptoms and the treatment of mental illness and intellectual disabilities.	Web based	DFPS Staff	110	6	660	Short term	CPS Staff	CPS Statewide Agency Administration	4,7,9,14,16,18,26	11	\$39.48	\$236.88

3553	Teaching and Feedback Training for	This is training for CPS Mentors on how to teach and provide feedback to new protégés.	Online Instructor Led	DFPS Staff	45	7	314	Short term	CPS Staff	CPS Statewide Agency Administration	18,32		\$39.48	\$276.36
3791	DFPS Human Trafficking Protocol and CSE IT Overview	Covers Protocol and CSE IT Overview Training	Web based	DFPS Staff	236	1	236	Long term	CPS Staff	CPS Statewide Agency Administration	7,15,18,26	8,11	\$39.48	\$39.48
3683	Introduction to Legal Systems	An introduction to the legal system for CPS staff	Computer based	DFPS Staff	295	1	295	Short-term	DFPS Staff	CPS Statewide Agency Administration	17		\$39.48	\$39.48
CPS0001	WBT Supervisor Professional Development Advisor	Orientation for Advisors regarding roles and responsibilities	Computer based	DFPS Staff	47	3	141	Short-term	DFPS Staff	CPS Statewide Agency Administration	20		\$39.48	\$118.44
30400	Gate Keeper: Suicide Prevention and Intervention	The purpose of this course will be to introduce the requirements needed to meet standards of 749.136 and DFPS policy 7645.	Web based	DFPS staff	66	1.5	99	Short-term	DFPS Staff	CPS Statewide Agency Administration	4,6,13,15,33,34,40		\$39.48	\$59.22
30404	Texas NTDC Train the Trainer	This is a 12 hour course to train FAD/KIN staff on how to deliver the curriculum to foster and adoptive parents.	Web based	DFPS staff	3	3;3;5	11	Short-term	DFPS Staff	CPS Statewide Agency Administration	9, 10, 15		\$39.48	\$473.76
CON0172	2023 CPS Leadership Conference	This conference consists of multiple workshops and experiences to help equip CPS field leadership, Program Directors and above, with leadership tools and practices to effectively support and lead staff.	Web based	DFPS staff	1	2	20	Short-term	DFPS Staff	CPS Statewide Agency Administration	9, 35, 38, 43, 45, 50		\$39.48	\$78.96
30402	3 Day Exam: Changes are Coming	This 1.5 hour webinar is to provide information regarding the 3-day exam to staff who conduct removals of children into the foster care system.	Web based	DFPS staff	174	1.5	261	Short-term	DFPS Staff	CPS Statewide Agency Administration	4, 7, 14, 26		\$39.48	\$59.22
6200	CPI Policy & Competency Testing V2	The purpose of this testing is to determine whether a Child Protective Investigations (CPI) staff ability to accurately and efficiently complete the primary tasks to completing an abuse and neglect investigation.	Web based	DFPS staff	57	24	1368	Short-term	DFPS Staff	CPS Statewide Agency Administration	4,12, 16, 17, 18, 26, 34, 37, 38, 39, 40, 41, 48	11	\$39.48	\$947.52
30403	Child Development and Milestones	The purpose of this course is to familiarize the learner with normal developmental milestones. This will assist the learner in identifying developmental problems that might increase the risk for abuse and/or neglect.	Web based	DFPS staff	76	2	152	Short-term	DFPS Staff	CPS Statewide Agency Administration	6,7,9,12,14,16,17,18,19,20,26,30,31,32,33,37,38,39,47,48	11	\$39.48	\$78.96
6201	Creating a Removal in IMPACT 2.0	This course will allow caseworkers to practice the steps necessary to create a removal in IMPACT 2.0 and successfully navigate the process of entering placement details into the system.	Web based	DFPS staff	1	1	1	Short-term	DFPS Staff	CPS Statewide Agency Administration	6, 40		\$39.48	\$39.48
6205	CPI Foundations	This model will serve as the foundational training for all Investigations staff including, Special Investigations and Alternative Response.	Web based	DFPS staff	15	120	1800	Short-term	DFPS Staff	CPS Statewide Agency Administration	12, 16, 17, 18, 34, 37, 38, 39, 40, 41, 48		\$39.48	\$4,737.60
6207	CPI Classroom Practicum	This model will serve as the foundational training for all Investigations staff including, Special Investigations and Alternative Response.	Web based	DFPS staff	2	80	160	Short-term	DFPS Staff	CPS Statewide Agency Administration	17, 18, 32, 34, 40, 48	11	\$39.48	\$3,158.40
859	Protecting the Protectors Enhancing Staff Safety Skills v2	The purpose of this course is to combine information about worker safety with real world activities to enable staff to create strategies to keep themselves safe.	Web based	DFPS staff	6	7	42	Short-term	DFPS Staff	CPS Statewide Agency Administration	No Funding Required.		\$39.48	\$0.00
6206	CPI Seminar Series	This course is a series of instructor led virtual seminars to build on the concepts received during CPI Foundations Classroom.	Web based	DFPS staff	24	4	96	Short-term	DFPS Staff	CPS Statewide Agency Administration	4, 7,14, 16, 18, 34, 35, 38	11	\$39.48	\$157.92
30405	Child Protective Services 101	This training is requested statewide by all types of professionals groups, including social workers for the purpose of gaining understanding of Child Protective Services processes.	Web based	DFPS staff	174	1.5	261	Short-term	DFPS Staff	CPS Statewide Agency Administration	No Funding Required.		\$39.48	\$0.00

TITLE IV-E ALLOWABLE TRAINING TOPICS FOSTER CARE ASSISTANCE @ 50%

3787	DFPS HT Protocol and CSE IT Training	Covers DFPS HT Protocol and CSE IT Overview Training	Online Instructor Led	DFPS Staff	2	8	16	Long term	CPS Staff	CPS Statewide Agency Administration	9,14,41,43	8	\$39.48	\$315.84
3945	CPS Mentor Orientation	This is a three-hour course, designed to ensure current Child Protective Services staff gain knowledge about the mentoring	Virtual	DFPS Staff	198	3	594	Long term	CPS Staff	CPS Statewide Agency Administration	43,50		\$39.48	\$118.44
CPS0006	Region 5 Commercially Sexually Exploited Youth Advocates	This training is tailored specifically for Region 5 DFPS staff to build a stronger understanding of what each CSEY Advocate Agency has to offer to our children, youth and young adults who are survivors of trafficking.	Web based	DFPS Staff	2	1.5	3	Long term	DFPS Staff	CPS Statewide Agency Administration	40,41		\$39.48	\$59.22
CPS0007	Region 6 Commercially Sexually Exploited Youth Advocates	This training is tailored specifically for Region 6 DFPS staff to build a stronger understanding of what each CSEY Advocate Agency has to offer to our children, youth and young adults who are survivors of trafficking.	Web based	DFPS Staff	2	1.5	3	Long term	DFPS Staff	CPS Statewide Agency Administration	40,41		\$39.48	\$59.22
3950	CPS Mentor Assessment	This course is an assessment of knowledge for CPS staff for the CPS Mentor program. It is available for employees with prior CPS experience who are applying to be a CPS Mentor.	Web based	DFPS Staff	38	2	76	Long term	CPS Staff	CPS Statewide Agency Administration	41,43		\$39.48	\$78.96
3972	Ask a Subject Matter Expert Panel Discussion	This virtual panel discussion will allow newly promoted CPI/CPS Supervisors an opportunity to meet, learn the role of various Subject Matter Experts, and ask questions.	Classroom	DFPS Staff	43	3.5	150.5	Long term	CPS Staff	CPS Statewide Agency Administration	43		\$39.48	\$138.18
3975	Enhanced Interviewing and Hiring Skills for CPI and CPS Supervisors	Prepares Supervisor to actively participate in the interviewing process along the hiring specialist Talent Acquisition Group (TAG).	Web based	DFPS Staff	77	1	77	Long term	CPS Staff	CPS Statewide Agency Administration	40,43		\$39.48	\$39.48
847	Effective Affidavit Writing for Supervisors	The purpose of this training is to assist DFPS supervisory staff to effectively write and review affidavits in a manner that complies with applicable statutes and DFPS policies and procedures.	Virtual	DFPS Staff	1	16	16	Long term	DFPS Staff	CPS Statewide Agency Administration	41		\$39.48	\$631.68
3995	Organizing Your Professional Life for Caseworker	This is a one-day training for Department of Family and Protective Services CPS/CPI staff. This course is designed to help staff develop additional knowledge and skills needed to become more productive during their daily professional activities. It will also allow staff to develop a healthier work-life balance by allowing staff to focus on the most important tasks daily.	Web based	DFPS Staff	38	6	228	Short-term	DFPS Staff	CPS Statewide Agency Administration	41		\$39.48	\$236.88
3996	Organizing Your Professional Life for Supervisors	This is a one-day training for Department of Family and Protective Services CPS/CPI Supervisors. This course is designed to help Supervisors develop additional knowledge and skills needed to become more productive during their daily professional activities. It will also allow Supervisors to develop a healthier work-life balance by allowing Supervisors to focus on the most important tasks daily.	Web based	DFPS Staff	22	6	132	Short-term	DFPS Staff	CPS Statewide Agency Administration	9,41,43		\$39.48	\$236.88
3997	Psychotropic Medication Training	This training is intended to provide DFPS expectations for the safe and effective use of psychotropic medications by children in DFPS conservatorship.	Web based	DFPS Staff	324	1.5	486	Short-term	DFPS Staff	CPS Statewide Agency Administration	9,40,49		\$39.48	\$59.22
6195	CPI Professional Development for Transfers and Rehires	The purpose of this training is to provide Child Protective Investigations (CPI) staff with the necessary tools to accurately and efficiently work investigations related to abuse and neglect of children.	Web based	DFPS staff	11	80	880	Short-term	DFPS Staff	CPS Statewide Agency Administration	40,41,48		\$39.48	\$3,158.40
6196	CPI Home and Safety Policy Update Training	The purpose of the Home and Safety Policy Updates training is for CPI staff to gain an understanding of the policy and practice updates.	Web based	DFPS staff	96	4	384	Short-term	DFPS Staff	CPS Statewide Agency Administration	48		\$39.48	\$157.92

6197	Alternative Response Cross Training for Investigative Staff	This course will provide training on the guiding principles of Alternative Response to investigative staff who have been with the agency one year or more.	Web based	DFPS staff	1	10	10	Short-term	DFPS Staff	CPS Statewide Agency Administration	48		\$39.48	\$394.80
6198	CPI Professional Development Refresher for SLS	The purpose of this training is to provide Child Protective Investigations (CPI) Special Investigative staff with the necessary tools to accurately and efficiently work investigations related to abuse and neglect of children.	Web based	DFPS staff	5	40	200	Short-term	DFPS Staff	CPS Statewide Agency Administration	40,41,48		\$39.48	\$1,579.20
CPS0016	The Leadership Challenge: Self Empowered for CPS Staff	This 5-hour course is designed to introduce participants to the framework of The Leadership Challenge and the 5 exemplary practices.	Web based	DFPS staff	46	5	230	Short-term	DFPS Staff	CPS Statewide Agency Administration	44,45		\$39.48	\$197.40
6199	CPI Mentor Bootcamp	This course is designed to introduce new CPI Mentors to the CPI Mentor Program and set the foundation for expectations as a CPI Mentor.	Web based	DFPS staff	19	6	114	Short-term	DFPS Staff	CPS Statewide Agency Administration	41		\$39.48	\$236.88
6203	CPI Professional Development for Transfers and Rehires V2	The purpose of this training is to provide Child Protective Investigations (CPI) staff with the necessary tools to accurately and efficiently work investigations related to abuse and neglect of children.	Web based	DFPS staff	51	56	2856	Short-term	DFPS Staff	CPS Statewide Agency Administration	40, 41, 48		\$39.48	\$2,210.88
860	Revised Supervision of Self-Administering Medications	Provide information related to medication administration for staff supervising youth in the custody of DFPS.	Web based	DFPS staff	2	1	2	Short-term	DFPS Staff	CPS Statewide Agency Administration	43		\$39.48	\$39.48

2025-2029 Child and Family Services Plan Requirements (CFSP 5-year plan)

Section E. Financial Information

The section below contains important financial information about the mandatory (formula) grant programs coordinated by the CFSP/APSR. Additional information on the financial requirements applicable to each program is contained in the ACF Mandatory Grant General Terms and Conditions and in program specific terms and conditions, available on the [ACF website](#).

1. Payment Limitations

A. Title IV-B, Subpart 1

- States may not spend more title IV-B, subpart 1 funds for childcare, foster care maintenance and adoption assistance payments in any fiscal year than the state expended for those purposes in FY 2005 (section 424(c) of the Act). The CFSP submission must include information on the amount of FY 2005 title IV-B, subpart 1 funds that the state expended for childcare, foster care maintenance, and adoption assistance payments for comparison purposes. States are also advised to retain this information in their files for comparison with expenditure amounts in future fiscal years.
- The amount of state expenditures of non-federal funds for foster care maintenance payments that may be used as match for any fiscal year for the title IV-B, subpart 1 program may not exceed the amount of such non-federal expenditures applied as state match for title IV-B, subpart 1 for the FY 2005 grant (section 424(d) of the Act). The CFSP submission must include information on the amount of non-federal funds that were expended by the state for foster care maintenance payments and used as part of the title IV-B, subpart 1 state match for FY 2005. States are also advised to retain this information in their files for comparison with expenditure amounts in future fiscal years.
- States may spend no more than 10 percent of title IV-B, subpart 1 federal funds for administrative costs (section 424(e) of the Act). States must provide the estimated expenditures for administrative costs, if any, on the CFS-101, Parts I and II and actual expenditures for the most recently completed grant year on the CFS-101, Part III (Attachment B of this PI).

B. Title IV-B, Subpart 2

- *States are required to spend a significant portion of their title IV-B, subpart 2 PSSF grant for each of the four service categories of PSSF: family preservation, family support, family reunification, and adoption promotion and support services.*

For each service category with a percentage of funds that does not approximate 20 percent of the grant total, the state must provide in the narrative portion of the CFSP a rationale for the disproportion. The amount allocated to each of the service categories should only include funds for service delivery. States should report separately the amount to be allocated to planning and service coordination.

States must provide the estimated expenditures for the described services on the CFS- 101, Parts I and II.

- *States must limit administrative costs to no more than 10 percent of the total expenditures (federal funds and required state match combined) as noted in section 434(d) of the Act. This limitation applies to both the PSSF program and the Monthly Caseworker Visit grant. States must provide the estimated expenditures for administrative costs, if any, on the CFS-101, Parts I and II and actual expenditures for the most recent completed grant year on the CFS-101, Part III.*
- *Each state may budget to send a maximum of five representatives to attend annual grant recipient meetings in Washington, D.C., as directed by the Children's Bureau.*
- *States must provide the state and local share expenditure amounts for the purposes of title IV-B, subpart 2 for comparison with the state's 1992 base year amount, as required to meet the non-supplantation requirements in section 432(a)(7)(A) of the Act.*

C. Chafee Program

States are required to certify that no more than 30 percent of their allotment of federal Chafee funds will be expended for room and board for youth who left foster care after 18 years of age and have not yet attained age 21 (section 477(b)(3)(B) of the Act).

For states that operate an extended foster care program and that choose to exercise the Chafee option to serve youth up to age 23, the limitation applies to providing room and board to youth who left foster care after attaining ages 18 and have not yet attained age 23. Please see information in Chafee reporting section of the CFSP (Section C5) on how to make the election to serve youth up to age 23.

Each state may budget to send a maximum of five representatives to attend annual grant recipient meetings in Washington, D.C., as directed by the Children's Bureau.

1. Reallotment of FY 2024 (Current Year) Funding

The reallotment process serves two purposes for grant recipients: 1) to identify allotted funds which will not be needed or used during the grant award period; and 2) to request additional grant funding. Generally, for a jurisdiction to receive additional funds, another recipient must release funds. Any identified unneeded portions of allotments will be re-distributed by ACF in accordance with prescribed formulas (sections 423(e), 433(d), and 477(d)(4) of the Act). See the "note" below for information on the Chafee Program which has additional opportunities for redistributing funds.

The CFS-101 Part I is a multi-use form used for reallotment requests in addition to future year funding requests. The form is formatted to provide a section specifically for adjustments to current year (i.e., FY 2024) grant amounts.

- For any reallotment request, using the latest set of CFS-101 forms provided with the PI, make a copy of the CFS-101, Part I as a separate worksheet and complete only Items 1-5, 12 and/or 13, and 14. Mark the submission type as "Reallotment" and save and name the file "state/Tribe name FY 2024 Reallotment."*
- If the state intends to release FY 2024 funds for reallotment for the title IV-B, subpart 1 or 2 programs, MCV, Chafee or ETV, complete Item 12 of the CFS-101, Part I and indicate the amounts the state is releasing for the applicable programs (see CFS-101 instructions for more detail). The submission type "Reallotment" must be checked on the Part I.*
- If the state has received an allotment for FY 2024 and wishes to receive additional funding (subject to the availability of funds released by other recipients through the reallotment process), complete Item 13 of the CFS-101, Part I and indicate the amounts the state is requesting for the applicable programs (see CFS-101 instructions for more detail). The submission type "Reallotment" must be checked. ACF will reallot the funds in accordance with the prescribed formulas prior to the end of the fiscal year.*
- A state may identify funds to release for one or more programs and request funds for other programs on a single CFS-101, Part I*

Reallotment.

- *Reallotment requests must be submitted to the ROs as a stand-alone file. Submit only the signed PDF of the reallotment request. The Excel version is not required.*
- *Reallotment requests can be submitted separately from the CFSP/APSR submission. **However, the request must be received no later than July 1, 2024, to be considered for the FY 2024 reallotment process.***

Note: *Chafee and ETV funds that remain unexpended at the end of the two-year expenditure period can be redistributed to states and Tribes (section 477(d)(5) of the Act).¹² If ACF identifies unused funds following the close-out of a grant year, these funds will be added to any funds released by states or Tribes for the current grant year and reallotted to states or participating Tribes that request funds through the process described above.*

2. FY 2025 Budget Request—CFS-101, Parts I and II

To request funding for FY 2025, states must complete Parts I and II of the CFS-101. Please use the version of the forms attached to this PI (“CFSP 2025” in the footer). The Part I accommodates both the request of funds for the upcoming fiscal year (FY 2025) and as noted above, the adjustment of current year (FY 2024) funding. However, separate Part I’s must be submitted for each purpose.

To request FY 2025 funds, complete Part I of the CFS-101 workbook to request title IV-B, subpart 1 (CWS), title IV-B, subpart 2 (PSSF and MCV funds), CAPTA, Chafee, and ETV funds. States may use prior year allotments (Attachment A, FY 2023 Allotment Tables) as the basis for FY 2025 budget requests. The annual budget request demonstrates a grant recipient’s application for funding under each program and provides estimates on the planned use of funds. Final allotments will be determined by formula and may be higher or lower than prior year allotments.

Grant recipients must keep their System for Award Management (SAM) registration up-to-date and renew their unique entity identifier (UEI) at least once per year. (The UEI replaced the DUNS number requirement as of 04/04/2022.) ACF recommends that organizations start the renewal process at least 30 days prior to expiration to avoid delays in federal funding.

Visit [SAM.gov](https://sam.gov) and click the “Renew Entity” button to start the renewal process.

Complete Part II of the CFS-101 workbook to show how funds are planned

to be spent in each program area by source. Also identify the estimated number of individuals and families to be served, a description of the population served, and the geographic service area within which the services are to be provided. Demographic and geographic information may be provided on the CFS- 101, Part II or in the CFSP narrative.

3. FY 2022 Title IV-B Expenditure Report—CFS-101, Part III

Complete Part III of the CFS-101 workbook to report the amount of FY 2022¹³ funds expended in each program area of title IV-B funding by source. Identify the number of individuals and families served, a description of the population served, and the geographic service area within which the services were provided. Demographic and geographic information must be reported on the Part III. Reporting on the CFS-101 Part III is for the regular grants only, not any of the supplemental funds.

The state must track and report annually its actual title IV-B expenditures, including administrative costs for the most recent preceding fiscal year funds for which a final Standard Form 425 (SF-425) Federal Financial Report has come due. The FY 2022 SF-425 was due on December 30, 2023. Therefore, states must now report FY 2022 information for the title IV-B programs on the form CFS-101, Part III. At state option, complete this form to show actual FY 2022 expenditures for the Chafee and ETV programs, as well.

In addition, if the state's expenditure of FY 2022 IV-B, subpart 2 PSSF grant did not approximate 20 percent of the grant total for any of the four PSSF service categories, provide information in the CFSP narrative on: 1) whether the disproportion was requested when the state submitted its estimated expenditures for FY 2022; and 2) the rationale for the disproportion in the actual expenditure of FY 2022 grant funds.

4. Expenditure Periods and Submission of Standard Form 425 (SF-425) Federal Financial Report

All grant recipients must report expenditures under title IV-B, subparts 1 and 2, CAPTA, Chafee, ETV, the Adoption and Legal Guardianship Incentives Payment Program, and the Family First Transition Act on the SF-425 Federal Financial Report. The state must submit a separate SF-425 for each program and each fiscal year. A negative grant award will recoup unobligated and/or unliquidated funds reported on the final SF-425 for the title IV-B programs, CAPTA, Chafee and ETV programs. States are required to submit an electronic SF-425 for the programs listed above through the Payment Management System (PMS). For more information on gaining access to and using the PMS system, please contact the PMS Help Desk at 1- 877-614-5533. The tables on the following pages list the expenditure periods and SF-425 submission requirements for each program addressed in this PI.

A. Payment Limitations – Title IV-B, Subpart 1

Section 424(b)(2)(c) LIMITATION ON USE OF FEDERAL FUNDS FOR CHILD CARE, FOSTER CARE MAINTENANCE PAYMENTS, OR ADOPTION ASSISTANCE PAYMENTS.

The total amount of Federal payments under this subpart for a fiscal year beginning after September 30, 2007, that may be used by a State for expenditures for childcare, foster care maintenance payments, or adoption assistance payments shall not exceed the total amount of such payments for fiscal year 2005 that were so used by the State.

Texas did not expend any title IV-B, subpart 1 funds in fiscal year 2005 for childcare, foster care maintenance or adoption assistance. In accordance with this limitation, the state certifies that no title IV-B, subpart 1 funds were expended for these purposes from 2020 to 2024.

Section 424(b)(2)(d) LIMITATION ON USE BY STATES OF NON-FEDERAL FUNDS FOR FOSTER CARE MAINTENANCE PAYMENTS TO MATCH FEDERAL FUNDS.

For any fiscal year beginning after September 30, 2007, State expenditures of non-Federal funds for foster care maintenance payments shall not be considered to be expenditures under the State plan developed under this subpart for the fiscal year to the extent that the total of such expenditures for the fiscal year exceeds the total of such expenditures under the State plan developed under this subpart for fiscal year 2005.

Texas expended \$8,373,909 non-federal funds for foster care maintenance payments in fiscal year 2005 as required 25% match for title IV-B, subpart 1. For fiscal year 2020-2024, the state certifies that \$8,373,909 of non-federal funds (state general revenue) was expended on foster care maintenance payments per this limitation.

B. Payment Limitations – Title IV-B, Subpart 2

For the purpose of applying for FY 2025 funds, States must indicate specific percentages of title IV-B, subpart 2 funds that the State will expend on actual delivery of family preservation, community-based family support, time-limited family reunification and adoption promotion and support services, as well as planning and service coordination, with a rationale for each service category whose percentage of funds does not approximate 20%. The State must have an especially strong rationale if the percentage provided is below 20 percent for any one of the four service categories and must include such rationale in the narrative of the APSR. The amount allocated to each of the service categories should only include funds for service delivery. States should report separately the amount to be allocated to planning and service coordination.

The Adoption and Safe Families Act of 1997, P.L. 105-89, modified the grant allocation requirements for the Child and Family Services Plans for states. The federal legislation acknowledged the importance of services to prevent child abuse and neglect and assist families in crisis, be they birth, foster or adoptive families, by re-authorizing for three years the Family Preservation and Support Services Program (newly named the Promoting Safe and Stable Families Program) and expanding the uses of the grant to adoption promotion and support services.

Title IV-B is amended regarding family preservation services to eliminate the requirement of only allowing community-based family support services and also allowing time limited family reunification services and adoption promotion and support services. Time-limited family reunification services are allowed during the first fifteen months a child enters foster care and are to be used to facilitate reunification. Adoption promotion and support services may include activities designed to facilitate the adoption process including pre and post adoption services to support permanency for children needing adoptive placements.

Planned allocations for the services categories are:

- Family preservation – 20.77 percent.
- Family support services – 20.23 percent.
- Family re-unification – 27.69 percent; and
- Adoption promotion/support – 27.99 percent.

Each fiscal year, adjustments may be necessary to meet the needs of the children and families served but are planned to remain within the required percentages.

Provide the estimated and actual amounts of FY 2022 Federal funds expended under title IV-B, subpart 1; for each of the four categories of services in FY 2022 for title IV- B, subpart 2; and for those costs identified as administrative in title IV-B programs. Utilizing the CFS-101-Part III: Annual Expenditures for Title IV-B,

Subparts 1 & 2 Funds, Chafee Foster Care Independence Program (CFCIP) and Education and Training Vouchers (ETV), the State must compare FY 2022 estimated expenditures with FY 2022 actual expenditures in each category for the title IV-B programs and, at State option, the CFCIP and ETV program (Attachment C). Provide an explanation for any differences between the FY 2022 estimated costs and actual expenditures in the APSR.

The estimated and actual expenditures of fiscal year 2022 federal funds expended under title IV-B, subpart 1 were \$28,080,952. The estimated expenditures for fiscal year 2022 for Family Preservation Services were \$7,140,939 and the actual expenditures were \$8,546,671. The estimated expenditures for fiscal year 2022 for Family Support Services were \$7,251,066 and actual expenditures were \$7,018,507. The estimated expenditures for fiscal year 2022 for Time- Limited Family Reunification Services were \$9,665,341 and actual expenditures were \$7,180,550. The estimated expenditures for fiscal year 2022 for Adoption Promotion and Support Services were \$9,688,693 and actual expenditures were \$9,949,642.

Provide State and local share expenditure amounts for title IV-B, subpart 2 programs for FY 2022 for comparison with the 1992 base year amount as required to meet the non-supplantation requirements in Section 432(a)(7)(A) of the Act.

In compliance with the non-supplantation requirement, the Department expends \$4,284,053 Title IV-B, subpart 1, Child Welfare Services, federal funds to support family preservation/reunification direct delivery staff and family preservation contracted purchased client services (including concrete services). This funding level maintains the FFY 1992 baseline level of effort for the State of Texas.

The Texas Department of Family and Protective Services (DFPS) contracts with a variety of vendors. Current procurement opportunities are posted on:

- The Health and Human Services Open Enrollment Opportunities page at: <https://apps.hhs.texas.gov/pcs/openenrollment.cfm> [External Link](#)
- The Electronic State Business Daily (ESBD) page at: <http://www.txsmartbuy.com/sp> [External Link](#).

C. FFY 2022 Title IV-B Expenditure Report- CFS-101, Part III

Provide actual expenditures of Chafee allocated funds for FY 2022 (final) and FY 2023 (year-to-date). Identify the amount of Chafee funds used to provide room and board for youth ages 18-21 in the last fully reportable year - FY 2022 (CFS-101, Part III at Attachment C).

Actual expenditures of Chafee allocated funds for fiscal year 2022 was \$8,502,845 and actual expenditures of Chafee allocated funds for fiscal year 2023 (year-to-date) is \$8,536,486. \$333,660 of Chafee funds were used to provide room and board for youth ages 18-21 in fiscal year 2022. \$97,294 of Chafee funds were used to provide room and board for youth ages 18-21 in fiscal year 2023 (year-to-date).

Provide actual expenditures of ETV allocated funds for FY 2022 (see CFS-101, Part III at Attachment C) and FY 2023 (year-to-date).

The actual expenditure of ETV allocated funds is as follows:

Fiscal year 2022 - \$1,902,523

Fiscal year 2023 - \$1,910,852 (to date)

Education and Training Voucher (ETV) numbers are provided by the Contractor. Tuition waiver numbers are reported by the Texas Higher Education Coordinating Board. Tuition waiver numbers are received near the end of February.