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|  **Strategy: Shared Decision Making** |
| **Community Partnerships for Protecting Children**  |

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|  | **Level 1**  |  | **Level 2** |  | **Level 3** |  | **Level 4** |   |
|  |   |  |   |   |  |   |   |  |   | **Levels 1, 2, & 3 PLUS: Group Representation**: At least one community representative who has experienced services from CPPC Neighbors and Parents (% based on local goal) |
|  |   |  |   |  |  |  |   |  |   |
|  |   |  |   |  |  |  | **Levels 1 & 2 PLUS: Group Representation**: **Two** of the following: Mental Health, Substance Abuse and Domestic Violence. |
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|  |   |  |   | **Level 1 PLUS: Group Representation**:  |  **100% of**: Faith Based Groups, Health Care, Education, Business, Legal System, Law Enforcement, Government, Economic Supports, Practice Partners, Prevention Councils, Youth, Former DHS clients, Mental Health, Substance Abuse, Domestic Violence, Professionals, Community Members, Empowerment/Decat, DHS |   |   |
|  |   |  |   |  **At least 75% of**: Former DHS clients, Faith Based Groups, Health Care, Education, Business, Legal System, Government, Law Enforcement, Economic Supports, Practice Partners, Prevention Councils, and Youth. |   |   | ***Examples:*** Advocate for CPPC’s goals with funders and policy-makers. Group implements plan and successfully addresses unmet needs in the community. |
|  | ***Group Representation:*** Professionals, Community Members, Empowerment/Decat, DHS ***Examples:*** Establish linkages and develop protocol for decision making with Decat Board:  | 4 additional members within at least one in: Mental Health or Substance Abuse or Domestic Violence |   |   |  |
|  | ***Examples:***Complete Functional Assessment Survey annually. Membership recruitment plans address diversity. |
|  | ***Examples:*** Membership diversity is representative of local populations.Role of group expands to identify and develop a plan to meet unmet needs within the community. |   |   |   |
|  |  Establish and meet membership recruitment goals. |   |   |   |   |   |
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|  | Provide oversight for planning and implementation of 4 strategies. |  |  |
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|  |  |  | **Strategy: Neighborhood/Community Networking** |  |  |  |
|  |  |   | **Community Partnerships for Protecting Children**  |  |  |  |
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| **Purpose:** Promote cooperation and form alliances to provide more accessible and relevant informal and professional supports, services, and resources for families whose children are at risk of abuse and neglect.  |
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| \*The following are *examples* of activities/events. Each Partnership site is encouraged to develop activities to fit within their local strengths and needs |  |  |  |  |  |  |
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|  | **Level 1**  |  | **Level 2** |  | **Level 3** |  | **Level 4** |   |
|  |   |  |   |   |  |   |   |  |   | Continue with networking plan and community engagement/awareness activities |
|  |   |  |   |  |  |  |   |  |   |
|  |   |  |   |  |  |  | Continue with community awareness and engagement activities in Levels 1 and 2 |
|  |   |  |   |  |  |  |
|  |   |  |   | Continue to promote community awareness /engagement  |   |   |   |
|  |   |  |   |  |  |   | Implementation of at least 2 level 3 programs |
|  | Develop neighborhood/community networking plan which includes engagement strategies and activities  |   |   |   | **Establish at least one of the following:**  |
|  | Expand networking plan to include goals for linkages, collaborations, strategies, and planned activities |
|  | Group/network of community members and/or parents with prior DHS involvement and/or foster care youth |   |   |   |
|  |   |   |   |   |   |   |
|  | Identify potential network members  | The use of informal supports is standard practice for families involved with DHS- including the use of family team meetings |
|  |   |   |   |  |   |   |  |  |   |
|  | Engage the community and build awareness about CPPC through community forums, events, and activities | Expand networking plan to increase lineages between informal and professional supports and resources | Plan to increase collaboration among economic supports, domestic violence, mental health, substance abuse, and other child welfare partners |
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|  |   |   |   |   |   |   |   |   |   |
|  | Develop cadre of spokespersons to deliver CPPC information and training | Expand networking plan to increase collaboration among economic supports, domestic violence, mental health, substance abuse and other child welfare partners |  |   |   |  |   |   |
|  | Develop "Hubbing" resources and activities that enhance the accessibility of services and supports |   |   |   |
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|  | Establish and evaluate outcome measures |   |   |   |
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|  |  |  |  **Individualized Course of Action/Family Team & Youth Transition (Dream Team)** |  |  |  |  |
|  |  |  | **Community Partnerships for Protecting Children**  |  |  |  |  |
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|  **Purpose:** Genuinely engage families and youth to identify strengths, resources, and supports to reduce barriers and help families succeed. |  |
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|  | **Level 1**  |  | **Level 2** |  | **Level 3** |  | **Level 4** |   |  |
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|  |   |  |   |   |  |   |   |  |   | **Levels 1, 2 & 3 Plus:** |  |
|  |   |  |   |   |  |   |   |  |   | Implement Quality Assurance Sustainability Plan |  |
|  |   |  |   |   |  |   | **Levels 1 & 2 Plus:** |  |
|  |   |  |   |   |  |   | Develop a plan for Quality Assurance Sustainability |  |
|  |   |  |   | **Level 1 Plus:** | Family Team Decision Making is common practice and organizations and agencies ensure that their staff use strengths-based engagement/assessment skills in implementation of FTM's |  |
|  |   |  |   | FTM's are available and accessible to families involved in DHS and other child welfare partners |  |
|  | Educate the community about strengths-based engagement/assessment and the family team meeting process  | Provide continuing education for FTM facilitators including: domestic violence, mental health, substance abuse, Parent Partners, and other available resources |  |
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|  | The number of FTM's is tracked and data shared |  |
|  | Train/access FTM facilitators that meet Iowa minimum standards: Access Building Trust-Based Relationships and FTM trainings |  |
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|  | Administer FTM Customer Evaluation to all families who attend FTM  | Expand strengths-based engagement/assessment practice to partners involved with DHS |   |   |   |  |
|  | Through Quality Assurance process, outcomes reflect families being engaged, empowered, respected, and included in the planning process- plans are family driven and individualized |  |
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|  | Offer FTM for families involved with DHS |  |
|  | Establish and maintain on-going best practice groups for facilitators | Expand FTM best practice groups to include other child welfare partners |  |
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|  | Develop a plan to track the number of FTM's |  |
|  | Learn about child protection system's quality assurance practices |  |
|  | Promote the use of FTM Customer Evaluation | Begin to provide Iowa Youth Dream Team process for youth transitioning out of foster care with local, trained facilitators and youth advocates | Iowa Youth Dream Team process is common practice for all youth transitioning out of foster care into adulthood |  |
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|  | Introduce Iowa Youth Dream Team process to CPPC leadership- develop plan to train facilitators |  |
|  | Promote collaboration between FTM facilitators and organizations that serve families |  |
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|  |  |  |  **Strategy: Policy and Practice Change** |  |  |  |
|  |  |  | **Community Partnerships for Protecting Children**  |  |  |  |
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| **Purpose**: Improve policies and practices to reduce barriers and increase accessibility and relevance of services that lead to positive family outcomes. |
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|  | **Level 1**  |  | **Level 2** |  | **Level 3** |  | **Level 4** |   |
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|  |   |  |   |   |  |   |   |  |   | **Level 1, 2 & 3 PLUS:** |
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|  |   |  |   |   |  |   | **Level 1 & 2 PLUS:** |   |   |   |
|  |   |  |   |   |  |   | Routine review of policies and practices  |
|  |   |  |   |   |  |   | Implement plan  |
|  |   |  |   | **Level 1 PLUS:** |   |   |   |   |   |   |
|  |   |  |   | Develop communications strategy for implementing change  | Survey consumers  |
|  | Identify and assess needs for policy and practice change  |   |   |   |
|  | Gather data about needs/gaps in services and prioritize needs  |   |   |   |
|  | Solicit feedback from families and community members  |
|  | Involve various agencies  | Monitor to ensure change is effective |
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|  | Develop a plan based on best practice research, input from parents and youth, DHS, and partnering agencies | Evaluate service delivery  |
|  | Receive input from youth and/or parents who have been impacted by the policy or practice | Develop methods to ensure quality changes are maintained |
|  | Implement Quality Service Review (QSR) recommendations |
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|  | Re-evaluate plan at various stages of implementation |
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