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FY20 Foster Care Needs Assessment and Capacity Building Plan

Region 3

Presentation



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- Purpose of needs assessment and changes from last year.
- Key data from FY20 report on capacity for region.
- Goals from last year's strategic capacity building plan and discussion about needed updates, if any, to goals and strategies based on FY20 report.
- Other data in needs assessment and how you can use it.



Purpose of Needs Assessment

1. Provide a broad roadmap and overview of substitute care needs to:
 - a. Inform annual regional substitute care capacity meetings.
 - b. Inform provider efforts to build capacity.
 - c. Focus on getting more children placed closer to home in family settings.



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Changes From Last Year

1. Data provided on estimated daily beds needed rather than a volume of placements over the course of a year.
2. Forecast provided through next biennium (FY22) rather than for just next year.
3. Additional data points included.



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Data from FY20 Needs Assessment

Where Building Capacity Would Be Most Impactful

1. Collaborating to improve the rate of youth and children placed with relatives.
2. Increasing supply of specialized/intense placement services for youth and children.
3. Continue strategies for sustaining and improving the rate of siblings placed together



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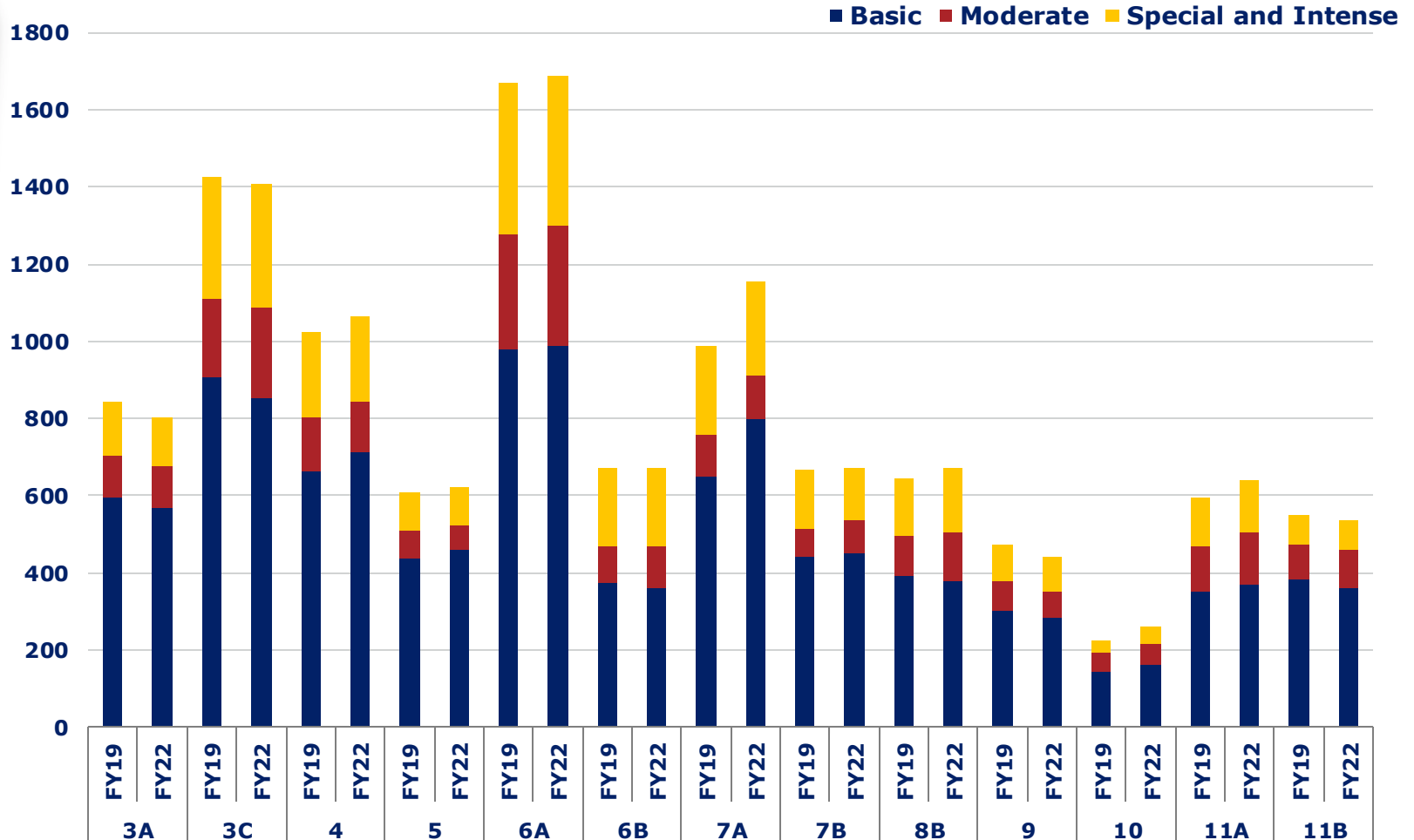
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Non-Relative Foster Care:

Only catchment areas 7A, 10, and 11A are forecasted to grow more than 5% from FY19 to FY22.



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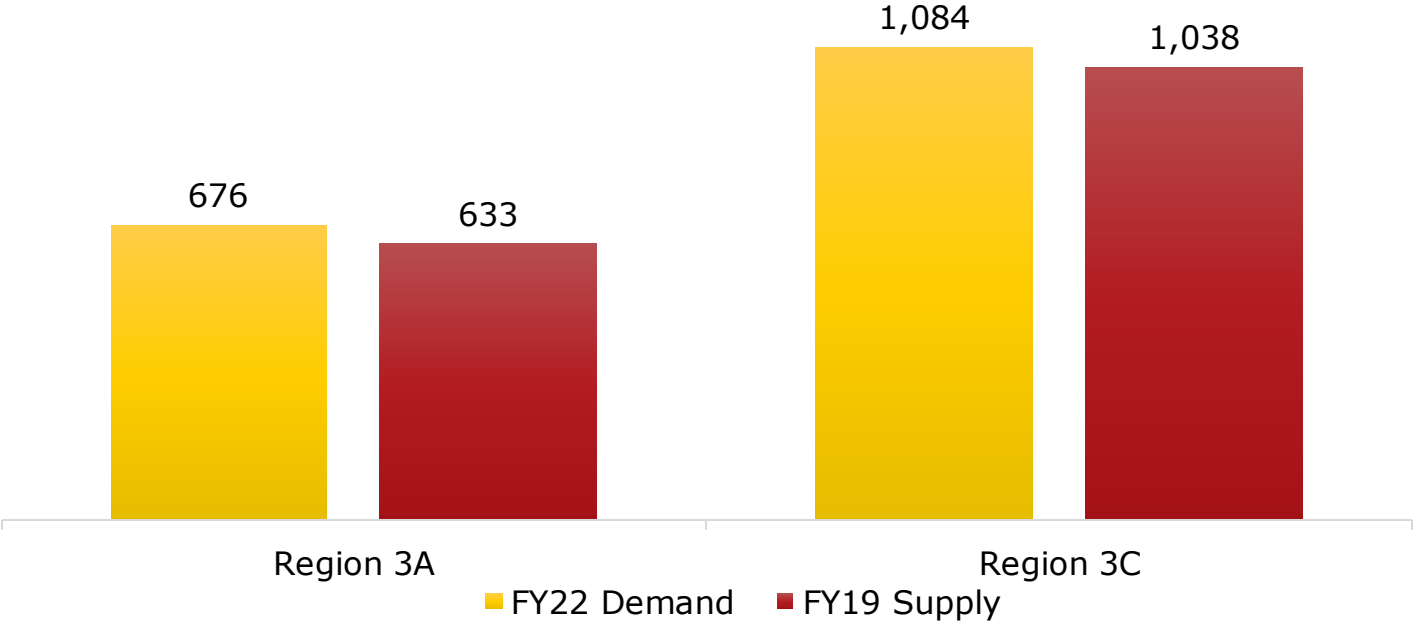




Basic/Moderate:

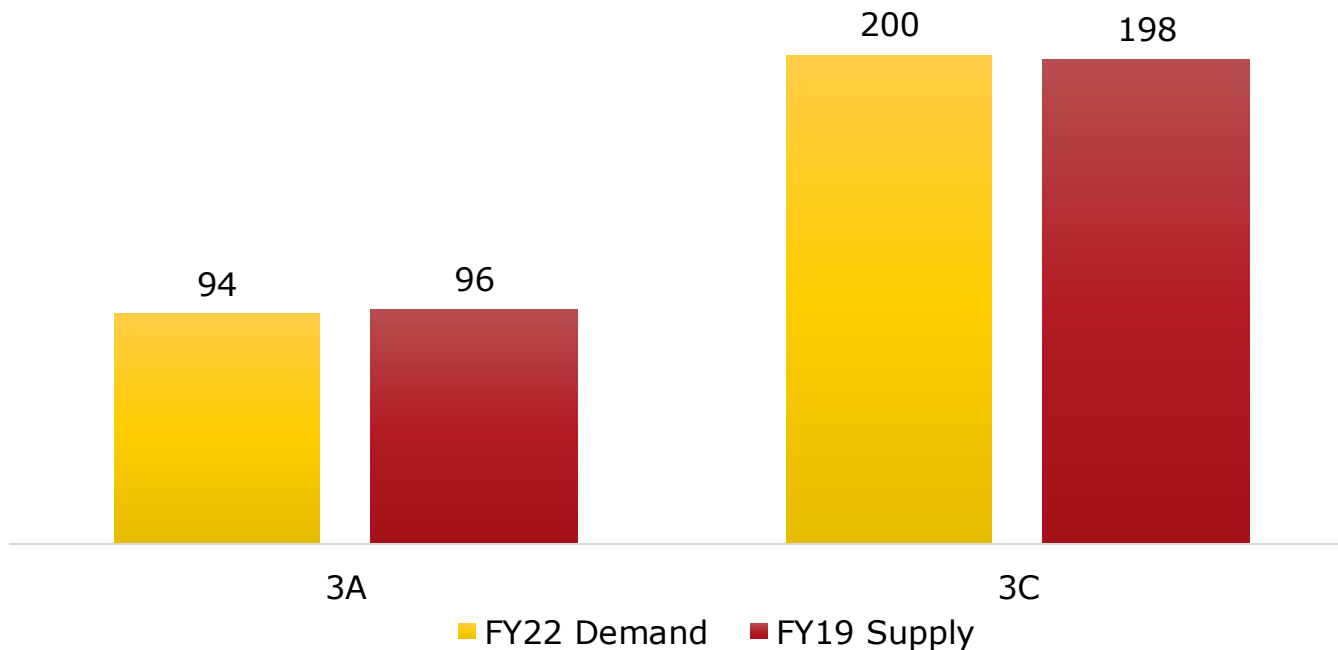
95% or more Forecasted Demand Met by Current Supply

Overall demand vs. existing foster home supply





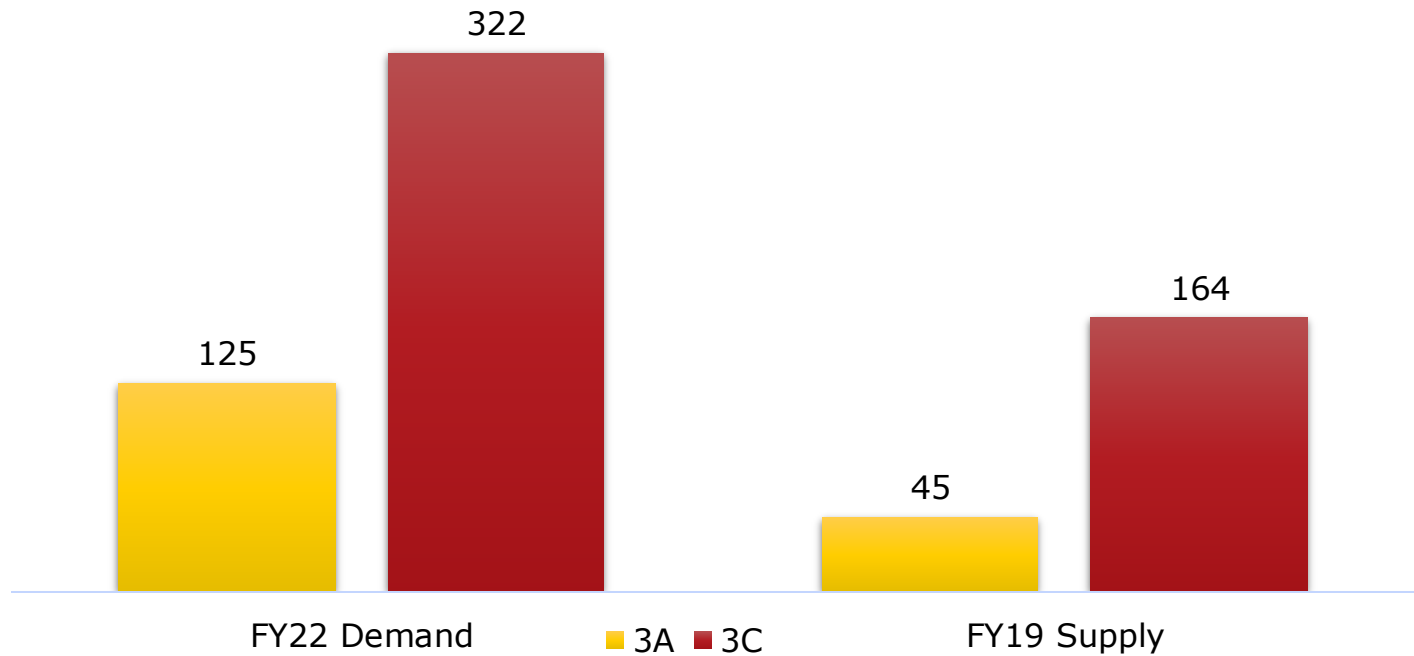
Youth 14 and Older, Basic/Moderate Supply and Forecasted Demand: Current Supply sufficient to meet demand





Specialized/Intense:

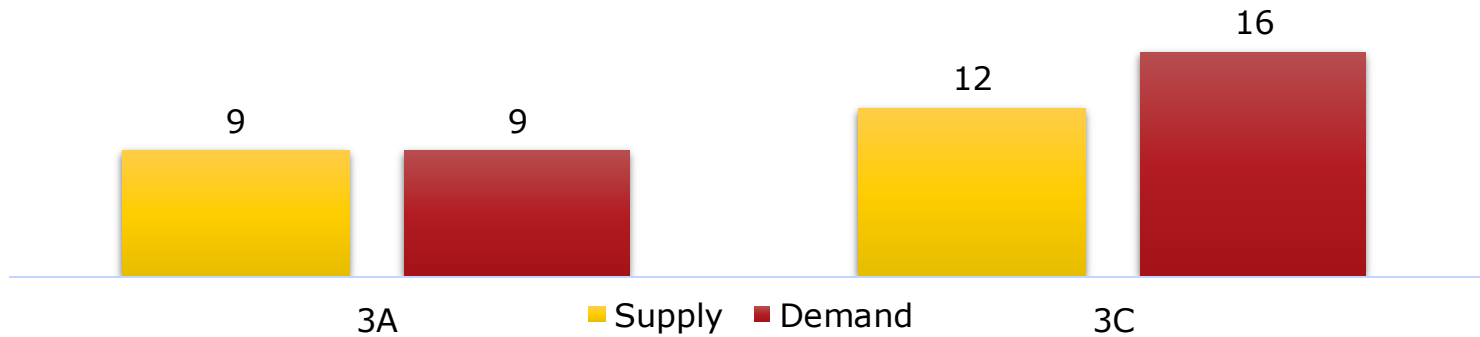
Current Supply not Sufficient to meet Forecasted Demand : 62% met in 3A and 70% in 3C





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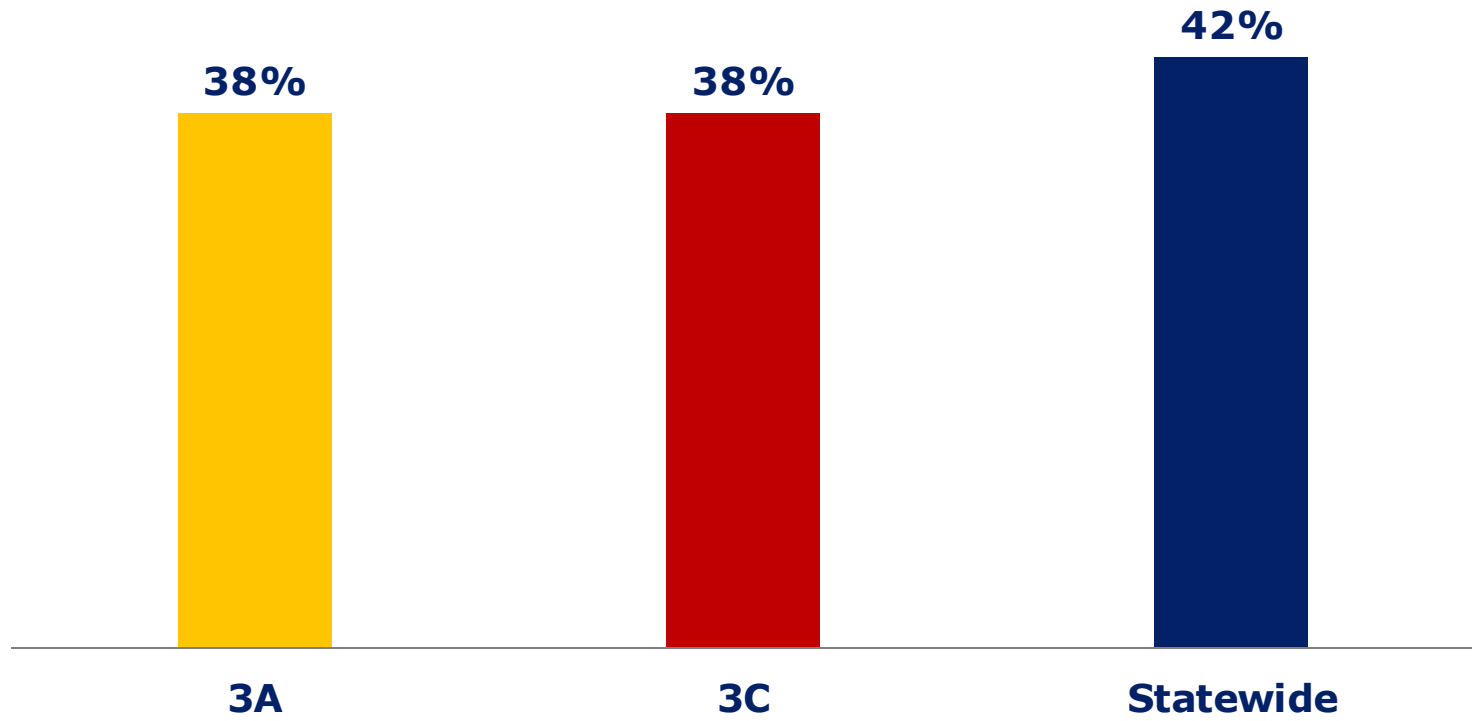
Supervised Independent Living (SIL): Forecasted Demand Not met in 3C





Kinship Placements

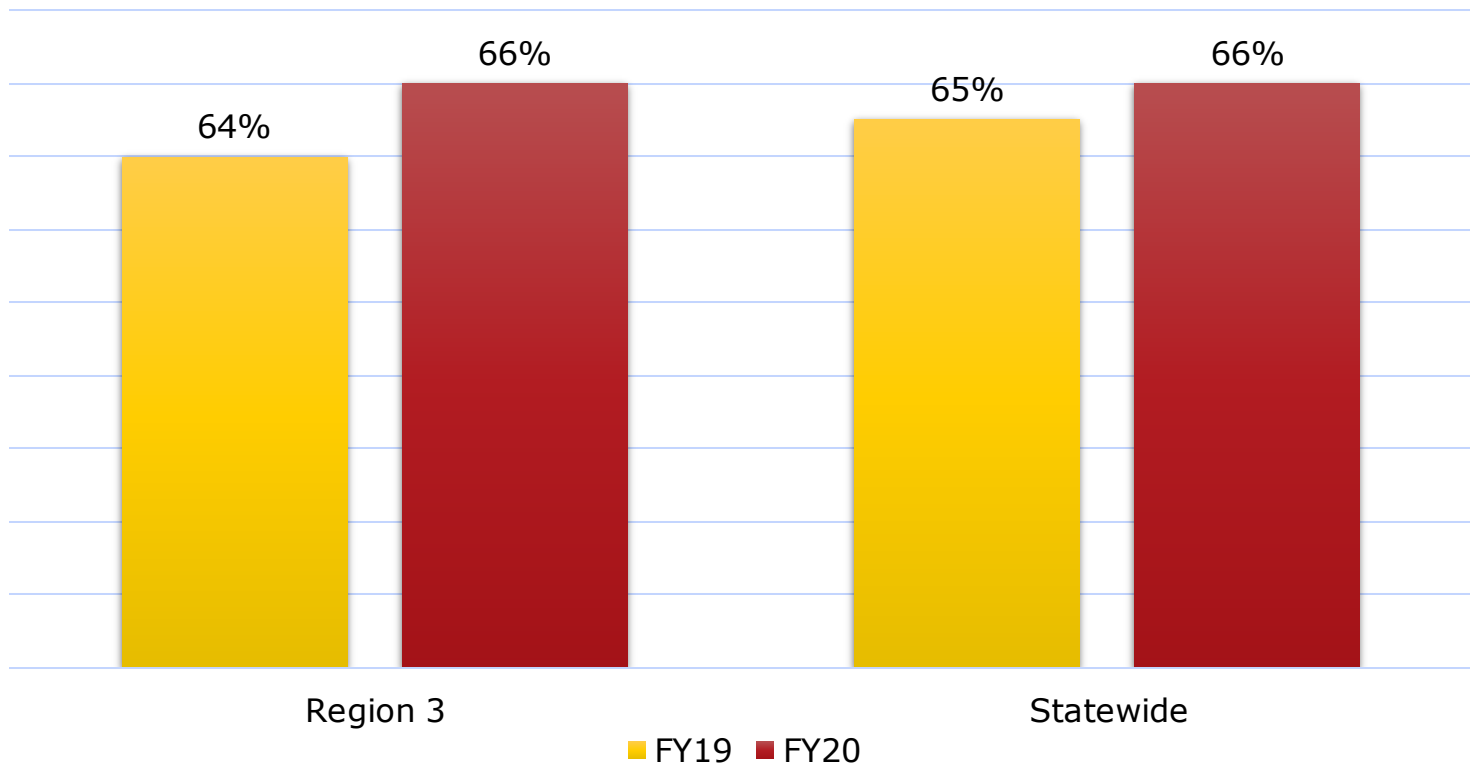
Relative Placement rate falls below State in 3A and 3C





Percent of Siblings Placed Together

3A and 3C Trend with the state



Sourced from DFPS Data Warehouse.



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What's in the Needs Assessment?

Supplemental Information



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- Active but vacant foster homes and beds in each catchment that may possibly be leveraged for additional supply without building new homes.
 - Foster homes active but vacant on August 31, 2019 but with at least one placement in last 12 months.
 - Average number of children per foster home on August 31, 2019 (by level of care) – generally 2 or less but homes usually verified for more.
- Ratio of DFPS homes to private provider foster homes and number of total and large private CPAs in each catchment.
 - Identify areas where there may or may not be providers who have needed resources to leverage economies of scale to support building new homes, especially for higher needs children.

Supplemental Information



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- Tables showing cross-catchment placements for each placement type by level of care – includes children from CBC areas placed into non-CBC areas and placements from non-CBC areas into CBC areas.
- Help inform how cross-catchment placements may affect capacity needs with roll out of CBC and building legacy foster care capacity.

Goals and Strategies



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Goal 1: Support children and youth transitioning between settings

Objective: Support the transition of youth from paid foster care to kinship or other placements

- Ensure earlier and adequate communication with treatment team to include but not limited to CPS, the children involved, therapists, and CPAs
- Implement pre-placement program to include: pre-placement staffing, pre-placement visit, post-placement staffing and follow up via skype or phone
- Ensure we inform staff of the need for wrap around services and pre-placement visits
- Connect kinship families with supports provided by the Kinship Development Worker and maintain communication with kinship placement to offer support
- Have foster parents create a paper profile on the child for the new placement that includes pictures, the child's "likes," and what a typical day looks like for child. This is to be created before the placement and given to the child to take to subsequent placement.
- Educate regarding the creation of safety plans with the child's support network if there are any issues
- Keep the child involved in planning and ensure their voices are heard



Goal 2: Identify supports to caregivers to meet children's needs (Specialized and Intense supply)

Objective: Support transition of youth from RTCs to less restrictive settings

- Encourage the foster parent to meet the children/youth before they go to the home (Face-to-Face, Skype, Facetime) that could help reduce fear on both ends
- Critical reviews of the common applications to ensure they still accurately depict the child's needs
- Critically reviewing the current local curriculum on completing common applications
- Utilizing respite services, YES waivers, therapy and psychological evaluations
- Utilizing safety plans if there are any issues
- Keeping the child involved in planning
- When a child reaches moderate or basic level begin conversations regarding how we will prepare the needs for transition
- Inform legal stakeholders of the importance of normalcy and least restrictive placements
- Implement step-down visits prior to placement
- Have foster parents create a paper profile on the child for the new placement that includes pictures, the child's "likes," and what a typical day looks like for child. This is to be created before the placement and given to the child to take to subsequent placement.



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Goal 3: Maintain sibling groups and build capacity for sibling groups

Objective: Ensure Centralized Placement Unit (CPU) searches remain active until siblings are placed together

- Communicate to providers the need for targeted recruitment and the need for increasing sibling placements
- License for full capacity
- Provide additional resources to families including sibling therapy and needs assessments
- Emphasize to foster parents, Child Placing Agencies (CPA), CPU, and caseworkers the critical importance of sibling connection. Discuss importance of transition planning when working on placing siblings together and discuss realities of change in role dynamics within a foster family once a separated sibling joins the family where other sibling has been living
- Require families to be open to at least 2 kids
- If all siblings cannot be placed together, ensure they are placed geographically close and get monthly visits together

Updates From Last Year

The group discussed challenges and innovations over the last year, including those related to COVID.

Many have utilized more virtual options than were discussed during the plan's original creation due to COVID.

The FAD team shared successful changes made with virtual recruitment and PRIDE training as well as CPUs continued efforts at placing siblings together.

Providers also shared successful strategies for siblings placed together and in work with relative placements.



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Action Planning for 21-22 (40 Hours Observation)

1. Look for solutions to the challenge for foster parents to complete 40 hours of observation to complete home verification (this was identified as a barrier to building capacity):
 - Inquire with RCCL about any waivers or variances
 - Determine ability to use other job experience to count toward observation
 - Use Respite care as avenue to get observation/experience
 - Determine whether CWOP could be used for observation hours
 - COVID restrictions have prevented observation at other campus/agency operations.



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Action Planning for 21-22 (CWOP Partnering)

2. Determine whether there are opportunities for foster parents to assist with or observe during CWOP situations for potential placement consideration (in addition to observation for training hours) in an effort to support child placement and improve capacity for all children including those documented with higher needs



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Action Planning for 21-22

(Documentation & Child Level of Service)

3. The group discussed the need for complete, accurate, specific, detailed and up to date documentation regarding children in the Common Application, with specifics regarding incidents helpful, as many times this poses a barrier to child placement.
4. Some providers shared a need to be cautious when requesting a child's level be raised after an incident that might not be overall reflective of the child, resulting in Specialized/Intense Service Levels. The group discussed the need to offer therapy and other supports prior to requesting level change.



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Action Planning for 21-22 (Virtual Visits and Kinship)

5. The group discussed the need for virtual visits to assist in creating capacity for children including those with higher needs. Virtual and pre-placement visits would be helpful in determining whether the placement is a good match to meet the child's needs.
6. The group shared successful strategies used with kinship families to improve kin placements including:
 - walking through the licensing process closely with the family
 - addressing any barriers during the licensing process right away, and
 - making kin families a priority to get licensed in order to ensure the family gets the needed support to care for a child placed with them.



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Thank You

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