**Fostering Opportunities Implementation (FOI)**

**Initial and Established Period Tool**

This Fostering Opportunities Implementation (FOI) Tool can be used by Fostering Opportunities leadership and staff involved in child welfare and education leadership to identify areas of strength and areas for improvement in the implementation of the Fostering Opportunities program.

* The State Intermediary, Site Supervisor, and Site Specialist(s) each contribute to completing this tool. Before completing the section(s) relevant to their role, these individuals should discuss the topics covered on this tool. This is intended to both support prompt and accurate completion of this form, as well as to inform practice, program development, and continuous quality improvement.
* The tool is recommended to be used quarterly with the rating occurring in the following month. For example, if evaluating Quarter 1 (July 1 – September 30), ratings will be completed in the month of October.
* Comments can be used to note information that can streamline future quarter ratings, such as when data sharing agreements expire.
* This form is intended to rate the fidelity of implementation of the program. This form is not intended to be used as a performance evaluation.

| **Roles**  |  |
| --- | --- |
| State Intermediary:  | Colorado Department of Human Services employee or contractor who facilitates selection of sites, cross-site learning, and reporting to the legislature. |
| Program Coordinator:  | School district employees identified as the lead for implementation of the Fostering Opportunities program in a given school district. |
| Specialist:  | School district employees who provide direct services to students. |

| **Timeline** |  |
| --- | --- |
| Pre-Launch Period | Year prior to implementation, also known as the building period. |
| Initial Implementation Period  | The first year of implementation of the program or until the program reaches fidelity. |
| Established Period  | Typically year two plus the implementation of the program. |

| Date: |  |
| --- | --- |
| Program Location/Site: |  |
| State Intermediary Name: |  |
| Program Coordinator Name: |  |
| Specialist Name: |  |

| 1. **SYSTEMS ALIGNMENT: Systems alignment refers to the education and child welfare policy and practice coordination that is the foundation for successful implementation of the Fostering Opportunities (FO) intervention.**
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| 1. **Legal Frameworks: The site has executed Memorandums of Understanding (MOUs) or other formalized documents that clarify the responsibilities of the child welfare and education agencies.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| MOUs are executed with ALL relevant child welfare agencies within the geographic boundaries for the intervention AND FO leads of each organization are oriented to these roles and responsibilities. | FO leads of each organization have a shared understanding of roles and responsibilities; however, there is not a formal MOU between agencies, or it is partially executed. | There is a lack of clarity among one or more agency leads about the roles and responsibilities relative to FO. | Each State Intermediary |
| **Comments:** |
| 1. **Legal Frameworks: The site has executed data sharing agreements (DSAs) that detail what information can be shared between agencies for the purposes of delivering and evaluating the program.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| DSAs are fully executed between the education agency and all relevant child welfare agencies within the geographic boundaries for the intervention. | DSA is fully executed with at least one, but not all relevant child welfare agencies within the geographic boundaries for the intervention. | A DSA has not yet been fully executed for this intervention. | Each State Intermediary |
| **Comments:** |
| 1. **Legal Frameworks: The site is using releases of information (ROIs), which are student-specific documents that indicate what information can be shared, with whom, and for how long.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| ROIs are routinely signed by an appropriate adult and used to inform what information can be shared, with whom, and for how long. There is a formal process for updating these if and when legal guardians change. This could be evidenced by case file reviews, interviews with specialists, or other discovery approaches. | ROIs are used, but there is not a formal process for initially requesting those or updating them with changes in legal guardians. | ROIs are not typically used as part of the FO program. | Each State Intermediary |
| **Comments:** |
| 1. **Relationships: FO leadership committee members are identified at the school district and in each child welfare agency within the geographic area.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| FO leadership committee members are identified at the school district AND EACH child welfare agency within the geographic area. | Committee members are identified at the school district or the welfare agency but do not represent ALL child welfare agencies within the geographic area. | There are no identified FO leadership committee members from the school district or the child welfare agency. | Each State Intermediary |
| **Comments:** |
| 1. **Relationships: FO leaders provide orientation and information to caseworkers and school building leaders (e.g., principals) to be familiar with the FO program.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Live orientation(s) are provided to caseworkers and school building leaders with takeaway materials shared with individuals who did not attend. | Live orientation(s) are planned for caseworkers and school building leaders but not yet provided, or takeaway materials are not yet distributed to individuals who did not attend live orientations. | Live orientation(s) or takeaway materials are not planned or provided. | Each State Intermediary |
| **Comments:** |
| 1. **Program: The site is implementing the plan for identifying eligible students and revising it if it does not provide adequate reach.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| The site is implementing a plan for identifying eligible students, and it is resulting in identification and enrollment of eligible students. | The site has identified challenges or gaps in their enrollment plan that are limiting the reach of the intervention and actively working to address it. | The site has identified significant challenges or gaps in their enrollment plan; however, there is not active work to address it. The program is not reaching the target student population. | Each Site Supervisor |
| **Comments:** |
| 1. **Program: The site maintains a consistent meeting schedule between education and child welfare leaders and pathways for communicating outside of regularly scheduled meetings.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| A leadership representative from the school district and each child welfare agency is present for at least 80% of the regularly scheduled meetings, and the school district lead describes a pathway for communication outside of regularly scheduled meetings that leads to resolution of time-sensitive issues. | A leadership representative from the school district and each child welfare agency is present for 50%-79% of the regularly scheduled meetings, and the school district lead describes a pathway for communication outside of regularly scheduled meetings that leads to resolution of time-sensitive issues. | Less than 50% of the regularly scheduled meetings include a representative from the school district and each of the child welfare agencies. Communication outside of those meetings is limited. | Each Site Supervisor |
| **Comments:** |
| 1. **Program: Outcome and program participation data shared with the Colorado Department of Human Services (CDHS) and external evaluator.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Complete program participation data and at least 90% of requested outcome data are shared with CDHS and/or external evaluators. | Incomplete outcome or program participation data is shared and there is a plan in place for improving data completeness or quality. | No data or incomplete data are being shared, and there is not a plan in place to improve data completeness or quality. | Each Site Supervisor |
| **Comments:** |

| 1. **Direct Service: Direct Service refers to the direct delivery of activities and services.**
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| --- |
| 1. **Staffing: There is a sufficient number of staff dedicated to FO implementation at the site.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Specialist-student ratio ranges from 1 staff to 10-15 students (small caseload). | Specialist-student ratio ranges from 1 staff to more than 16 students or fewer than 10 students (large caseload or too small of a caseload). | There are no staff solely dedicated to FO at the site. | State Intermediary rating of the Site Supervisor |
| **Comments:** |
| 1. **Staffing: There is a plan in place to handle planned and unplanned specialist staffing transitions.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Site has a policy and procedure for ensuring transitions to new specialists when a planned/unplanned staffing change occurs. The procedure ensures continuous support of the student and communication with the youth’s team. | Site manages staffing transitions in ways that ensure continuous student support but does not have a policy or procedure. | Site does not have policy or procedure and does not ensure continuous support of students when staffing transition occurs. | State Intermediary rating of the Site Supervisor |
| **Comments:** |
| 1. **Staffing: There is a dedicated FO Site Supervisor with adequate time dedicated to the role.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| There is an identified FO supervisor at the Site with enough time dedicated to the role to provide individual and group supervision to Specialists on a regular basis and conduct direct observations for each Specialist on a regular basis. This supervisor also has sufficient time allocated for system alignment activities. | There is an identified FO supervisor role, but more time is needed to meet responsibilities. | There is no dedicated FO supervisor for the site. | State Intermediary rating of the Site Supervisor |
| **Comments:** |
| 1. **Staffing: FO Site Supervisor(s) is trained in the model, including supervision practices.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| The Site Supervisor is trained in the FO model AND has formal training in clinical supervision practices. | The Site Supervisor has either training in the FO model OR clinical supervision. | The Site Supervisor has not yet been trained in the FO model or clinical supervision. | State Intermediary rating of the Site Supervisor |
| **Comments:** |
| 1. **Consistent Delivery of Program: Specialists should be meeting approximately weekly with students. To meet fidelity, on average, specialists check in with students 3x per month or more.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| On average, specialists check in with students 3x per month or more. | On average, specialists check in with students approximately 2x per month. | On average, specialists check in with students 1x a month or less. | Site Supervisor rating of Site Specialist  |
| **Comments:** |
| 1. **Consistent Delivery of Program: Department of Human Services (DHS) and the site have a standard process for notifying the FO staff when a placement change occurs.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| DHS agencies and the site have a standard process for DHS to notify the FO staff when a placement change occurs. | DHS notifies the FO staff when a placement change occurs, but there is no standard process. | FO staff are not consistently notified when a placement change occurs and there is no standard process. | Site Supervisor rating of site |
| **Comments:** |
| 1. **Consistent Delivery of Program: DHS has a Best Interest Determinations (BIDs) process, which may include providing timely and accurate information on students’ educational progress and needs, and planning for transitions when a school change is necessary.** *Note. Report on primary county contact. For example, districts with multiple counties such as DPS will report on Denver County DHS.*
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| DHS has a BIDs process and regularly invites the site to attend. The specialist regularly attends the invited meetings. | DHS has a BIDs process but the site may not be regularly invited to attend. | The site does not attend or is involved in the BIDs process. | Site Supervisor rating of site |
| **Comments:** |
| 1. **Direct Observation of Check-In with Students: Direct observations of check-ins with students are conducted at least once a semester for every specialist.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Direct observations of check-ins with students are conducted at least once per semester for every specialist. | Direct observations of check-ins with students are conducted once per academic year for every specialist. | There is limited to no direct observation of check-ins with students. | Site Supervisor rating of Site Specialist  |
| **Comments:** |
| 1. **Direct Observation of Check-In with Students: Specialists have an average rating on the observation at 80% or above.** *Note. Specialist Observation Form is completed separately.*
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Average rating on the observation of 80% or above. | Average rating on the observation between 60%-79%. | Less than 60% average rating on the observation. | Site Supervisor rating of Site Specialist |
| **Comments:** |
| 1. **Case Review with Specialists: Case reviews are conducted at least 2 times per semester with each specialist to monitor full implementation of the Fostering Opportunities Program.** *Note. The Case Review Form is completed separately.*
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Case reviews are conducted at least 2 times per semester with each specialist. | Case reviews are conducted at least 1 time per semester with each specialist. | Case reviews are not consistently done with each specialist. | Site Supervisor rating of Site Specialist |
| **Comments:** |
| 1. **Case Review with Specialists: For cases that are active for at least one semester, case reviews indicate 80% or more of the key components of the program are being delivered.** *Note. The Case Review Form is completed separately.*
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| Case Review Form indicates 80% or more of the key components of the program being delivered: * Rapport building week 1 to 4
* Advocate
* Mentor
* Social-emotional support
* Social capital assessment
* Academic support week 5+
* Weekly progress monitoring with student
* Regular progress monitoring updates to student network
* Documentation of action steps
 | Case Review Form indicates 50%- 79% of the key components of the program being delivered (shown in “Met”).  | Case Review Form is not formalized or used to measure key components of the program being delivered. | Site Supervisor rating of Site Specialist |
| **Comments:** |
| 1. **Supervision of Specialist: Supervision of specialists occurs on a regular schedule and supervisor is available for emergent consultation.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| The supervisor provides regularly scheduled supervision meetings (individual or in small groups). The supervisor is available for brief consultations about pressing issues or opportunities. | The specialist attends supervision meetings intermittently. Supervision is sometimes available for emergent consultation. | Supervision meetings are inconsistent. Supervision is unavailable for emergent consultation. | Specialist rating of Site Supervisor |
| **Comments:** |
| 1. **Supervision of Specialist: Specialists report that focus of supervision crosses domains (e.g., advocacy, mentoring, social-emotional support, academic support) and supervisor engages in teacher, consultant, and counselor roles.**
 |
| **Met** | **Approaching** | **Not Met** | **Completer** |
| The specialist’s professional development needs were met 80% of the time with the focus on four domains for each supervision session and the supervisor’s ability to shift between three distinct roles (teacher, counselor, and consultant). | The specialist’s professional development needs were met 50%-79% of the time with focus on at least half of the focal domains each supervision session, and the supervisor’s ability to shift between three distinct roles (teacher, counselor, and consultant). | The specialist’s needs and professional development were met less than 20% of the time. The supervision sessions were not always focused on the focal domains and the supervisor role did not shift. | Specialist rating of Site Supervisor |
| **Comments:** |

