



**Therapeutic Treatment Services for the Jefferson
Parish Department of Juvenile Services**

SOQ 24-011

Jefferson Parish Government

Submitted by

Boys Town Louisiana, Inc.

May 2024

General Professional Services Questionnaire Instructions

- The General Professional Services Questionnaire shall be used for all professional services except outside legal services and architecture, engineering, or survey projects.
- **The General Professional Services Questionnaire should be completely filled out. Complete and attach ALL sections. Insert “N/A” or “None” if a section does not apply or if there is no information to provide.**
- Questionnaire must be signed by an authorized representative of the Firm. Failure to sign the questionnaire shall result in disqualification of proposer pursuant to J.P. Code of Ordinances Sec. 2-928.
- All subcontractors must be listed in the appropriate section of the Questionnaire. Each subcontractor must provide a complete copy of the General Professional Services Questionnaire, applicable licenses, and any other information required by the advertisement. Failure to provide the subcontractors' complete questionnaire(s), applicable licenses, and any other information required by the advertisement shall result in disqualification of proposer pursuant to J.P. Code of Ordinances Sec. 2-928.
- If additional pages are needed, attach them to the questionnaire and include all applicable information that is required by the questionnaire.

General Professional Services Questionnaire

A. Project Name and Advertisement Resolution Number:

B. Firm Name & Address:

C. Name, title, & contact information of Firm Representative, as defined in Section 2-926 of the Jefferson Parish Code of Ordinances, with at least five (5) years of experience in the applicable field required for this Project:

D. Address of principal office where Project work will be performed:

E. Is this submittal by a JOINT-VENTURE? Please check:

YES _____ NO _____

If marked "No" skip to Section H. If marked "Yes" complete Sections F-G.

F. If submittal is by JOINT-VENTURE, list the firms participating and outline specific areas of responsibility (including administrative, technical, and financial) for each firm. Please attach additional pages if necessary.

1.

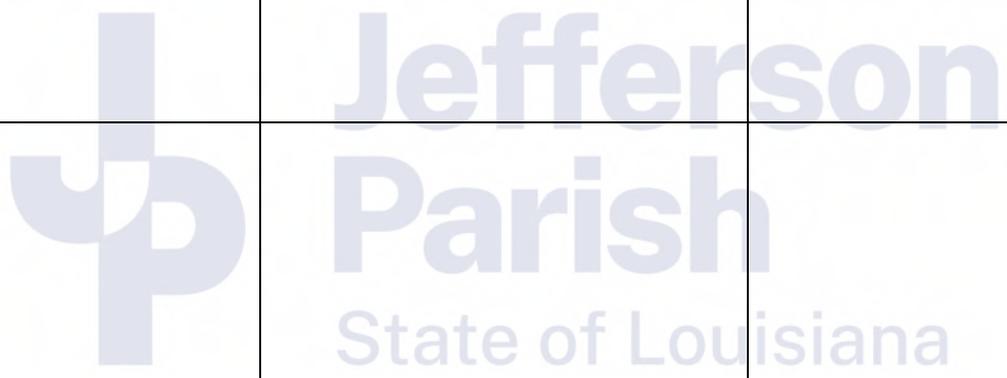
2.

General Professional Services Questionnaire

G. Has this JOINT-VENTURE previously worked together? Please check: YES _____ NO _____
Not applicable

H. List all subcontractors anticipated for this Project. Please note that **all subcontractors must submit a fully completed copy of this questionnaire**, applicable licenses, and any other information required by the advertisement. See Jefferson Parish Code of Ordinances, Sec. 2-928(a)(3). Please attach additional pages if necessary.

Name & Address:	Specialty:	Worked with Firm Before (Yes or No):
1.		
2.		
3.		
4.		
5.		



General Professional Services Questionnaire

I. Please specify the total number of support personnel that may assist in the completion of this Project:

J. List any professionals that may assist in the completion of this Project. If necessary, please attach additional documentation that demonstrates the employment history and experience of the Firm's professionals that may assist in the completion of this Project (i.e. resume). Please attach additional pages if necessary.

PROFESSIONAL NO. 1

Name & Title:

Name of Firm with which associated:

Description of job responsibilities:

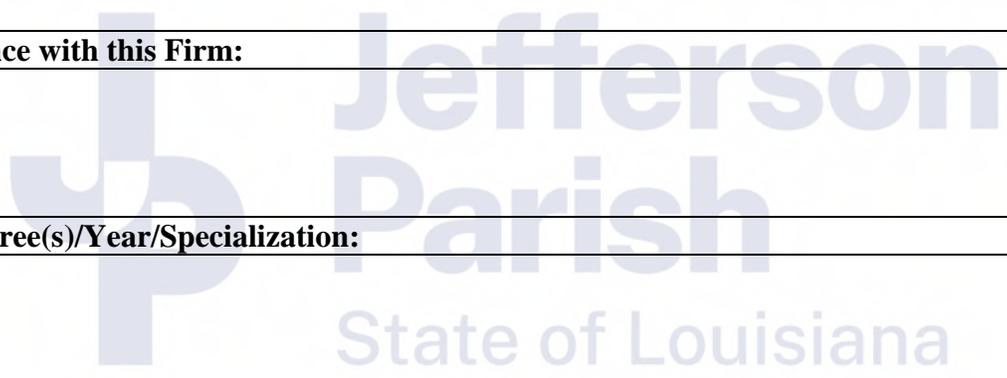
Years' experience with this Firm:

Education: Degree(s)/Year/Specialization:

Other experience and qualifications relevant to the proposed Project:

General Professional Services Questionnaire

PROFESSIONAL NO. 3
Name & Title:
Name of Firm with which associated:
Description of job responsibilities:
Years' experience with this Firm:
Education: Degree(s)/Year/Specialization:
Other experience and qualifications relevant to the proposed Project:



General Professional Services Questionnaire

K. List all prior projects that best illustrate the Firm's qualifications relevant to this Project. Please include any and all work performed for Jefferson Parish. Please attach additional pages if necessary.

PROJECT NO. 1

Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

PROJECT NO. 2

Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

General Professional Services Questionnaire

PROJECT NO. 3	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

PROJECT NO. 4	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

General Professional Services Questionnaire

PROJECT NO. 5	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

PROJECT NO. 6	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

General Professional Services Questionnaire

PROJECT NO. 7	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

PROJECT NO. 8	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

General Professional Services Questionnaire

PROJECT NO. 9	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

PROJECT NO. 10	
Project Name, Location and Owner's contact information:	Description of Services Provided:
Length of Services Provided:	Cost of Services Provided:

General Professional Services Questionnaire

L. List all prior and/or on-going litigation between Firm and Jefferson Parish. Please attach additional pages if necessary.

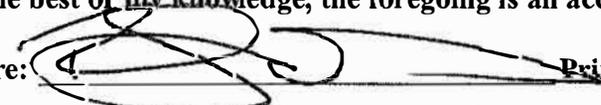
Parties:		Status/Result of Case:
Plaintiff:	Defendant:	
1. Not Applicable	Not Applicable	Not Applicable
2. Not Applicable	Not Applicable	Not Applicable
3. Not Applicable	Not Applicable	Not Applicable
4. Not Applicable	Not Applicable	Not Applicable

M. Use this space to provide any additional information or description of resources supporting Firm's qualifications for the proposed project.

Father Flanagan's Boys' Home (dba Boys Town) was founded in 1917 by Father Edward Flanagan in Omaha, Nebraska. Today, Boys Town is one of the largest child-caring agencies in the nation, with a mission to change the way America cares for children and families.

Boys Town Louisiana Inc. an affiliate site of Boys Town, opened in 1989 and offers a continuum of services to children and families. In 2023, our programs and services impacted 806 children through local, state, and federal contracts and grants. Boys Town's programs and services offer families varying levels of intervention and provide several community support services accessible for both Boys Town service families and the general public. Our programs and services demonstrate best practice standards as reflected in our accreditation by the Council of Accreditation (COA). Boys Town is currently in it's 33rd year of COA accreditation.

N. To the best of my knowledge, the foregoing is an accurate statement of facts.

Signature:  Print Name: Robby Simard
 Title: Executive Vice President, Youth Care Date: 5.17.2024

1. Demonstrated ability to provide evidence-based programs, which includes completion of training, certification, and adherence to program fidelity for evidence-based programs targeted to the specific needs of at-risk youth and/or their families.

Demonstrated ability to provide evidence-based programs. Father Flanagan's Boys Home (Boys Town) was founded in 1917 by Father Edward Flanagan as a boarding home for needy, homeless boys in Omaha, Nebraska. His interventions with boys in his care were delivered with compassion and he accepted all boys, regardless of their race, creed, or cultural background. Father Flanagan died in 1948, but his successors faithfully carried on his legacy. Boys Town's services have transformed over the last century from specializing in quality residential services for boys to serving girls and offering community-based family services and healthcare programs that continue to grow today.

Carrying on Father Flanagan's work, Boys Town's mission is to *change the way America cares for children and families*. The plan to carry out our mission has evolved over the last century. Through a large initiative that partnered with University of Kansas Teaching Family Project and the National Institute of Mental Health's Center for Crime and Delinquency in the 1960s, Boys Town added more science-based methods to our services. This resulted in Boys Town's implementation of a unique, well-researched, and specified methodology known as Teaching-Family Model (TFM)¹.

The partnership with University of Kansas set the stage for Boys Town to expand programs and services nationally in the 1980s. An emphasis on rigorous evaluation of interventions for children and their families allowed our Boys Town Model of Care and evidence-based practices to be disseminated to Boys Town Louisiana and other affiliate sites. Our organization currently has a distinct geographic footprint with Boys Town programs and services available at affiliate sites in seven states. Boys Town's applied research has contributed to the scientific knowledge base for our practitioners and has played a significant role in development and refinement of Boys Town's programs and services that lead to successful outcomes.

Boys Town uses the evidence-based TFM as foundation for all programming including our proposed service array, In-Home Family Services (IHFS) and Care Coordination Services (CCS). The well-researched and specified methodology of TFM is characterized by clearly defined goals, improved outcomes related to mental health, family preservation, reunification, integrated support systems, and a set of essential elements. TFM is listed with Promising Research Evidence rating on California Evidence-Based Clearinghouse for Child Welfare (www.cebc4cw.org) and Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide (www.ojjdp.gov/mpg).

Our proposed CCS is a research-driven program with a design that incorporates components of Intensive Case Management and Wraparound program models. CCS promotes self-sufficiency and stability through a strengths-based, solutions-focused approach to service coordination and empowerment. Our proposed IHFS is recognized by California Evidence-Based Clearinghouse for Child Welfare. IHFS has been submitted to Title IV-E Prevention Services Clearinghouse for

¹The evidence-based practice that guides and supports Boys Towns programs is the Teaching-Family Model (TFM), listed on the California Evidence-Based Clearinghouse for Child Welfare (CEBC) as having Promising Research Evidence (<https://www.cebc4cw.org/program/teaching-family-model/>). This Model is applied in group homes, home-based services, foster care/treatment foster care, parent education, case management, schools, and psychiatric institutions.

review and has a high probability of selection as IHFS research demonstrates decreased caregiver strain and child behavior problems by discharge. IHFS incorporates components from evidence-based models such as Multi-Systemic Therapy, Motivational Interviewing, Wraparound Approach, and Homebuilders. IHFS promotes safety, permanency, and well-being through a strengths-based, solutions-focused approach to skill development that enhances protective factors.

Proposed evidence-based program targeted to the specific needs of at-risk youth and/or their families. To support Jefferson Parish Department of Juvenile Services (DJS) in providing evidence-based programming that promotes safety and improves well-being, Boys Town Louisiana seeks to offer Family Support Services, Care Coordination Services (CCS), and In-Home Family Services (IHFS), with DJS referred youth. Our proposed programs offer a moderate or intensive intervention that incorporates Boys Town Model and is tailored to fit each youth and their family's unique needs.

Intake. Upon receipt of DJS referral, Boys Town Louisiana's Supervisor determines which program is most appropriate for youth and their family according to referral needs and assessment results (*type of assessment completed is discussed later in proposal*). Youth and families with more intensive needs receive IHFS while CCS is offered to those in need of a moderate, less intensive intervention. Upon accepting referral, Boys Town's assigned program staff member (i.e., Care Coordination Services Consultant "CCS Consultant" or In-Home Family Services Consultant "IHFS Consultant") conducts a first visit with the youth and family to help orient and familiarize youth and their parents/caregivers with our program design and expectations for program participation. This initial meeting with the family also includes, at a minimum: completion of safety assessments; overview of services and program expectations; development of an initial Service Plan; explanation of assessment process; and informing of family rights. The youth and family voluntarily consent to participate in their referred service (i.e., CCS or IHFS).

Youth and Family Engagement. CCS and IHFS program staff successfully incorporate best practice engagement strategies into skill-based service philosophy to reach families that may be hesitant to participate in our services. Our CCS and IHFS models are delivered in the family's home and community. This is crucial to successfully engaging families, especially those with transportation, childcare, or employment barriers. Interventions are respectful and complement a family's cultural background, promoting more effective services. Because Consultants provide services while the family is in their home, they learn how behaviors fit within a family's social and environmental contexts. Our understanding of the family's natural world allows Consultants to incorporate cultural understanding into service planning and case closure.

The quality of the relationship between Consultants and families (therapeutic alliance) is critical to help families participate in and benefit from services. Families are provided opportunities to make decisions in the program, solve problems, and take a positive leadership role in services. Parents/caregivers learn how to advocate for themselves positively and appropriately. Families are asked for their input and priorities and take an active role in services being provided. Efforts are made to support cultural, religious, and daily family traditions. Staff are taught importance of using Boys Town technology (e.g., TFM) and importance of balancing teaching with building strong and healthy relationships with service recipients. The balance of these two components is what makes the Boys Town Model effective.

If youth and families are engaged, they are more likely to be receptive to intervention strategies, complete services, and have positive outcomes.² Both CCS and IHFS models begin engagement and relationship-building process by asking the miracle question: “If things could be different now, how would they be?”³ The CCS or IHFS Consultant then tries to find a solution to a problem that can be quickly achieved through a “Quick Engagement Intervention.”⁴ We use this Quick Engagement Intervention to engage families in services right away; the Quick Engagement Intervention establishes a positive bond, reduces potential barriers, and oftentimes results in concrete services.⁵ For example, if a family member indicates need for counseling as an immediate issue, CCS or IHFS Consultant assists the family in locating a mental health provider in their community.

Drawing on promising practices of effective interventions for juvenile justice youth, Boys Town Louisiana has also incorporated Motivational Interviewing techniques in our service delivery.² CCS and IHFS Consultants incorporate the following core principles when utilizing Motivational Interviewing with youth and families:³

- *Expressing empathy.* When CCS and IHFS Consultants express empathy, it strengthens the therapeutic alliance by demonstrating that they hear and understand youth and families.
- *Supporting self-efficacy.* Self-efficacy is supported through empowering youth and families by identifying strengths, providing needed resources, and recognizing progress.
- *Rolling with resistance.* CCS and IHFS Consultants engage in Motivational Interviewing techniques (e.g., open-ended questions, reflective listening, etc.) to explore why a youth or family wants to change. This approach, used in combination with engagement techniques, minimizes resistance.
- *Developing discrepancies.* CCS and IHFS Consultants assist youth and families in identifying goals. Once goals have been identified, CCS and IHFS Consultants help youth and families evaluate whether their current behavior is supporting goal attainment. This helps youth and families develop self-awareness regarding how their current behavior is impacting progress towards identified goals.

Additional components specific to each service track (CCS and IHFS) are described in further detail below.

Care Coordination Services (CCS). Boys Town Louisiana’s CCS is a *moderate* intervention consisting of case management services that target DJS families who need multiple coordinated services. If granted this award, Boys Town Louisiana anticipates providing CCS to eight families annually. The goal of CCS is to offer vulnerable youth and their family a “bridge back” to improved functioning and well-being.

²Dawson K, & Berry M., (2002). Engaging Families in Child welfare services: an evidence-based approach to best practice. *Child Welfare*, 81 (2), 293-317

³Berg, I.K. (1994). *Family-based services: A solution-focused approach*. New York, NY: W.W. Norton & Company, Inc.

⁴Ingram, S., Cash, S., Oats, R., Simpson, A. & Thompson, R. (2015). Development of an evidence-informed in-home family services model for families and children at risk of abuse and neglect. *Child and Family Social Work*, 20, 139-148.

⁵Cash, S.J., & Berry, M. (2003). Measuring service delivery in a placement prevention program: An application to an ecological model. *Administration in Social Work*, 27, 65-85.

CCS interventions are delivered via a CCS Consultant who works with the youth/family in their home and community. CCS service delivery model is flexible and individualized; average duration is six months with one face-to-face contact per week. (Intensity of services is not static.) The CCS Consultant is available 24/7 for crisis support. For this funding request, the CCS Consultant will carry an average caseload of four JCS families at any given time during the project. CCS interventions are delivered through *engagement and assessment* (relationship building, assessment, service planning); *service coordination and delivery* (navigate systems, monitor services, advocate); and *empowerment* (teaching skills, fostering independence). Specific components are described below:

Engagement & Assessment (Relationship Building, Assessment, and Service Planning):

Assessment and Service Planning. Engagement continues through a multiphase and ongoing assessment process completed by CCS Consultant and overseen by the Supervisor. CCS assessment and screening tools are completed in partnership with youth and families using a conversation style interview approach. Assessment tools used are described below.

- Family Risk and Self-Harm Screening: The CCS Consultant conducts this assessment on initial visit. The tool is a series of questions assessing self-harm risk, domestic violence, substance use, and other risk factors for family members. We use this assessment during services to ensure individual safety of any family member. The CCS Consultant discusses any significant concerns and develops a Safety Plan⁶ with the family if needed.
- Children’s Functional Assessment Rating Scale (CFARS): The CCS Consultant conducts this assessment at initiation of services, throughout services as needed, and at discharge. This rating scale assesses youth current functioning by rating behavior severity in 16 domains (e.g., depression, anxiety, traumatic stress, substance use, behavior in home setting, medical/physical, family relationships, etc.). The CCS Consultant uses this information to develop Service Plan and assess impact of services on youth’s level of functioning.
- Social Network Map: The CCS Consultant conducts Social Network Map to identify formal and informal supports or lack of supports at initiation of services and at discharge. The CCS Consultant helps the family to develop and strengthen connections to supports in needed areas.

Assessment drives service planning process. Our Service Plans have components consistent with best practices (e.g., wraparound approach) to meet youth needs: youth and family are team members who develop and accomplish goals; plans are strengths-focused and individualized; progress is regularly reviewed and evaluated; and relationship-building and coaching empowers youth/family to use new skills. During each visit, CCS Consultant asks about youth/family’s progress in achieving their Service Plan goals. A full review of the Service Plan is completed at a minimum of every three months with goals and objectives updated, as needed.

Service Coordination and Delivery (Navigate Systems, Monitor Services, Service Advocacy):

Navigate Systems. Navigation involves the identification of options available to meet needs of youth/families. Research demonstrates that youth are more likely to engage in the case

⁶Safety Plans include individualized strategies for youth or family members in response to a specific safety concern such as self-harm, domestic violence, etc.

management process when it is strength-based, promotes continuity of care, offers opportunities for participation, and provides choices.⁷ The CCS Consultant facilitates responsive case management activities by incorporating youth voice and choice and by connecting youth/families to personal resources and supports outside the program. This occurs through the following:

- Assessing protective factors,
- Engaging in relationship building by taking time to learn their interests, likes/dislikes, and cultural identity,
- Asking what has been tried in the past including what was helpful and what was hurtful,
- Asking what obstacles might hinder involvement with the process,
- Being aware of the linguistic barriers that limit engagement,
- Respecting the culture of youth/families and approaching youth/families from a position of respect, cooperation, and shared decision making, and
- Assisting youth in making permanent connections (e.g., linking to a mentor or facilitating contact with informal supports).

The CCS Consultant guides youth/families in accessing needed services and helps problem-solve barriers as they occur. This includes exploration of possible formal supports (e.g., therapy, substance use treatment, housing). We also help youth/families in identifying, developing, and maintaining informal supports (e.g., extended family, friends, neighbors) that can assist with additional needs such as providing emotional support and motivation, transportation, childcare, or assistance in developing a safety plan.

Monitor Services. Working with youth and their families requires monitoring of multiple overlapping systems and services which may include adult or juvenile courts, substance use education/treatment, mental and physical health services, educational/developmental supports, and child welfare involvement. We consult with the family's engagement in these systems and services and consider provider and youth/family's perspective as transitions and warm handoffs occur. When the CCS Consultant refers youth/families to other supports, we provide information regarding need for referral and the role CCS Consultant has in helping youth/families work with providers (with the family's consent). As necessary, we facilitate Multi-disciplinary Team Meetings to address and ensure youth/family voice and needs, establish common goals for services between providers, and avoid service duplication.

Service Advocacy. Service coordination and delivery are implemented through two types of advocacy efforts: 1.) service and 2.) system. Service advocacy is directed toward service providers or a higher-level decision makers to pursue quality and effective services. System advocacy pertains to equity and rights of a youth and family within different systems, such as attending court hearings and meetings with youth and families to help families advocate for their needs and supports. The CCS Consultant works with families throughout the process to provide youth and parents opportunities to become their own advocate, gain confidence in identifying services desired, and use new skill sets.

Empowerment (Teaching Skills and Fostering Independence).

Teaching and Fostering Independence. Individualized interventions help youth/families gain skills such as self-advocacy and resourcefulness to promote safety, permanency, and well-being. The CCS Consultant is trained in behavioral principles and uses a variety of strategies when consulting

⁷Case Management Practice and the ACT Child, Youth & Family Services Program. (2022). Retrieved from <https://www.issup.net/files/2020-02/Case%2BManagement%2Bpaper.pdf>

to youth and families (e.g., teaching by suggestion, modeling new behaviors, role-playing new skills). These techniques help the youth/family learn skills to access community resources, navigate a complex system of care, monitor safety, reduce problem behaviors, and advocate for themselves.

School success is another issue the CCS Consultant can assist youth/parents with. Research has demonstrated that parental engagement is the most significant predictor of academic success.⁸ The CCS Consultant empowers parents to learn to be involved in and advocate for their child's education, strengthening the relationship between youth, their family, and the school. CCS Consultant encourages partnership with schools through the following ways:

- Educates parents about community programs and resources that will support their child(ren)'s learning,
- Helps the parent(s) problem-solve any barriers such as transportation that would prevent the family from sending their child(ren) to school,
- Reviews skills that the child(ren) will need to be successful in school,
- Helps parents prepare agendas for school meetings,
- Models skills for parents by attending these meetings as an advocate for the child/parent,
- Educates parents about the Individualized Education Plan (IEP) process, attends IEP meetings, and provides transportation as needed, and
- Assists the parent in developing other supports that will be available once services end.

In-Home Family Services (IHFS). Boys Town Louisiana's IHFS is an *intensive* family support service that targets DJS families in crisis. If granted this award, Boys Town Louisiana anticipates providing this family support service up to 32 families involved with Jefferson Parish DJS annually. The goal of IHFS is to build protective factors that reduce juvenile justice involvement, improve self-sufficiency, and build family stability.

IHFS is delivered by an IHFS Consultant in the youth and family's home and community. The IHFS service delivery model is flexible and individualized; average service duration is 12-14 weeks with two to six hours of contact per week. Intensity and frequency of family visits commonly decrease as the youth/family progresses towards their Service Plan goals and case closure. The IHFS Consultant is available 24/7 to provide support and coaching when needed.

The IHFS Consultant carries an average caseload of eight families at any given time and work is logically delivered through a series of three stages. These stages are designed to help the IHFS Consultant remain focused on specific interventions to progress towards goal completion. The Model stages are *Assessment/Exploration and Service Planning* (Stage One), *Teaching and Skill Development* (Stage Two), and *Demonstration and Generalization of Skills* (Stage Three). Specific IHFS components and stages are described below.

Assessment/Exploration and Service Planning (Stage One): The IHFS Consultant, with oversight from Supervisor, conducts assessments through a multiphase and ongoing process. Assessments incorporate family perspective. The IHFS Consultant screens for risk factors in initial visit and throughout services as needed. Our assessments highlight youth/family strengths, supports, and needs to eliminate critical crisis issues.

⁸What Research Says About Parent Involvement, Responsive Classroom. Retrieved from <https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

- Family Risk and Self-Harm Screening: Similar to CCS, the IHFS Consultant uses this screening tool to assesses risk factors such as self-harm risk, domestic violence, substance use, etc. for family members during the initial visit and throughout services as needed.
- Strengths and Stressors Assessment: The IHFS Consultant conducts Strengths and Stressors Assessment with youth/families at admission and departure to assess outcomes. This tool presents a comprehensive view of the youth/family strengths and stressors within critical domains: Environment; Social Support; Parental Capabilities; Family Interactions; Child Well-Being; and Family Safety.
- Social Network Map: Similar to CCS, the IHFS Consultant uses a Social Network Map to identify formal and informal family supports at initiation of services and assess function of a family's social network. The IHFS Consultant works with youth/families to develop or strengthen ties to new or existing supports prior to service completion. At discharge, another Social Network Map is completed to document added supports.
- Parenting Child and Adolescents Scale (PARCA): The parent/caregiver completes PARCA during initial visit and at discharge. This self-report measurement tool examines the occurrence of parenting practices (e.g., discipline, nurturing) within the last month. The IHFS Consultant uses this tool to identify needed parenting and life skills which are included in Service Plans.

Following assessment, the IHFS Consultant and youth/family creates an individualized Service Plan. Service Plan goals are formulated based on results of assessments, family input, and referral information. The plan is realistic and measurable through a combination of activities, resources, skills, and supports to aid goal achievement. The IHFS Consultant and youth/family review Service Plan progress monthly and adjust goals, as necessary.

Teaching and Skill Development (Stage Two): The IHFS Consultant partners with parents/caregivers to teach new skills and techniques or strengthen existing skills to manage youth behaviors. Using abbreviated modules of Boys Town's evidence-based Common Sense Parenting® (CSP) curriculum, the IHFS Consultant teaches the following parenting skills: 1.) *Effective Praise* (i.e., praising through describing, giving reasons, and positive consequences), 2.) *Preventive Teaching* (i.e., teaching what youth needs to say or do in the future and practicing it in advance), 3.) *Corrective Teaching* (i.e., addressing negative behaviors instead of using warnings or threats), 4.) *Problem Solving* (i.e., identifying and describing problem, determining a viable solution), 5.) *Self-Control* (i.e., maintaining emotional control and redirecting youth response in tense situations), and 6.) *Individualized topics specific to the family needs* (i.e., tolerances, using consequences, social skills). Parenting skills taught during visits with families are reflective of current situations occurring in their homes.

The IHFS Consultant teaches and coaches parents and youth to achieve specific pro-social or parenting skills to attain protective factors that improve functioning and reduce behavior problems associated with delinquency, recidivism, and out-of-home placements. Examples of parent and youth skills that the IHFS Consultant teaches families include:

Protective Factor Area	Parent Skill	Youth Skill
Social and Emotional Competency, Nurturing and Attachment	Parent skill sets in this area include monitoring and supervision of youth while identifying problem areas and concerns; Using consistent discipline and reinforcement and applying fair and consistent rules and consequences; Implementing consequences that are contingent on school behavior; how to reinforce study habits and how to monitor homework.	Youth skill sets in improved communication include reporting whereabouts, honesty, planning, and communication with adults; Accepting consequences, accepting compliments, negotiation, appropriately disagreeing, and compromising.
Social Connections	Parent skill sets in this area include relationship development and helping youth choose appropriate friends, supporting activities that involve good peer choices.	Youth skill sets include communicating, sharing information, initiating conversation, expressing interest in others, and honesty with adults, authority figures, and peers; and accepting “no” answers, resisting peer pressure, solving problems, making good choices, and positive peer choices.
Knowledge of Parent and Child and Youth Development, Concrete Support in Times of Need	Parent skill sets in this area include how to be involved in youth’s school and to communicate and support the school and developing support systems that support or reinforce the family success factors.	Youth skill sets include task and time management, adult compliance skills, reporting whereabouts, and skills to promote behavioral compliance in school; and respond and abide by structures and guidelines developed within the context of family support systems.

As a strong correlation exists between delinquent behavior and poor social and life skills⁹, the IHFS Consultant uses the Boys Town curricula “Teaching Social Skills to Youth” and “Teaching Social Skills to Youth with Mental Disorders”¹⁰. These are supported in research as effective with at-risk youth.¹¹ As appropriate, the IHFS Consultant uses these curricula to teach youth skills to promote social and emotional adjustment and to reduce risky behavioral patterns. Emphasis includes targeting criminogenic factors that are highly correlated with criminal conduct such as anti-social peer associations, lack of problem-solving skills, and self-regulation skills (e.g., resisting distractions, delaying gratification, and pre-planning). Research studies suggest youth who have good problem-solving and decision-making skills have higher levels of school retention, economic self-sufficiency, and are involved in less risky behaviors.

⁹Case Management with At-Risk Youth retrieved from <https://studylib.net/doc/18471891/case-management-with-at-risk-youth>

¹⁰Bruns, E.J., Walker, J.S., & The National Wraparound Initiative Advisory Group. (2008). Ten principles of the wraparound process. In E.J. Bruns & J.S. Walker (Eds.), The resource guide to wraparound. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children’s Mental Health.

¹¹Teaching Social Skills to Youth with Mental Health Disorders. Incorporating Social Skills into Service planning for 109 Disorders. 2009. Boys Town Press.

The “Social Skills” curricula incorporates situational variables that young people encounter as they grow as young adults and develop greater independence. Skill training is individualized at a level to help youth make healthy, safe decisions as alternatives to criminal activity. The IHFS Consultant works with parents/caregivers to positively reinforce the youth’s use of positive social skills throughout services. Using acquired social skills as a foundation, the IHFS Consultant and youth explore organized recreational or educational activities that promote positive youth development and social interactions with peers. This may include joining a team sport, club, or group through school or a community organization (e.g., Boys & Girls Club or YMCA) based on the youth’s desires. The IHFS Consultant monitors the youth’s social skills application and role-plays various problem-solving situations following peer interactions.

Antisocial or oppositional behavior often impacts school success. As appropriate, the IHFS Consultant teaches parents/caregivers how to provide homework support. Homework support consists of four primary goals: improve homework completion, decrease tension related to homework completion, improve home-school communication, and build independence. The IHFS Consultant partners with parents/caregivers in facilitating homework support by introducing a homework strategy, working with the youth and family to establish a homework routine, and working with the youth, family, and school to ensure that homework outputs are successful.

Working with the family, the IHFS Consultant provides case management activities such as assessment of youth and family needs; service delivery coordination (e.g., linking youth/family to appropriate support services to address areas of need); and further development of Service Plan. If a family needs additional support, the IHFS Consultant helps explore resources and services that can meet their needs. Examples of community supports that IHFS Consultant may suggest to families include housing programs and shelters; financial assistance programs; substance abuse treatment; healthcare services (medical, dental, mental/behavioral); childcare programs; basic needs (clothing and food); transportation services; educational supports; job training; and legal assistance.

Demonstration and Generalization of Skills (Stage Three): The IHFS Consultant continues to teach parenting and life skills and links families to resources and supports, as needed. As families reach this stage, the IHFS Consultant observes the family using parenting and life skills with little prompting and applying them to other situations. For example, parents/caregivers may have been taught a skill related to age-appropriate supervision with homework and now may be applying that same skill to curfew. Youth and families have skills to identify community services that meet their needs without guidance from the IHFS Consultant. The IHFS Consultant reinforces application of skills and resources gained and celebrates family successes as they occur, further empowering them to be self-sufficient.

Discharge planning (CCS and IHFS program models). Discharge planning is same for CCS and IHFS families and begins at intake. Throughout services, the CCS or IHFS Consultant works with families to internalize and generalize skill development and connect them to formal and informal community supports. The CCS or IHFS Consultant, in collaboration with youth/family, reviews Service Plan prior to discharge and completes a discharge plan. This plan includes a summary of progress, assessment of needs, and referrals/linkages to services and additional supports. Additional Boys Town supports may include:

- *Boys Town National Hotline* – The Boys Town National Hotline is open 24 hours a day, seven days a week, 365 days a year, and is staffed by specially trained Boys Town Crisis

Counselors that can assess family's needs and offer linkages to additional services and supports in the family's local community. For example, hotline staff have access to a database with over 20,000 resources across the nation for youth and families. The Hotline is accredited by the American Association of Suicidology (AAS)¹² and the Council on Accreditation. Spanish-speaking Crisis Counselors and translation services representing more than 140 languages are available, along with a TDD line (1-800-448-1833), that allows counselors to communicate with speech-impaired and deaf callers.

- *Your Life Your Voice* – This Boys Town-operated webpage connects youth of all ages to judgment-free support and crisis assistance. Accessed through <https://www.yourlifeyourvoice.org>, youth can call, text, chat (instant message, IM), e-mail, participate in questions and answers, track their moods using our Mobile App, and read tips and tools to get help with a variety of youth topics (e.g., self-injury, suicidal thoughts, anger, dating, bullying, break ups, self-esteem, grief, identity). This feature can further assist youth with improving their well-being, implementing self-care and appropriate coping strategies, and connecting with professional counselors in youth-friendly formats.
- *Boys Town Family Support Line* – At discharge, each family receives the number to the Boys Town Family Support Line, developed specifically for Boys Town's service families. The 24/7 hotline is staffed by professional counselors who address youth and parent issues ranging from relationship problems and parenting questions to depression and suicide. Counselors assist callers in crisis and provide connections to community resources and emergency interventions.
- *Parenting.org* – Families can gain additional parenting supports through Boys Town's Parenting.org website (<https://www.boystown.org/parenting>). Website content is supported by experts in various child-focused fields and includes easy-to-use resources such as parenting guides; articles; videos; tools; and tips on a variety of topics (e.g., behavioral disorders, discipline, anxiety). Parenting tools such as family media plans; family values tool; calm-down tool; and dinner table activities are also available and can be modified to apply to the specific goals of the family.

Completion of training. As Boys Town prides itself on being a “learning organization,” high value is placed on continuous learning and performance improvement at every level of the organization. Each program staff member is encouraged and expected to pursue new knowledge that will improve his or her skills in working with youth and families.

Staff orientation and Pre-Service training play a key role in initial staff development. Boys Town Louisiana provides a comprehensive staff orientation and training program with new staff through a model-specific training track and competency-based curriculum that fully equips staff with knowledge and tools to provide services with fidelity. All newly hired staff attend a New Employee Orientation, participate in Onboarding activities, and complete Pre-Service training workshops prior to working with children and families. Special emphasis is placed on how to engage, successfully communicate with, and understand at-risk youth and families.

¹²List of American Association of Suicidology accredited organizations available at <https://suicidology.org/resources/crisis-centers/>.

Shared Pre-Service Training Topics (IHFS and CCS staff)	IHFS Specific Pre-Service Training Topics	CCS Specific Pre-Service Training Topics
<ul style="list-style-type: none"> • Trauma-Informed Care • Youth Safety Audit • Driver Safety • Safety Systems Online • Safety Systems Discussion • Suicide Identification and Prevention • Safety Plans • Family Risk Screen • Family Consultant Safety • Crisis Prevention and Intervention • Cultural and Family Differences • Development and Learning • Principles of Behavior • Problem Solving for Parent and Young Children • Observing and Describing Behaviors • Engagement Strategies • Quick Engagement Intervention • Preventive Teaching • Effective Praise • Rationales/Reasons • Tolerances • Staying Calm • Social Skills Curriculum • Using Effective Consequences 	<ul style="list-style-type: none"> • Reporting Guidelines • Safety of children and youth rights • Signs of Abuse • Assessments IHFS • Corrective Teaching • Formal and Informal Supports • Introduction to IHFS • Life Skills • Religion at Boys Town • Service Planning IHFS • Teaching IHFS • Teaching Self-Control • Writing Case Notes IHFS • Assessments Overview IHFS • Case Closure IHFS • Child Passenger Safety • IHFS Families We Serve • NDB Tutorial IHFS • Role of the Consultant IHFS 	<ul style="list-style-type: none"> • Assessments CCS • Care Coordination Service Staffing • Case Management • Educational Support CCS • Service Planning CCS • Writing Case Notes CCS • Case Closure CCS • Education System Overview • Introduction to CCS • Navigating the Court System • NDB Tutorial CCS • Standardized Evaluations and Assessments

Each employee is required to complete additional ongoing training annually, either through in-service training, external local and statewide training, and workshops, or online. Further training can include the following topics: motivational interviewing, cultural competency, assessments, engagement strategies, recognizing and reporting signs of child abuse, and trauma-informed care.

All staff have access to *Boys Town University*, a Boys Town internal online training clearinghouse, which provides employees with opportunities to learn and master skills and abilities that enable them to serve children and families more effectively. Topics include all Pre-Service courses, behavior management training, trauma-informed care, life skills, home assessments, child development milestones, and agency and program-specific policies and procedures. The Supervisor can also access the system to assign specific trainings to their staff. Staff further develop their skills and knowledge by participating in staff, supervision, and program operations meetings related to issues specific to the population and area we serve.

Boys Town Louisiana is committed to fostering an environment of equity, diversity, and inclusion when providing care for youth and families as well as when working with individuals within and outside of our organization. Our efforts to accomplish this include mandatory Diversity and Unconscious Bias Training for all Boys Town staff and optional participation in Boys Town Employee Resources Group (ERG) speaker series that aid in initiating conversations on topics related to race and creating an inclusive culture (e.g., recognizing privilege, racial tension, allyship, etc.). Boys Town also conducts “Can we Talk,” candid group discussions facilitated by a DEI trainer on multiple topics such as unconscious bias, the cost of racism, and strategies for creating a more inclusive workplace.

Boys Town has other ERGs that are open to all direct care and leadership staff at Boys Town Louisiana including, Boys Town Emerging Leaders (BTEL); BOLD, Black Organization for Leadership Development; Parents and Caregivers Together (PACT); WIN, Women Inclusion Network; PRISM (LGBTQ+); Asian Pacific American Connection (APAC); Boys Town Employees Living Intentionally Enlivened Faith (BELIEF); and (LOUD), Latinx Organization Understanding Diversity. The ERGs are employee-led, voluntary groups whose aim is to foster a diverse, inclusive workplace through employee professional development activities. In addition, all Boys Town staff complete *Civil Treatment for Employees*¹³ training. This four-hour training provides individuals with skills and insights required to enhance engagement, inclusion, productivity, and professionalism. Leaders complete *Civil Treatment for Leaders* to support their role as supervisors.

Completion of certification. Because the Model is evidence-based, a trained observer (i.e., Supervisor) uses a Model fidelity observation instrument to evaluate the CCS and IHFS Consultant’s success with delivering programming. This instrument assesses the CCS and IHFS Consultant’s intervention and implementation skills by using a performance-based, five-point rating scale (1= absent and/or incorrect implementation, 2= lacks consistency and/or effectiveness, 3= effective implementation, 4= consistent and effective, 5= natural, consistent and spontaneous implementation) that evaluates the degree to which staff implements core elements of Boys Town’s Model (e.g., relationship building and engagement, teaching components, safety, teaching and fostering independence, service coordination, delivery, and service planning). The instrument and ratings provide the CCS and IHFS Consultant with direct feedback of their Model implementation and provide Supervisor with a clear understanding of staff strengths and weaknesses that can be developed through ongoing training and supervision.

A Program Quality Manager from Boys Town’s National Headquarters provides ongoing Model fidelity consultation to Supervisors. This consultation consists of new or updated program content and data, and ratings of independent fidelity observations of direct care staff members (i.e., CCS and IHFS Consultant). Model fidelity data provides Boys Town Louisiana with a wealth of information for various stakeholders and helps improve service delivery and outcomes for the target population.

Unique to Boys Town Louisiana is our Staff Certification process, a comprehensive assessment of each staff member’s application of the Model, supporting the expectation that each staff member delivers our Model effectively. Boys Town Louisiana conducts Staff Certification with the CCS and IHFS Consultant annually. This process involves conducting an observation of staff’s application of the Model using Model fidelity instrument (described above) along with evaluating

¹³Civil Treatment® for Employees (2014) Employment Learning Innovations, Inc. Atlanta Georgia.

service outcomes; Consumer Satisfaction Surveys from families served and referral agencies; and completing a randomized documentation review. The Supervisor also participates in a certification process which involves observation of a supervisory meeting between the Supervisor and a member of their staff. This certification process also includes a review of consumer and administrative surveys and a documentation review.

To further support our consultation and professional services, supervisory staff members attend a Consultation Workshop where they learn basic supervision and staff development skills that support the Boys Town Model. Coursework is provided in a four-day format, allowing participants a unique opportunity to engage with other new managers in hands-on activities to support learning. Supervisors also complete a Supervisor Essentials course over two years to better equip them to manage and develop their direct reports. Trainings include *Successful Interviewing; Difficult Conversations; Coaching and Motivating; Managing across Generations; and Youth Care Business Acumen*.

Adherence to program fidelity. Boys Town uses the evidence-based TFM as a foundation for all programming, resulting in consistent and effective treatment. With the national movement to identify and implement best practice programs and research-based treatments, model fidelity has emerged as a central issue. Boys Town Louisiana has capacity and experience to implement and maintain evidence-based and promising practice models. Our staff members have demonstrated their ability to replicate models with fidelity. Boys Town Louisiana employs *implementation science* to ensure CCS, IHFS, and other programs are of high quality and have successful outcomes. Built into our supervision, evaluation, training, and administrative systems are best practice components cited in current literature as essential to implementation quality and fidelity.¹⁴ These components include:

- *Staff Recruitment and Selection.* We recruit and select high-performing practitioners that meet the required staff qualifications and are discriminated by social skills, behavior competency, and communication skills.
- *Pre-Service Training.* Staff are provided a rigorous Pre-Service training that builds knowledge through lectures, demonstrations, and practice to fulfil the scope of work for Family Support Services. Boys Town Louisiana's staff trainings prepare our organization and its staff to deliver services as well as to address the unique needs and characteristics of families with risk factors for mental or behavioral health issues.
- *Supervision and Coaching.* Our supervisors aim to extend each employee's knowledge into the appropriate application of the model. Our supervisors are trained to teach, supervise, assess, and provide feedback and emotional support. We promote faithful model application and assess core components in our staff performance process. Our supervision and consultation practices include continual development of knowledge, skills, competencies, and decision-making capacity to deliver the model; an integration of observation, modeling, coaching, experiential training, practice, data analysis, and professional alliances; a performance management system to measure, monitor, and

¹⁴Fixsen D.L., Naoom S.F., Blase K.A., & Friedman R.M., (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

improve staff performance in implementation of the Model; and coordination with our Training and Program Quality Departments.

- Decision-Supported Data Systems. Boys Town Louisiana’s data systems endorse adherence to the processes that promote positive outcomes. Data relates to the core implementation processes and is used for continuous process improvement.
- Administrative Supports. We arrange organizational supports to promote accurate implementation of the model, remove implementation barriers, and provide/increase resources for leadership and direct service staff. Examples of this include, staff training, legal counsel, youth and family research, and program quality support departments.
- Advocacy. We proactively collaborate with political, statutory, economic, and regulatory agencies to support the youth and families served. Boys Town has a dedicated department within our Legal Department to assist leadership and direct service staff in understanding new youth and family legislation (e.g., Family First Prevention Services Act) that impacts service delivery, consumer access, and funding availability in the communities served.

Boys Town Louisiana uses performance management and quality assurance systems that include the following essential tools: balanced scorecards, implementation dashboards, and the Program Assessment Tool. The balanced scorecard uses key Boys Town Louisiana metrics to compare planned versus actual strategic results. The implementation dashboard ensures staff implements our evidence-based and promising practices with fidelity. Developed by a Boys Town National team of practitioners, the dashboard provides data to the supervisor, management team, and direct care staff. The Program Assessment Tool provides year-to-date model fidelity scores for each direct service and supervisory staff person in aggregate and individual average scores (see *training and certification* section above for more information regarding staff model fidelity evaluations). At the practitioner level, data helps staff understand impact of their work with youth and families and builds an evidence base that guides decision-making.

Boys Town Louisiana’s implementation of fidelity practices is reflected in successful program outcomes with youth and families. Below are six-month follow-up outcomes¹⁵ from our proposed services (CCS and IHFS).

Boys Town Louisiana Six-Month Follow-Up Outcomes		
Jefferson Parish Department of Juvenile Services Outcome Areas	Care Coordination Services (CCS)	In-Home Family Services (IHFS)
<i>Recidivism</i>	- 83% of families reported youth were not in trouble with police or law enforcement after program services	N/A - No data available
<i>School Performance</i>	- 80% of families reported youth were in school or had graduated after program services	-100% of families reported youth were in school or had graduated after program services

¹⁵This 2022 six-month follow-up outcome data reflects responses gained from qualifying families that responded to the survey in 2023.

Boys Town Louisiana Six-Month Follow-Up Outcomes		
Jefferson Parish Department of Juvenile Services Outcome Areas	Care Coordination Services (CCS)	In-Home Family Services (IHFS)
<i>Family Functioning</i>	-90% of families reported that family members were getting along after program services	-100% of families reported that family members were getting along after program services
<i>Other Measures of Functioning:</i> <i>Self-sufficiency</i> <i>Safety</i> <i>Positive impact of services</i>	-100% of families reported that their basic needs like food, clothing, and shelter are being met after program services -100% of families reported that they know how to find support, services, or resources after program services -100% of youth were living with family after program services -100% of families reported Boys Town's CCS had a positive impact on their family	-100% of youth were free from physical and sexual abuse after program services -100% of youth were free from drug (alcohol, marijuana, or other drugs) use after program services -100% of youth were living with family after program services -100% of families reported Boys Town's IHFS had a positive impact on their family

2. Rationale for using evidence-based practice(s) and target population. Individuals shall be evaluated on ability to identify target population(s) for proposed program(s), ability to identify and address criminogenic risk/protective factors in proposed program(s), programs/modalities to be used (including certifications achieved and training completed), ability to identify and provide standardized, validated, and reliable screening tools and plans to maintain program fidelity.

Rationale for using evidence-based practice. Research indicates programs with a more therapeutic philosophy (including skill building, counseling, and case management services) have a more positive effect on juvenile offenders and re-offender rates than programs aimed at discipline, deterrence, or surveillance.¹⁶ Boys Town's Teaching-Family Model (TFM) was developed utilizing best practice methods of human services and evidence-based technologies (social learning theory, cognitive-behavioral theory, strength-based, solution-focused, culturally competent, and family-centered approaches). TFM is appropriate for application with youth who are at risk of court involvement, juvenile offenders, in foster care, mentally handicapped/developmentally disabled, or severely emotionally disturbed, and/or with families at risk of having children removed.

The structural methodology of TFM is based on practices that have been demonstrated as effective in the research literature. Structural components include:

- Delivering services in the home and community of each family we serve;

¹⁶*Improving the Effectiveness of Juvenile Justice Programs: A New Perspective on Evidence-Based Practice.* (2010). Center for Juvenile Justice Reform.

- 24/7 staff availability for crisis calls;
- Concrete services are provided according to youth/family needs;
- Flexible service hours accommodate school and work schedules and are provided in a manner least disruptive to daily life activities;
- Service planning is driven by youth/family identified needs;
- Engagement of the youth/family occurs throughout services;
- Individualized skill development based on assessed deficits; and
- Development and linkages to formal and informal supports and resources.

Boys Town’s CCS Model, based on TFM, also incorporates components of other successful evidence-based intervention models:

- *Intensive Case Management*¹⁷: A client-centered, goal-oriented service approach that incorporates assessing the needs of individuals, service planning, linking individuals to services, and coordinating the client’s care to achieve positive outcomes. This approach is ideal for at-risk youth and families with complex needs.
- *Wraparound approach*¹⁸: Calls for “wrapping” services around the individual needs of families and their children to prevent youth from being removed from the home; uses services that currently exist in the community and links families to services, creating collaboration between agencies. The Wraparound approach was developed to focus on families with children with severe emotional and behavioral problems.

Our other proposed service, IHFS, is an evidence-based Model and includes components from the following research-driven Models:

- *Homebuilders Model*¹⁹: follows the premise that families in crisis are most motivated to change; Approach is time limited, assists clients in regaining a pre-crisis level of functioning and moving beyond it, favors functional and behaviorally specific assessments, recognizes need for observable and measurable outcomes, makes use of concrete services, and encourages assessment and intervention at multiple levels. IHFS offers small caseload sizes and 24/7 availability to help families manage crisis.
- *Multi-Systemic Therapy*²⁰: takes psychotherapy approaches directly into the context of the family; difficulties are best addressed by understanding how those behaviors fit within a family’s social and environmental contexts; and assumes that each problem a family faces has a root cause brought about by factors in the family’s natural world. We use a strengths-based approach in our service delivery by building on parent/child competencies.

¹⁷Evidence-Based Care Sheet, Case Management: the Client with Mental Illness retrieved from https://www.ebscohost.com/assets-samplecontent/SWRC__Case_Managment_the_Client_with_Mental_Illness_EBCS.pdf

¹⁸Bruns, E.J., Walker, J.S., & The National Wraparound Initiative Advisory Group. (2008). Ten principles of the wraparound process. *The resource guide to wraparound*. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children’s Mental Health.

¹⁹Nelson, K., Walters, B., Schweitzer, D., Blythe, B.J., Pecora, P.J. (2009). Executive summary- A ten year review of family preservation research: building the evidence-base. Casey Family Programs.

²⁰Littell, J.H., Popa, M., and Forsythe, B. (2005). Multisystemic Therapy for Social, Emotional, and Behavioral Problems in Youth Aged 10-17 (Cochrane Review). Cochrane Database of Systemic Reviews, Issue 4, retrieved from <http://bit.ly/1SfqOXT>

- *Common Sense Parenting*® (CSP): is an evidence-based parent education and training program for parents/caregivers developed by Boys Town. Classes focus on skills for families with school-age/adolescent children as well as those with toddlers and preschoolers. CSP is listed on evidence-based registries including the California Evidence-based Clearinghouse for Child Welfare (www.cebc4cw.org), OJJDP Model Programs Guide (www.ojjdp.gov/mpg/), Youth.gov (www.youth.gov), NIJ Office of Justice Programs (www.crimesolutions.gov), and Title IV-E Prevention Services Clearinghouse (<https://preventionservices.acf.hhs.gov/programs/474/show>). CSP modules are used in IHFS to teach, practice, and model various parenting skills (e.g., improving communication; utilizing effective discipline and appropriate child monitoring strategies; and approaches to increase school success).

Research conducted by Boys Town’s Child and Family Translational Research Center²¹ demonstrates that methodology used in CCS and IHFS has resulted in successful youth and family outcomes with high-risk populations. For example, one Boys Town study evaluated implementation of CCS with 898 diverse youth from Boys Town Affiliate Corporations.²² Youth served during evaluation period were involved in one or more systems (e.g., school, juvenile justice, mental health, etc.) and were primarily referred to CCS for poor anger control (56%) or school behavior problems (49%). This evaluation found positive youth and family outcomes that include 82% of youth met their Service Plan goals at case closure and 85% of youth improved in at least one domain of functioning with greatest improvements in relationships, emotionality, and safety domains. Another Boys Town study on IHFS families with children at-risk of out-of-home care found that 94% of families who completed IHFS remained intact at discharge. This study also found IHFS families showed significant improvements in proximal outcomes including improved parenting skills, confidence in parental role, decreased stress. Intermediate outcomes included improved child behaviors at home and school and improved family functioning.²³ Boys Town’s applied research bibliography consists of over 531 citations and is available at <https://www.boystownhospital.org/research/translationalresearch/publications>.

Target population. Boys Town Louisiana will provide CCS and IHFS to youth, both male and female, ages 11 to 17 and their families in need of case management and family stabilization. Jefferson Parish families appropriate for our services are those who would benefit from increasing protective factors and reducing risk factors related to juvenile justice involvement. Youth and family referrals are generated by Jefferson Parish Department of Juvenile Services’ Evaluation/Treatment Supervisor. Based on demographic data, it is anticipated that the race and ethnicity of youth and families served will be predominantly African American but will also include Hispanic, Latino/Caucasian, Native American, and others in need of services.

Ability to identify and address criminogenic risk/protective factors in proposed program. Studies of juvenile crime provide individual characteristics and a range of risk factors that increase

²¹ The Center employs research scientists, analysts, and data support staff and conducts and disseminates applied research and provides clinical data support to advance knowledge and practice in child and family science.

²² Anderson, L., Ringle, J., Ingram, S., Ross, J. & Thompson, R. (2017). Care Coordination Services: A Description of an Alternative Service Model for At-Risk Families, *Journal of Evidence-Informed Social Work*, 14:4, 217-228, DOI: 10.1080/23761407.2017.1306731.

²³ Duppong Hurley, K., Griffith, A., Ingram, S., Bolivar, C., Mason, W., & Trout, A. (2012). An Approach to examining the proximal and intermediate outcomes of an intensive family preservation program. *Journal of Child and Family Studies*, 21.

probability of offending, committing status offenses, having school difficulties, and exhibiting other risky behaviors. Risk factors include poverty, ill health, child abuse/neglect, and traumatic situations such as domestic violence. CCS and IHFS provide multi-faceted service delivery for at-risk youth and their families to mitigate risk factors associated with delinquency. Through this project, CCS provides a moderate case management intervention with youth and their families to help connect and navigate complex systems of care while enhancing their self-sufficiency and advocacy skills. IHFS provides an intensive family support intervention to help strengthen protective factors such as self-regulation skills, relational skills, problem-solving skills, and positive peer relationships through skill building, education, peer-to-peer support, and resource linkages.

Our assessment tools identify youth and family strengths and risk factors. For example, in CCS the Children's Functional Assessment Rating Scale (CFARS) assesses functioning in domains such as relationships, safety, emotionality, etc. The Strengths and Stressors tool assesses domains critical to healthy and safe families. This assessment information helps to identify needs of youth and families and demonstrates progress made throughout services.

Programs/modalities to be used (including certifications achieved and training completed).

Boys Town Louisiana uses the evidence-based TFM as foundation for our CCS and IHFS program models. Staff receive initial and ongoing model training and annual certifications. Our model of care uses a cognitive-behavioral, strengths-based, family-focused approach via a CCS or IHFS Consultant that emphasizes working as a team to build strengths and reduce risk factors associated with juvenile delinquency and system involvement. Our programs' success is built on individualizing our services and recognizing parents/caregivers as primary change agents for their children. Service duration and frequency for each program is individualized to meet youth and family needs. The CCS and IHFS Consultant provides services in the family's home and community. Delivering services in the family's home and community removes barriers to engagement such as transportation and childcare while also providing the CCS and IHFS Consultant with opportunity to view interactions naturally between family members. (See question #1 for more information.)

Ability to identify and provide standardized, validated and reliable screening/assessment tools.

Boys Town Louisiana uses standardized assessment tools described in question #1. Trained and experienced staff members (i.e., CCS and IHFS Consultants) administer assessments with oversight from the Supervisor. The Pre-Service workshop contains specific training to develop the CCS and IHFS Consultant's skills in administering and scoring tools and using results with youth and families in service planning. The CCS and IHFS Consultant are also trained on National Database entry of pre- and post-service assessment scores. Researchers with Boys Town's Child and Family Translational Research Center along with program clinicians review relevant standardized, validated, and reliable screening assessment tools for program inclusion. Boys Town also utilizes its Scientific Advisory Panel²⁴ to provide strategic counsel on program development and research (including assessment).

Plans to maintain program fidelity. Boys Town National Headquarters' staff monitor Boys Town Louisiana's staff model implementation and fidelity. A Fidelity Manager from the National Headquarters makes quarterly visits to train and provide oversight of model fidelity. Monthly

²⁴The panel includes nationally prominent researchers in the fields of child welfare, mental health, juvenile justice and education.

Program Implementation Team Meetings and an annual evaluation and certification process is also used to provide direct feedback to staff and managers on established hallmarks and elements of the evidence-based and promising practice Models.

A staff certification process ensures Boys Town Louisiana implements best practice programs and research-based treatments through assessing each staff person's adherence to model fidelity. Boys Town certification is required for each staff person to attain annually to work directly with families (see question #1 for more information on staff certifications).

Regular supervision is another way Boys Town Louisiana helps to maintain program fidelity. Pre-certification, the CCS and IHFS Consultant meet with the Supervisor at least weekly with supervision meetings occurring at least biweekly and as needed post-certification. During supervision meetings, the Supervisor reviews youth/family needs, safety concerns, progress towards service plan goals, outcome data, administrative tasks, and model fidelity feedback/data.

2. Demonstrated ability to collect, measure, and provide outcomes on a quarterly basis. Programs will be evaluated on their ability to measure the desired outputs and outcomes.

Boys Town Louisiana implements a quality assurance system that incorporates data collection tools and reports available to leadership and program staff. These tools provide a comprehensive look at our program and staff's performance to evaluate and improve the effectiveness of our services.

- *Balanced Scorecard* – a quarterly evaluation of our agency's performance related to strategic priorities and critical management areas such as Program (e.g., certification rates), Human Resources (e.g., turnover), Finance (e.g., cost recovery), Development (e.g., major gifts), and Marketing (e.g., amount of content shared), this tool provides a comparison of planned and actual performance.
- *Program Assessment Tool (PAT)* – a quarterly evaluation of each Boys Town program's performance, this tool provides a comparison of performance with national implementation in categories like certification rates, consumerism, outcomes, and length of stay.
- *Program Implementation Tool (PIT)* – a monthly evaluation of staff's implementation of key program elements (e.g., engagement, service planning, assessment, etc.) that helps ensure fidelity to our Model.
- *Critical Success Measures* – a monthly evaluation of performance measures related to client behaviors, program outcomes, and case closures that are used to identify staff training needs and areas of programmatic concern, this tool provides a comparison of performance from the previous year and a year-to-date analysis.

Boys Town Louisiana staff hold weekly leadership meetings where managers review and scrutinize key program performance indicators (e.g., quality management activities; training/staff development, and clinical aspects of the program and fidelity). Staff monitor tracked data and assess outcomes as a part of our performance assurance and performance improvement system. Our data provides necessary information to assess the overall quality of care and treatment. We use outcome evaluation systems to identify patterns, successes, and needs, and to assess client and stakeholder satisfaction.

We are committed to providing exemplary performance and successful outcomes under this contract. Our Senior Director Program Operations, Program Support Services Coordinator, and

Supervisor coordinate and operate quality assurance systems which contribute to Boys Town Louisiana's ability to collect, measure, and provide outcomes quarterly. Quality assurance activities include:

- Facilitating Quality Management Committees to improve program outcomes by assessing services and activities to decrease risks, increase safety, and improve the quality of services (e.g., Administration, Infection Control/Health, Records, Safety, Staff/Program Development, Treatment Assessment, and Utilization Review/Youth Outcomes).
- Establishing a Boys Town Louisiana Alignment Plan with Boys Town's National Strategic Plan (encompassing five-year strategic plan initiatives) and Quality Management Council goals and priorities that will guide youth and family programming and continuously improve services and outcomes.
- Conducting, at a minimum, annual contract reviews to ensure model fit and fidelity to the model is being achieved.
- Coordinating and monitoring procedures to ensure compliance and continuous quality improvement with COA accreditation standards, licensing regulations, fidelity, and certification and contractual standards (all contracts are available instantly for program review in a contract database) including random clinical record (UR) and training documentation review.
- Conducting supervisory meetings where staff contribute strategies (e.g., behavioral interventions); staff and Supervisor review recent observations, progress on staff development goals, and specific performance measurement goals (e.g., youth goal attainment);
- Reviewing all Safety and Ethics Line (i.e., phone line dedicated to making reports of alleged youth or family rights violations or unethical behavior by Boys Town or its staff) reports and taking appropriate action to modify systems, develop staff, and protect the safety and well-being of consumers.
- Staff participation in an annual Employee Viewpoint Survey to anonymously provide views about management functions, work environment, and to recommend quality improvement activities. Survey responses are reviewed by leadership who implement changes as appropriate.
- Conducting Consumer Satisfaction Surveys to assess youth and family participation, satisfaction with provided services, and communication and cooperation of staff. This survey data is reviewed for individual staff members and aggregated to inform programming.

Creating an accurate and objective recording of services is another way data is collected and measured. Boys Town Louisiana documents and records all services provided to youth receiving IHFS or CCS. An individual case record for each youth served is maintained by Boys Town staff electronically, via our National Database (NDB). The NDB is a Boys Town-operated computer-based information system for tracking and storing program and participant information, including demographics, referral behaviors, progress shown through the program duration and goals for each youth, pre- and post-assessment data, and incident reports. Individual and aggregate data helps Boys Town Louisiana provide comparisons on program performance and progress over time and

facilitate program modification if necessary. This data is managed in real-time as a confidential client record available only to authorized staff.

Treatment progress is recorded in the NDB beginning with service initiation until program discharge. Boys Town Louisiana adheres to any data collection standards and submits required reports in an agency-approved format that reflects the efficiency, effectiveness, and outcomes of the services provided by the program.

4. Professional experience with management staff and agency in providing similar services.

Boys Town is one of the nation's largest privately funded organizations dedicated to serving vulnerable children and their families. Founded in 1917, the nonprofit, nonsectarian organization assists nearly 1.5 million vulnerable children and families each year through its youth, family, and healthcare programs. In the 1980s Boys Town expanded its programs from quality residential services to community-based services. Currently, nearly 95% of our work takes place in community and home settings. Our residential and community-based services are provided through an evidence-based model of care and best practice methods.

Boys Town Louisiana, an affiliate organization of Boys Town, has been serving youth and families across New Orleans metropolitan area and state for 35 years. Our programming aligns with industry best practices and exemplifies an elevated level of performance, and organizational, ethical, and evaluative standards of excellence through accreditation by the International Council on Accreditation (COA).²⁵ We offer an array of youth, family, and community services that ensure youth and families receive the right care, at the right time, and in the right way.

Boys Town Louisiana has organizational and staff experience that well equips us to provide Family Support Services (CCS and IHFS) to at-risk youth and/or their families involved in the juvenile justice system. We have been awarded funding from Jefferson Parish to implement community-based services to at-risk youth, including those involved in the juvenile justice system, since 2014. We also work with juvenile justice population through a two-year CCS/IHFS Family Support Services contract with Jefferson Parish, Department of Juvenile Services (contract term: 01/01/2023 – 12/31/2024). In this contract, we partner with status youth offenders and their families to divert non-delinquent, vulnerable youth from court processing by diminishing risk factors to delinquency and addressing individual needs. Outcomes achieved through services provided through this contract in 2023 include:

- 80% of families were engaged in services,
- 96% of youth were at home upon case closure,
- 87% of youth/families met all Service Plan goals by discharge,
- 100% of youth and families rated the IHFS program had a positive impact on their life, 93% had advocated for themselves, and
- 92% learned how to seek and access formal services and were attending school and had graduated.

Our services are best described when looking at stories of those we serve. For example, Chris²⁶ was referred to IHFS for truancy, delinquent behaviors, negative peer influences, substance use, and lack of parental supervision. Chris was engaging in behaviors such as fighting, smoking

²⁵ Information regarding our accreditation is available at https://www.social-current.org/engage/how-to-engage/accreditation_trashed/accreditation-search/?org=481

²⁶Name of client was changed to protect confidentiality.

marijuana, breaking curfew, cyber bullying, and willful disobedience at home and school. Chris was involved in gang fights at school and on the bus. This behavior led to him being expelled and a recommendation to attend alternative school. The IHFS Consultant engaged Chris and his family in services for six months. Services focused on promoting Chris’s prosocial behavior and working with his family on improving supervision and monitoring.

The IHFS Consultant worked with Chris’s family on goals of Child/Caregiver Relationships, Supervision/Discipline/Child Behavior, & Sibling/Peer Relationships. The IHFS Consultant used strategies such as role-playing, modeling, and providing rationales to his family to strengthen family systems. The IHFS Consultant also used teaching to enhance parent skills and Chris’s social skills.

By service completion, Chris completed all his high school credits and graduated. There was an improved relationship between Chris and his family along with enhanced parental supervision. There was also notable substance use elimination. Currently, Chris is on track to attend Trade School to continue his career goal of becoming a Diesel Mechanic.

Boys Town Louisiana has additional experience providing support services with families that do not have current system involvement. For example, Boys Town Louisiana is a recipient of two grants through the Department of Health and Human Services, Office of Head Start, Early Head Start-Child Care Partnership. Through a partnership with five Early Head Start childcare centers, children receive high-quality early childhood education services via Early Head Start curriculum and family supports, case management, family preservation, and parent training provided by Boys Town Louisiana’s staff. This contract offers opportunities to address child and family risk factors that are correlated to later youth delinquency and family dysfunction.

Additional contracts and grants held by Boys Town Louisiana that further demonstrate our experience working on projects similar in size, scope, and function to those proposed in this submission are listed below.

Funding Organization	Program/Service(s)	Term(s)	
Jefferson Parish	In-Home Family Services Common Sense Parenting®	12/03/2014 1/01/2017 1/01/2019 1/01/2021 1/01/2023	12/31/2016 12/31/2018 12/31/2020 12/31/2022 12/31/2024
	Care Coordination Services	5/26/2016 5/26/2022 5/26/2023 5/26/2024	5/25/2022 5/25/2023 5/25/2024 5/25/2026
Department of Public Safety and Corrections/ Youth Services, Office of Juvenile Justice	Family Home Program	12/01/2015 12/01/2018 12/01/2021 6/01/2022 8/01/2022	11/30/2018 6/30/2022 7/31/2022 7/31/2022 7/31/2025
	Intervention and Assessment	12/01/2015 12/01/2018 12/01/2021 6/01/2022 8/01/2022	11/30/2018 6/30/2022 7/31/2022 7/31/2022 7/31/2025

Funding Organization	Program/Service(s)	Term(s)	
	Care Coordination Services	2/02/2016 2/01/2018 11/01/2019 2/01/2021 11/01/2021 7/01/2022	1/31/2018 8/31/2021 10/31/2020 8/31/2021 10/31/2022 6/30/2025
Department of Health and Human Services, Family and Youth Services Bureau Administration for Children and Families	Intervention and Assessment In-Home Family Services (Basic Center, Runaway/Homeless Youth)	9/30/2013 9/30/2016 9/30/2019 9/30/2022	9/29/2016 9/29/2019 9/29/2022 9/29/2025
LA Department of Children and Family Services	Family Home Program QRTP	12/01/2015 7/1/2023 7/01/2022	6/30/2022 6/30/2026 6/30/2025
Greater New Orleans Foundation	Family Home Program Intervention and Assessment Executive Coaching	1/01/2021 1/01/2022 3/05/2021	12/31/2021 12/31/2022 9/30/2021
Department of Health and Human Services – Office of Head Start	Early Head Start, In-Home Family Services, Common Sense Parenting, Care Coordination Services	3/01/2017 9/1/2019 9/01/2021	8/31/2021 8/31/2024 8/31/2026
Tulane Education Fund Tulane University Medical Group	Solutions Based Casework	5/1/2023 5/01/2024	4/30/2024 9/30/2025
The NBA Foundation	Pathways to Economic Mobility Successful Futures	5/01/2022 8/01/2023	4/30/2023 7/31/2025
New Orleans Community Support Foundations	Strengths-Based Continuum of Service for Youth and Families	1/01/2024	11/01/2024
The Joe W. and Dorothy Brown Foundation	Food and Shelter Security Program	12/15/2022	7/15/2023
Nonprofit and Small Business Assistance Program	Care Coordination Services	2/16/2022	12/31/2022

Boys Town Louisiana has a workforce of 70 highly skilled and experienced full and part-time staff. Executive Director, Rashain Carriere, MSW, MPH, has been in this role since 2019. Mrs. Carriere has a strong commitment to Boys Town Louisiana’s mission as she has been an employee with the organization since 2004. She comes to her position with extensive experience with Boys Town’s Model and services through various roles within our organization. As Executive Director, Mrs. Carriere is active in promoting Boys Town Louisiana’s capacity to be a prominent force in Southern Louisiana’s youth and family services. Recently, Ms. Carriere was selected as one of New Orleans Magazines top 2023 female achievers. In addition, she was also nominated as one of New Orleans’ “Remarkable Women”²⁷ because of her work and advocacy of youth leaving/aging out of state custody but still in need of guidance and direction.

²⁷WGNO News, ABC. Retrieved from <https://wgno.com/video/remarkable-women-finalist-rashain-carriere-williams/9552366/>.

Boys Town Louisiana has the capacity through our skilled, professionally trained, and experienced management staff to fulfill the required deliverables for this Family Support Services contract. Our project management team includes Senior Director Program Operations, Program Support Services Coordinator, and Supervisor. These positions ensure quality assurance oversight and implementation.

Senior Director of Program Operations (Orlando “Bruce” Petrie, not included in budget): Bruce has worked at Boys Town since 2004. He is well-versed in the Boys Town Model as he has held several positions including Director of Intervention and Assessment, Director of Family Home Program, and Shelter Shift Supervisor. He is responsible for oversight, program fidelity, and staff development of Boys Town Louisiana’s integrated service array. Bruce is on call to provide support and consultation 24 hours a day, seven days a week to his direct reports. He holds a Master of Science degree in Youth and Human Services and a Master of Business Administration in Health Care Administration

Program Support Services Coordinator (Colleen Hurst, not included in budget): Colleen has been with Boys Town since 2005. She coordinates and monitors procedures to ensure compliance and continuous quality improvement with accreditation, licensing, fidelity, certification, and contractual standards including random clinical record and training documentation reviews. Prior to Boys Town, Colleen was responsible for overall operations of the therapeutic foster care program as Program Director and provided support to the Program Director as Therapeutic Foster Care Coordinator for Gulf Coast Teaching Family Services, Inc. Ms. Hurst holds a Master of Social Work degree and is a licensed Social Worker.

Care Coordination Consultant “CCS Consultant” (Jia Kirk-Walker, 0.50 FTE): The CCS Consultant is responsible for providing direct services in the community; conducting assessments; developing and reviewing Service Plans; facilitating case management; and linking/monitoring resources. This position requires a bachelor’s degree and experience working with at-risk youth and families. Jia was hired in January 2024 as a Care Coordination Consultant. She has a Master of Social Work degree from Louisiana State University and has experience working with youth as a teacher, social worker for homeless youth, and behavioral health therapist.

In-Home Family Consultant “IHFS Consultant” (Nicholas Benson, 1.0 FTE): The IHFS Consultant is responsible for providing direct services in the home and community; conducting assessments; developing and reviewing Service Plans; implementing interventions; facilitating skill development; and linking and monitoring resources/supports. This position requires a bachelor’s degree in human service or similar related field and two years’ experience working with at-risk youth and families. Nicholas has worked as an IHFS Consultant since August 2023. Nicholas has his Master of Arts degree in Counseling with experience working with students experiencing behavioral disorders and providing behavioral counseling.

Supervisor (Nikki Hamilton, 0.495 FTE): This position provides supervision, coaching, and development to assigned staff; monitors child/family progress; and conducts quality assurance. A bachelor’s degree in a human service-related field is required along with a minimum of two years’ experience working with families. Nikki began her role as Supervisor in 2018. In this position, she is responsible for the overall management of the IHFS and CCS programs. She has prior experience as a Mental Health Professional where she conducted individual counseling and group psychosocial skills training. Nikki has a Master’s degree in Mental Health Counseling and is a Licensed Professional Counselor.

Administrative Assistant (Janae Sterling, 0.30 FTE): This position provides administrative support and inputs program data. A high school diploma and administrative experience is required for this position. Janae began this position in 2023. Janae has a Bachelor's degree in communications and experience working as a Human Resource specialist for the United States Department of Defense.

**BOYS TOWN LOUISIANA, INC.
JEFFERSON PARISH DEPARTMENT OF JUVENILE SERVICES
IN-HOME FAMILY SERVICES & CARE COORDINATION SERVICES
ANNUAL BUDGET**

	In-Home Family Services		Care Coordination Services	
PERSONNEL				
Salaries	<u>FTE's</u>	<u>Total Salaries</u>	<u>FTE's</u>	<u>Total Salaries</u>
In-Home Family Service Supervisor	0.33	20,083	0.165	10,042
In-Home Family Service Consultant	1.00	43,068	-	
Care Coordination Services Consultant			0.50	21,216
Administrative Assistant	0.20	8,383	0.10	4,192
Total Salaries	<u>1.53</u>	<u>71,535</u>	<u>0.765</u>	<u>35,449</u>
Fringe Benefits	27.0%	19,314	27%	9,571
Payroll Taxes	8.0%	5,723	8.0%	2,836
Total Personnel		<u>\$ 96,572</u>		<u>\$ 47,857</u>
Non Personnel				
Assistance to Youth		1,600		400
Occupancy		11,477		5,739
Contract Services		-		
Supplies		768		384
Printing & Publication		-		
Postage		-		
Equipment Rental & Maintenance		-		
Travel		7,323		4,221
Telephone		754		390
Total Non Personnel		<u>\$ 21,923</u>		<u>\$ 11,134</u>
TOTAL PROGRAM EXPENSES		<u>\$ 118,495</u>		<u>\$ 58,989</u>
ADMINISTRATION ALLOCATION		-		-
TOTAL PROGRAM COSTS		<u>\$ 118,495</u>		<u>\$ 58,989</u>
Maximum Number of Families/Clients to Serve - 1 Year	34		8	
Length of Services (days)	84		182.5	
Total # of Care Days (at 85% occupancy)	2,428		1,460	
Cost per Day		<u>\$ 48.80</u>		<u>\$ 40.40</u>
TOTAL FUNDING REQUESTED		<u>\$ 118,495</u>		<u>\$ 58,989</u>

Rashain Carriere

Education

2000-2002 • Master of Public Health • Tulane University, New Orleans, LA

2000-2001 • Master of Social Work • Tulane University, New Orleans, LA

1996-2000 • Bachelor of Arts in Psychology • Louisiana Tech University, Ruston, LA

Professional Experience

Current Position

2019-Present • Boys Town - New Orleans, LA. • Executive Director

- Establishes business objectives and develops strategic plans for all programs and staff that are aligned with the overall strategic goals of the organization.
- Communicate the strategic direction clearly to staff, the Board of Directors, and community stakeholders.
- Formulates financial plans and manages the budget and utilization of available funds effectively in operating the Site.
- Establishes, supports, and oversees the implementation of effective local fundraising strategies.
- Ensures adherence to organizational policies and collaborates effectively with national support services functions.
- Ensures that the program provides the types of services required and serves the appropriate number of children to meet the needs of the community.
- Ensures the program results in successful outcomes for the children and families served.
- Effectively recruits, manages, develops, and retains staff through activities that promote program quality, build team morale, and advance the mission of the organization.
- Ensures the safety and integrity of programs by monitoring safety systems.
- Provides education and communication to external stakeholders including civic leaders, government officials, and child care professionals about the guiding philosophies of the organization.
- Directs program and public relations activities designed to improve organizational image and relations with both donors and the community.
- Identifies, develops, and maintains effective relationships with key members of the community to benefit advocacy initiatives.
- Differentiates the organization within the community through the demonstration of high-quality programs.
- Spokesperson for the organization by participating in community activities and events, making formal presentations, and working cooperatively with other key organizations.
- Engages in Board development activities including the planning and facilitation of Board meetings, committee development, and clarifying relationships between Site staff and Board members.

Previous Positions:

2018-2019 • Boys Town - Omaha, NE • Fidelity Consultant

2004-2018 • Boys Town Louisiana - New Orleans, LA • Senior Director of Program Operations

2004-2004 • Boys Town Omaha, NE • Administrative Trainee

2001-2004 • Renaissance Retirement Community -New Orleans, LA • Social Service Director

2001-2001 • Active Intervention, Inc. - Gretna, LA • Counselor/Mental Health Specialist

Orlando Bruce Petrie

Education

Northcentral University • Master of Business Administration, Health Care Admin. • 5.2014 – 11.2015

Bellevue University • Master of Science in Youth and Human Services • 8.2006 – 12.2008

University of New Orleans • Bachelor of Science in Business Administration • 1.1999 – 12.2002

- Minor in Management and Accounting

Professional Experience

Boys Town Louisiana • Senior Director of Program Operations • 3.2018 to Present

- Leads, motivates, and evaluates staff to ensure program fidelity, program quality, and program staff development in meeting program expectations.
- Implements program performance components, including model fidelity observations, implementation practice reviews, program alignment plans, incorporation of quality management council, and operating reviews.
- Monitors and analyzes data to evaluate program performance.
- Participates in budget preparation and monitoring financial information for program services.

Boys Town Louisiana • Director of Intervention and Assessment • 1.2013 – 3.2018

- Supervises shift supervisors, provides final authority on service plan implementation, conducts residential inter-disciplinary team management meetings, treatment planning meetings.
- Ensures compliance with local, grant, contract, or licensure requirement for youth treatment, provides approval for residential admissions.

Boys Town Louisiana • Director Residential Program • 6.2006 – 1.2013

- Supervises clinical staff, provides final authority on treatment plan implantation, conducts residential inter-disciplinary team management meetings, and ongoing staff and program development/training for direct care (clinical) staff.
- Ensures compliance with local, grant, contract, or licensure requirement for youth treatment, and provides approval for residential admissions.

Boys Town Louisiana • Administrative Training Program • 11.2005 – 6.2006

- Management training program on Home Campus designed to familiarize participants with principles, fidelity, theory of the model, basic managerial understanding of Boys Town programs.

Boys Town Louisiana • Shelter Shift Supervisor • 8.2004 – 11.2005

- Teach skills a Youth Care Worker needs through role-playing and dissemination of information.

New Orleans Recreation Department • Summer Camp Director • Summer Employment

Young Marines Programs • Academic Coordinator/Lead Teacher/Commanding Officer • 2003 – 2004

Webb Accounting Firm • Internship • 2001 – 2003

NFL Youth Education Town • Program Director/Summer Camp Director • 1998 – 2002

Petrie Iron and Construction, Inc. • Human Resources/Administration • 1992 – 1998

United States Marine Corps • Administrative Chief • 1985 - 1992

Colleen Hurst

Education

1997 Master of Social Work Southern University of New Orleans

1982 Bachelor of Social Work

Professional Experience

Boys Town Louisiana, Inc. • Program Support Services Coordinator • 10.2010 to Present

Boys Town Louisiana, Inc. • Community Based Abstinence Education • 10.2008 - 9.2010

- Implemented new contract within federal and Agency guidelines.
- Coordinated pilot program for the successful transition to services.
- Oversaw the general operations of the program including staff hiring, management, and training, coordination with stakeholders, and facilitated compliance with the program model of care and research activities.
- Collaborated with other community stakeholders and built new partnerships.

Boys Town Louisiana, Inc. • Program Support Services Coordinator • 1.2005 - 8.2008

- Developed and maintained a systematic process for the oversight and administration of all program contracts, grants, accreditations, licenses and purchase of service agreements, staff training requirements, and personnel file content.
- Ensure program compliance with internal agency policies.
- Assist in the coordination of staff activities in preparation for outside agency audits.
- Provide training to staff related to regulations, policies, contracts and accreditation requirements.
- Provide information and recommendation to directors regarding systemic and program-specific improvements and/or changes to ensure regulatory compliance.
- Assist with grant/contract presentation and proposal development.
- Implement and monitor the development of QA/QI committees.
- Monitor and ensure youth and staff safety as safety committee chairperson. Develop annual safety goals and objectives. Monitor risk management concerns, workers compensation claims, vehicle use/damage, youth and staff injuries.
- Use Continuous Quality Improvement (CQI) process to identify “red flags” or possible areas of concerns.
- Responsible for the implementation of Boys Town Louisiana Family-Based Program. Served as the interim Coordinator from 1-08 to 6-08.
- Responsibilities of the Interim Coordinator position included but not limited to hiring and supervision of staff, development of record-keeping system and referral base; creating out-reach and other contract required materials and implementation of BT model and

Gulf Coast Teaching Family Services, Inc. • Program Director • 9.1995 - 1.2005

- Managed the overall operations of the Therapeutic Foster Care Program, which included 6 separate contracts and supervision of 8 staff members and over 40 foster families. Duties included but were not limited to program development and evaluation, fiscal and personnel management, fund-raising, public relations, recruitment, and retention of foster parents.

Nikki Hamilton, LPC

Education

Xavier University of Louisiana • MA in Mental Health Counseling • Chi Sigma Iota Honor Society • 2007

The University of Louisiana at Lafayette • BS in Criminal Justice • Minor: English • 2000

Professional Experience

2/2018 – Current • In-Home Family Services Supervisor • Boys Town Louisiana, Inc.

- Provide in-home intervention to children and their families utilizing a skill-based, solution-focused model to help families adopt positive solutions to problems through the teaching of skills and behavioral techniques assessing community resources and support.
- Contributes to ongoing program development and assumes responsibility for delivery of services to children and families within the Basic Center Program for runaway and homeless youth.
- Assumes supervisory and administrative responsibility for In-Home Family Services.
- Provides and documents ongoing and regular supervision to consultants.
- Serves as a role model in carrying out the mission of Father Flanagan's Boys' Home.

11/2017 – 3/2018 • Intake Specialist • Affiliated Computer Services

- Conduct home visits to inform recipients of services, applications, and eligible processes.
- Initiate and complete needs assessment documentation for validation using Minimum Data Set-Home Care (MDS-HC) assessment or other assessment tools designed by the Department of Health and Human Services.
- Obtain and review medical information and evaluations performed by various agencies and groups.
- Gather existing evaluative and eligibility materials from various sources to verify the level of care needed and severity of medical conditions; verify consumer's disability/diagnosis.
- Prepare required eligibility materials, including obtaining necessary signatures, and forward to the Bureau of Community Supports and Services (BCSS) and designee.

2012 - 2/2018 • Licensed Mental Health Professional/Mental Health Professional/Corporate Compliance Officer • Grace Behavioral Health, LLC

- Provides lead responsibility on MHR assessment team for each assigned consumer in which services are rendered.
- Administer and score LOCUS/CANS.
- Act as a team leader of the service planning team, sign and date the Treatment Plans and Quarterly Report.
- Provide crisis intervention services for community support staff, as needed.
- Provides all core services except medical management, when needed to fulfill the approved service agreement.
- Assures that all activity plans are developed and implemented.

- Coordinates all services for the MHR recipient, agency, and access and coordinates services provided through non-MHR agencies.
- Completes initial screening of all prospective recipients.

2011 • Mental Health Professional/Health • Grace Behavioral Health, LLC

- Provides community support work, group psychosocial skills training, and individual and/or group counseling to recipients, as assigned.
- Participates in all staff training assessments.
- Assess, review, or monitor a recipient's status in relation to rehabilitation.
- Identify, report, and maintain weekly appointments for community resources.
- Submit accurate, legible, and complete weekly counseling notes and progress notes.
- Arrange appointments and transportation for recipient's psychiatric visits. Participate in the agency's Performance Improvement Initiative; attend and conduct staff meetings.

2011 • Mental Health Professional/Health and Safety Officer • Fidelity Behavioral Health

- Provides community support work, psychosocial skills training, and individual and/or group counseling to recipients, as assigned.
- Participates in staff training assignments.
- Assess, review, or monitor a recipient's status in relation to rehabilitation.
- Identify, report, and maintain weekly appointments for community resources.
- Submit accurate, legible, and complete weekly counseling notes and progress notes.
- Arrange appointments and transportation for recipient's psychiatric visits.
- Participate in the agency's Performance Improvement Initiative.
- Attend and conduct staff meetings.
- Duties as Health and Safety Office: Inspections, drills, emergency plan, and procedures, developing and implementing policies.

2009 • Mental Health Professional • Enhanced Destiny Services

- Provides community support work, psychosocial skills training, and individual and/or group counseling to recipients, as assigned.
- Assess, review, or monitor a recipient's status in relation to rehabilitation.
- Identify, report, and maintain weekly appointments for community resources.
- Submit accurate, legible, and complete weekly counseling notes and progress notes.
- Arrange appointments and transportation for recipient's psychiatric visits.
- Participate in the agency's Performance Improvement Initiative.
- Submit re-authorization to the officer within five days of notification.
- Attend and conduct staff meetings.

Memberships

Delta Sigma Theta Sorority, Inc. • Louisiana Counseling Association

References

Nedra V. Scott • Professional Reference • 504-390-0078

Nhung Pham • Professional Reference • 337-504-1400

Nathaniel D. Collins • Personal Reference • 504-296-9238

Jia Kirk-Walker

Education

Louisiana State University • Master of Social Work • 8.2023

- GPA 3.7

Xavier University of Louisiana • Bachelor of Science in Psychological Science • 5.2021

- Concentration: Sociology
- Honors: Cum Laude, GPA 3.5 • Major GPA 3.6

Professional Experience

Boys Town Louisiana • Care Coordination Consultant • 1.2024 to Present

- Builds strong relationships with families and community resources, facilitating referrals as needed and monitoring those services.
- Conducts screening and assessments for program eligibility, tailoring service plans accordingly.

Integrated Family Services, LLC • Behavioral Health Therapist • 9.2023 to 1.2024

- Conduct therapeutic and skill teaching sessions based on client treatment plan.
- Create a schedule to reflect consistent services provided to caseload.
- Complete notes to describe client's progress for agency and insurance companies.
- Provide additional support to client families based on needs.

Inspirenola Charter Schools • Social Work/McKinney Vento Intern • 8.2022 – 5.2023

- Created systems utilizing Microsoft Excel to collect and organize data on the homeless student population in the school system.
- Partnered with designated liaisons throughout the school system to disseminate resources to the homeless student population.
- Created and managed monthly service trackers via Microsoft Excel to document student receipt of needed services and resources.
- Created and delivered presentations to liaisons on policies and procedures to be followed when working with the student population and the appropriate way to turn in documentation.
- Conducted audits on data collection procedures to ensure continued and accurate documentation.
- Shadowed, and gave input, social workers giving sessions to elementary school age students.

Collegiate Academies • Algebra II Teacher • 7.2021 – 4.2022

- Designed lesson plans to foster creative and immersive learning environments for students.
- Tracked achievement of goals outlined by lesson plans.
- Created homework assignments to facilitate continued learning outside of the classroom.
- Utilized software such as Schoolrunner and Excel to keep student records on attendance and grades.

Inspirenola Charter Schools • Substitute Teacher • 3.2021 – 7.2021

- Assist the main teacher by following predesignated lesson plans.
- Compiled report for main teacher to ensure smooth integration back into classroom upon their return.

Xavier University of Louisiana • Statistics Student Instructor • 7.2017 – 5.2021

- Developed and designed curriculum plans to foster student learning, stimulate class discussions, and ensure student engagement.
- Conducted office hours to assist with one-on-one teaching.

Social Justice Participatory Action Research Collective • Research Project Manager • 4.2020 – 8.2020

- Effectively lead research team through the literature review process.
- Managed and dissemination of lab tasks to research assistants.
- Conducted data collection and facilitated thematic content analysis.
- Presented findings at the Summer Research Conference at Xavier University of Louisiana.

Xavier University of Louisiana • McNair Scholar • 1.2020 – 5.2021

- Worked with faculty mentors to design original research projects.
- Conducted data collection and analysis via SPSS.

Skills

SPSS (T-tests, correlations, and regression) • MS Office (Word, Excel, PowerPoint, Outlook) • Student records programs (Schoolrunner, PowerSchool) • Google Suites (Google Docs, Google Sheets, Google Forms)

Nicholas Belson

Education

Louisiana State University • B.F.A. in Studio Art • 8.2011 – 5.2016

- Concentration in Digital Art

University of Holy Cross University • M.A. in Counseling • 8.2020 – 5.2023

- Marriage, Couple, and Family Specialization

University of Holy Cross University • Ph.D. Counseling, Education, and Supervision • 8.2023 – 12.2025

- Anticipated graduation, December 2025

Professional Experience

Boys Town Louisiana • In-Home Family Services Consultant • 8.2023 to Present

- Builds strong relationships with families and community resources, facilitating referrals as needed.
- Conducts screening and support for functional skill development, monitors progress, and provides crisis intervention when necessary.
- Offers training and support for functional skill development, monitors progress, and provides crisis intervention when necessary.

Crescent Community Outreach • Counseling Intern • 9.2022 – 5.2023

- Establish and build rapport with individuals taking part in Diversion programs.
- Monitor clients to ensure adherence to case plans; meets with clients on a regular basis via teletherapy or in-person meetings.
- Document client progress notes and provide weekly updates to their Diversion case manager.

Thomas Jefferson Academy for Advanced Studies • Itinerant Talented Visual Arts Teacher • 2.2022 – 7.2023

- Establish and maintain positive professional relationships with faculty, staff, and administrators in order to manage facilities, equipment, and resources in support of arts programs.
- Collaborate with community arts partners, organizations, and other content area teachers to create diverse learning experience for Jefferson Parish students.

Behavior Teaching Concepts • Line Therapist • 4.2021 – 2.2022

- Provided one-to-one ABA based instruction to students with Autism Spectrum Disorders.
- Provide weekly updates, progress notes, and treatment plans to Advanced BT Therapist on each case.

Leadership

Phi Beta Sigma Fraternity, Inc. (Iota Tau Chapter) • Secretary, Director of Education, Service Chair

Janae Sterling

Education

Loyola University ▪ Bachelor of Art in Communication

Professional Experience

Boys Town Louisiana ▪ Administrative Assistant ▪ 12.2023 to Present

- Efficiently manage incoming calls and correspondence, ensuring prompt and professional responses.
- Accurately input and maintain data in relevant systems or databases, ensuring integrity and accessibility of information.
- Organize and maintain physical and digital filing systems, ensuring easy retrieval of documents and information.
- Coordinate and schedule meetings, interviews, and appointments, optimizing time management for executives and team members.
- Undertake various administrative tasks as required, demonstrating adaptability and readiness to support organizational needs.

United States Department of Defense ▪ Human Resource Specialist ▪ 4.2017 to 12.2023

- Independently note and follow up on administrative commitments, maintain calendars, coordinate meeting arrangements and schedule meetings and conferences.
- Responsible for the preparation, maintenance, and deposition of required administrative reports and other correspondence.
- Utilize computer programs such as Microsoft Office to include Excel, Access, Outlook, and Word to enhance or complete various administrative responsibilities.
- Prepare and process letters of reprimand, investigation reports, unfavorable information files, and separation actions.
- Ability to communicate effectively, orally and in writing with significant ability to deal effectively and tactfully with civilian/military personnel of all ranks and at all command levels.
- Monitors preparation of performance reports, reviews for accuracy and consistency with available guidelines, and ensures timely submission.
- Monitors personnel action requests, tracks personnel, manpower, and training transactions as documentation flows through the office and provides status reports to leadership.
- Identifies and responds to trends of programs and keeps them operating at or above satisfactory levels.

U.S. Department of the Navy ▪ Help Desk Technician ▪ 11.2021 – 4.2023

- Answer high volume calls to assist DOD members with certifying and personnel systems.
- Organized the completion and processing of over 35,000 client claims.
- Entering and retrieving personnel action data and correcting data errors in data systems. Ability to interpret and apply moderately complex directives pertaining to the area of responsibility.
- Systems included defense travel system, personnel data system, order writing system, and computer hardware system.
- Typing speed of 53 WPM. Ability to communicate effectively both orally and in writing using tact and courtesy.
- Extensive knowledge of, and skill in applying military personnel regulations and procedures relating to transactions processed.
- Assists clients with any issues involving their computer hardware, communications software, or computer applications.

- Ability to communicate effectively, orally and in writing with significant ability to deal effectively and tactfully with civilian/military personnel of all ranks and at all command levels.
- Contribute to the development and implementation of organizational strategies, policies, and practices.
- Use automated programs to produce necessary documentation.
- Maintaining maximum utilization of internal and field resources through daily dispatch of service requires by both monitoring and managing incoming client requests so that they can be dispatched to the appropriate resource.
- Improved the coordination and communication between company sections.
- Knowledge of general office administration and clerical procedures.

Military Experience

Branch: United States Air Force ▪ **Service Country:** United States ▪ **Rank:** E-5 ▪ 8.2017 – 2023

Certifications and Licenses

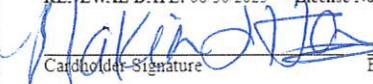
Secret Clearance

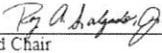
STATE OF LOUISIANA
LICENSED PROFESSIONAL COUNSELORS
BOARD OF EXAMINERS

This is to certify that the person named below has complied with the requirements of the laws of the State of Louisiana and is entitled to practice mental health counseling as a

LICENSED PROFESSIONAL COUNSELOR

RENEWAL DATE: 06/30/2025 License No. 4636


Cardholder Signature


Board Chair