NORTH CAROLINA SCHOOL-BASED
Child and Family Support Team
INITIATIVE

The Case Management System

Alamance-Burlington, Anson, Bertie, Caldwell, Duplin, Durham, Greene, Halifax, Hyde, Hoke, McDowell, Nash-Rocky Mount, Martin, Pamlico, Person, Richmond Scotland, Swain, Vance, Wayne, Winston-Salem/Forsyth

CENTER FOR
Child and Family Policy
DUKE UNIVERSITY

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The CFST Case Management System

The CFST case management system (CMS) serves several functions.

First, it captures legislatively-mandated information, including: the number of children served; demographic information on youth served; the reasons why students are involved in the CFST program; and the relationship between the CFST program and other state agencies that participate in the program.

Second, it helps the CFST leaders keep track of the students with whom they are working by providing a way to monitor the work they do with each of the children they serve. It also allows CFST leaders to keep track of meetings, contacts with other agencies, and all follow-ups with the students with whom they are working.

Third, it provides CFST Leaders, school administrators, and state officials aggregate statistics of the efforts occurring within the catchment area of CFST. This allows supervisors to understand how the CFST program is being implemented and whether the current efforts are likely to lead to successful outcomes.

Finally, the case management system provides information for evaluating the CFST initiative. Evaluation is important because it provides information about whether and how the program is working. Based on previous data entered by CFST leaders, the evaluation team is analyzing the impact of the CFST program on academic achievement (measured through test scores, dropout rates, office disciplinary referrals) and out-of-home placements (measured by involvement with social service and/or department of juvenile justice and delinquency prevention).

What's New?

CFST practices and the skills required for the case management of students in our catchment area advances each year. Throughout the CFST initiative, a number of CFST leaders, LEA coordinators, and school officials have provided valuable feedback about how to improve our program and case management system to reach our program goals. This year we have added the following practice protocols and case management upgrades. These changes were designed to increase program clarity and improve your data entry experience.

- Screening Tool
    - Each year we strive to reduce program variation in CFST. This year we are continuing to meet this objective. Our task is to improve our decision making so that we do not miss any students who may benefit from the CFST while screening out those whose conditions do not rise to the level of "at risk of academic failure or out-of-home placement." As a result, we have developed a screening tool that is simple, yet specific enough to guide the decisions about which students are entered into the CFST system as CFST clients. This process aims to improve our practice in our catchment area and strengthen our evaluation data.
- Improvements in Navigation
  Session times out when users have been inactive for 30 minutes or more. It requires users to log back into the system.

    - Additional Options

- "Add Multiple Attendees" in the meeting section – this option allows users to enter up to six meeting attendee records simultaneously. Previously, the user had to enter one attendee at a time.
- "Alerts!" on the user's profile – this option notifies CFST leaders of any delinquent service plan records that are missing an initial 30-day follow-up.

How to Use This Document

This manual is designed to help CFST leaders across all of the schools in the CFST initiative enter information consistently so that we can see how the program is working across school districts.

One of the lessons we have learned over the last five years is that it is important for all of the schools and CFST leaders to use common definitions for CFST-related terms and that they use the same general criteria for accepting students into the CFST program. There will always be differences in practices and it is important to note that differences from one district to another do not necessarily mean that one district is doing better or worse. Instead, they may reflect differences in implementation or priorities. But without common definitions and general criteria, we will not be able to see how those differences are impacting outcomes. For example, System A may choose to increase the number of students who are referred, while System B may focus on ensuring that a smaller number of students are receiving the services from outside agencies. The evaluation team cannot predict which approach will lead to better results, but we would like to see how these strategies produce different outcomes. However, if data are not entered consistently, the evaluation team will not be able to determine the type of impact the program is having in different districts.

This manual defines and clarifies certain key concepts in the CFST process, including referral, team meeting, strength-based intervention, lead agency, the roles of the lead agency, home visits, what it means to close a case, and provides the criteria for selecting the CFST student population. In addition to describing the case management system, the manual answers commonly asked questions regarding the data entry system and the CFST program.

Based on feedback from CFST leaders and LEA coordinators, this manual contains definitions and instructions that should help CFST leaders enter information in a uniform fashion. Wherever possible, the case management system has incorporated suggestions from CFST leaders to create drop down menus to reduce the need to enter text. In addition, this helps unify data collection so that the evaluation team can compare the CFST process across schools and school systems.

Key Terms of the Child and Family Support Team Initiative

Many questions about the Child and Family Support Team (CFST) initiative involve the key terms used in the program.

Referral

In the past, CFST leaders themselves have been the largest referral source. Identifying students potentially at-risk of academic failure or out-of-home placement remains one of their primary responsibilities. A referral occurs any time an individual, an agency, or a team member brings a concern regarding an at-risk student to the attention of a CFST leader. Referrals can come from any source, including teachers, principals, school staff, neighbors, friends, parents, students, etc. After checking attendance records, health records, screenings, and other regularly available school-based resources (e.g., talking to other staff), the CFST leader will decide whether the case is appropriate for the CFST program based on the criteria for the inclusion of students located below. *Please note, if a student's case is open for CFST services and another referral is received for the same needs as are being addressed in the open case, it is not necessary to enter duplicate information on the referral or the needs. However, if the new referral includes any need not being addressed through on-going CFST services, the referral and all of its information is to be entered into the case management system, which may mean readdressing resolved and/or discontinued needs*.

If the CFST leader decides that another program within the school is better suited for the student's needs or that student should be immediately referred to DSS or to mental health, this would be noted in the case close section (described in more detail below).

The referral section is designed to capture how many at-risk students are being referred to the CFST program and who is making those referrals. CFST leaders acting proactively to make appropriate referrals are beneficial to the goals of CFST, which are to increase academic achievement and reduce out-of-home placement. Therefore, CFST leaders should not "wait" for referrals to come to them. The authorizing legislation re-enforces the need for CFST leaders to be proactive by specifically stating that the *"Child and Family Team Leaders shall identify and screen children who are potentially at risk of academic failure or out-of-home placement due to physical, social, legal, emotional, or developmental factors."*

It is important for CFST leaders to remember that referral reasons are not "encounters" with students, such as visits to the nurse or social worker for various "routine" issues. Documenting these types of issues is a poor use of your time and provides inaccurate information that jeopardizes the evaluation team's capacity to report on the outcomes of the CFST model of service. The referral reason simply refers to the need(s) that prompted someone to refer this at-risk student. The referral person may know a fair amount of history or may have just observed the student was more withdrawn than usual. The referral reason most likely does not capture the full circumstances surrounding the student. Through the team meeting process additional needs can be identified and documented.

Questions CFST leaders should ask during the referral process are:

1. Is the referred student a member of this CFST School?
    i. If yes, the student may be served through the CFST.
2. Does the referred student have a need that places him or her at risk for academic failure or out-of-home placement (please refer to the CFST screening tool)?
    i. If, yes the student may be served through the CFST.
3. Is the student receiving appropriate services to meet the need at the time of the referral?
    i. If no, the student may be served by the CFST program. CFST leaders should make contact with the parent(s) to discuss the issues with them.

After receiving a referral and determining that the case is appropriate for the CFST program, the CFST leaders may learn that the student in question has additional issues than what prompted the initial referral. Through the CFST assessment process a richer understanding of the student's and family's strengths and needs should emerge.

After contacting the parents and determining what they believe the student's needs are, the CFST leaders should try to set up a ***CFST Meeting***.

CFST Team Meeting

"Child and Family Team meetings are times when family members and their supports come together to make and update plans to meet the needs of the student and family. The plans focus on the strengths of the student and family and speak to their needs, desires and dreams."

North Carolina Collaborative

The Child and Family Team (CFT) meeting is a group process intended to bring everyone who has an influence on the child and family together to support and assist them in making plans for added success. In the CFST initiative, a CFT meeting is, at minimum, an in-person meeting with at least the CFST leader and the student's parent, guardian, or primary caretaker. *A primary caretaker is defined as those individuals who can legally enroll a student into school although they may not have legal custody.* If the student is of an appropriate age and maturity level, he or she should also be included. *Please note: A primary caregiver must be at the table unless there is over-riding law that allows the student not to inform his/her primary caregiver of the situation. This is particularly seen in pregnancy and STD issues. Other factors that allow the exclusion of primary caregivers are high school students who are over 18 or emancipated 16 and 17 year olds.* In addition, encouraging family support at the meeting is ideal (e.g., pastor, coach, or other person involved in the family's life). The purpose of this meeting is to develop a deliberate plan to help the student achieve goals. During this meeting, the team will discuss the student's and family's strengths and develop a written plan that builds upon these strengths. The team will also discuss the student's needs and goals and develop a service plan to help the student reach his or her goals.

While it is best practice for CFST leaders and the team (i.e., parent, guardian or primary caretaker and relevant agencies) to come together in-person, if a meeting is called by another agency and all relevant parties are present at the selected location except for the CFST leaders due unseen issues (i.e., parent and relevant agencies), the CFST leaders may attend the meeting by phone when unable to attend face-to-face.

If the CFST leaders are leading the case management and service provisions (i.e., they planned and called the meeting), **it is a requirement of the CFST program that they and the parent, guardian or primary caretaker be face-to-face during the CFST meeting**. The only exception is if there is over-riding law that allows students to exclude parents in their service planning, as mentioned in *italics* above.

The team will also identify the student's primary unmet need. The primary unmet need is the most pressing need of the student. The primary unmet need should also help identify who is going to be the ***lead agency*** for this child. A number of other public agencies are now using child and family team meetings, so this process should be familiar to your agency partners.
More information on how other agencies are using child and family teams can be found at:

- North Carolina Collaborative for Children and Families: http://www.nccollaborative.org/
- North Carolina Division of Mental Health/Developmental Disabilities/Substance Abuse Services: http://www.ncdhhs.gov/mhddsas/childandfamily/index-news.htm

- North Carolina Division of Social Services: http://info.dhhs.state.nc.us/olm/manuals/dss/cms-55/man/

Lead Agency

According to the authorizing legislation, the primary unmet need of the student determines who the lead agency is for the student. The authorizing legislation states that:

School personnel shall take the lead role for those children and their families whose primary unmet needs are related to academic achievement.

The local management entity shall take the lead role for those children and their families whose primary unmet needs are related to mental health, substance abuse, or developmental disabilities and who meet the criteria for the target population established by the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services.

The local department of public health shall take the lead role for those children and their families whose primary unmet needs are health related.

Local departments of social services shall take the lead for those children and their families whose primary unmet needs are related to child welfare, abuse, or neglect.

The chief district court counselor shall take the lead for those children and their families whose primary unmet needs are related to juvenile justice issues.

How is the lead agency identified?

While the CFST leaders will usually call the first CFST meeting based on discussion and agreement between the family and others who are involved in the case, the lead agency should be identified at the first CFST meeting.

CFST leaders and agency partners should develop clear criteria for choosing lead agencies. Disagreements or confusion are less likely when these are in place. Such criteria should include the answers to the following questions:

- What is the primary unmet need of the student or family?
- Which agency has main responsibility for addressing the child’s or the family's primary need, including statutory responsibility?
- Which agency (if any) has a previous or potential ongoing relationship with the student or family?
- Does an agency have an ongoing responsibility to carry out an advocacy role for the student or family?
- Which agency has the skills and knowledge to provide a leadership and coordinating role in relation to other practitioners involved with the child or family?
- Which agency has the ability to draw in and influence services?
- Which agency has an understanding of the surrounding support systems that are available to manage and sustain service provision?
- Which agency has capacity to take on the role?

<u>While the CFST leaders may have ideas about who should be the lead agency, the final determination should occur at a CFST meeting in consultation with the family and other</u>

agencies. Please capture which agency is managing the student's records – not who the lead agency "should" be.

What are the lead agency's roles?

The roles of the lead agency are to:

- Schedule and arrange Child and Family Support Team meetings.
- Build a trusting relationship with the student and family to secure their engagement and involvement in the CFST process.
- Ensure that the student and family remain central to any decisions made about them, providing the student or family with sufficient information to empower them to make their own decisions.
- Ensure there is a crisis plan in place for the family.
- Use the outcome of the CFST meeting to:
  - ⇨ Ensure that the student and family are involved in agreeing to the CFST process and ensure that it is focused on the delivery of support.
  - ⇨ Provide strengths-based, solution-focused services designed to remedy the student's primary unmet need.
  - ⇨ Identify where additional services and other providers may need to be involved to meet other needs of the student and family.
- Act as a key conduit and contact point between the student, family, and other practitioners involved in delivering more targeted and universal services.
- Use the CFST process and team meetings to ensure that case progress is monitored, taking into account:
  - ⇨ The changing circumstances and needs of the student or family over time.
  - ⇨ Whether progress is made.
  - ⇨ The student's or family's experience of or satisfaction with services/support received.
  - ⇨ The views of other practitioners on the effectiveness of support.
  - ⇨ Whether support or services should be changed and whether more specialist support may be required.
  - ⇨ Whether the student's needs have been met and they no longer require additional support.
- Ensuring that when students and their families may require more specialist services:
  - ⇨ The student and family continue to be supported while any specialist assessments are carried out.
  - ⇨ An effective 'hand over' takes place when a new lead agency is required to deliver and coordinate the ensuing support.

No matter whom the lead agency is, if the CFST leaders are participating in a team meeting, the CFST leaders will still enter information about the meetings into the case management system. They should participate in the team meetings until the issues that brought them to the meeting are resolved. If those issues are addressed and if the team meetings run by other agencies move on to unrelated issues, the CFST leaders can decide to close the case after consulting with the family (in other words, the other agency will continue their work but without the involvement of the school-based CFST staff).

Service Plan

The CFST initiative aids students and families who are in the "secondary and tertiary stages" of academic failure and/or out-of home placement. Students and families suffering from multiple risk factors (i.e., needs) associated with academic failure and/or out-of-home placement are identified and treated with strength-based interventions documented in service plans. A service plan is developed during a Child and Family Team meeting to address the student's needs. During the CFST process, participants of the meeting collaboratively develop the plan, which includes determining the desired outcome for the student and the services (i.e., strength-based interventions) the student will be connected with, and then sign the plan. Connecting students to the most appropriate services based on academic failure and/or out-of-home placement is vital to student success, as well as program success. Questions CFST leaders should answer during the team meeting are: what is/are the desired outcome(s) for the student; how would this strength-based intervention impact the student's academic issues as well as non-academic issues?; and how would this strength-based intervention decrease the significant risk of the student being placed out-of-home? *Note: Desired outcomes for the students should be specific, measurable, attainable, reliable, and timely. For more information on how to write smart goals, please download the document below as a resource:*
http://www.ncdhhs.gov/mhddsas/dwi/providers/clinicaltools/smartgoalsettinginfo6-11.pdf

While it is best practice for all service plans to be written and signed, there may be situations involving an emergency or crisis when this is not possible. In emergency or crisis situations, CFST leaders should enter the details of a verbal plan into the case management system as soon as possible in order to not lose the specifics of the case by a time delay. Once the emergency or crisis is over, the CFST leaders should reconnect with the family to document the verbal plan in writing. This should also serve as an opportunity to review the effectiveness of the verbal plan and revise it to best meet the student's or family's needs.

Multiple interventions may be needed to aid a risk factor for a student. As a result, multiple service plans (i.e., strength-based interventions) may be created for any one student need. For example, if a student's need is aggressive behavior, several service plans can be developed to combat this one need. A strength-based intervention can be planned for a behavioral contract, connecting the student to the school-based mental health services, and mentoring. Similarly, for each strength-based intervention (i.e., service) that is listed on the plan, different individuals may take a lead role in ensuring the student receives that service. For example, the student may be responsible for attending an after-school program, the parent may be responsible for taking the student to a doctor, etc. The services available in the CFST catchment areas vary from LEA to LEA. CFST leaders should take care to connect students and their families to evidence-based programs in their communities. *Please note: In the CFST program it is common for students to have service plans that roll-over to the next academic year. When this occurs it is not necessary to discontinue the service plan if it remains the same. CFST leaders should continue follow-up on the student and document the follow-up in the service plan follow-up section in the case management system. However, if a service plan needs to be modified, the CFST leader should discontinue that service plan and add another one.* IMPORTANT: CFST LEADERS SHOULD NEVER CHANGE OR MODIFY A PREVIOUSLY ADDED SERVICE PLAN DATE!

Service Plan Follow-up

It is true that service plan follow-up is a requirement of the CFST initiative. More importantly, following up on a student's progress is the only way to know whether the student is receiving the recommended services and making progress toward their goals. Within thirty days after the service plan date, the initial follow-up on the service should occur. Thereafter, CFST leaders should follow-up with the recommended service(s) as needed, with the stipulation that the second follow-up for on-going services does not exceed 90 days of the initial service plan date. When completing a follow-up, CFST leaders should connect with the lead of the service plan (i.e., strength-based intervention) to document if the intervention was received, any barriers to care, and how the student is progressing toward the goal stated in the desired outcome within the service plan. Although follow-ups can occur and be documented by connecting with the lead of the service plan through phone calls, it may be beneficial if a follow-up was held in conjunction with a team meeting to review the details of the service plan within the initial 30-day and ~90-day period. When this occurs, the CFST leader should document both the service plan follow-up and the team meeting with the same date. The service plan follow-up data provided will supply North Carolina officials with information regarding the progress of students and whether CFST is connecting students to partner agencies. *Please note: The CFST leader should never solely refer to a minor student as a means of following up on a service, even if the student is the lead on the strength-based intervention; instead, CFST leaders should make use of school records, staff, and/or personal observations. The only exception is if there is over-riding law.*

Strength-based Interventions

Strength-based interventions build on the strengths of the students and family. All students and families have strengths. The goal of the CFST program is to identify strengths of the student and family and build upon those strengths when connecting them to available services. Examples of strengths could be caring family, persistent attitude, good sense of humor, good work ethic, etc. There are an endless number of strengths. Examples of strength-based activities can be accessed through the URL below: 40 Developmental Assets for Middle Childhood
http://www.search-institute.org/40-developmental-asset-middle-childhood-8-12

Home Visits

Home visits are an evidence-based practice and method used to gain insight into a child's and family's daily external environment and home life. Although home visits are not mandatory, authorizing legislation states that home visits are an important part of the CFST initiative. The strength in this method is that CFST leaders are able to connect with parents in their environment to build relationships to improve a student's success in school. In the CFST initiative, a home visit is when any CFST leader goes to the home of a student for the purpose of the CFST initiative. It may occur as a result of an incoming referral, a team meeting, or a follow up to services. These purposes may include but are not limited to initiating contact with a parent, dropping off paperwork, acquiring a signature, or having a team meeting.

Case Closed

The case closed section is used whenever a student who has received a referral is no longer going to be monitored by the CFST leader(s). Referrals/cases are closed for a number of reasons.

Once students meet their objectives through this program and no longer need to participate, the case should be closed. If for any reason the CFST leader decides not to take any additional action with the case, the case should also be closed. For example, sometimes the needs of students who are referred to the CFST program are better served by another program in the school or another agency altogether. In this case, the student may never have even had a team meeting. Similarly, some families may not want to be involved in this voluntary program or students may move away from the school.

In some cases, students referred to the CFST program may already be receiving service from another agency and be part of another ongoing child and family team process. CFST leaders may work through that existing team. The CFST leaders may close the case if the issue that brought the CFST leaders into this process has been resolved, even if that existing team continues to meet on pre-existing or other issues. If it will help the child and family, the CFST leader can also choose to remain part of that process and keep the case open. Please note: if a student's case is closed and CFST leaders receive another referral for that student, please re-open the closed case in the system. PLEASE TAKE CARE TO ENSURE THAT EACH STUDENT ONLY HAS ONE CASE ASSOCIATED WITH HIS/HER NAME IN THE CASE MANAGEMENT SYSTEM. You can search by a student's name to see if a student is already entered into the case management system.

Understanding why students are no longer participating in the program will help to improve the program in the future.

Out-of-Home Placement

One goal of the CFST initiative is to reduce out-of-home placements. Out-of-home placements are temporary custody orders supported by agency regulation. There are several types of out-of-home placement that a youth may experience. Youth may be removed from home and placed into foster care by the department of social services. Youth may also be incarcerated due to illegal activity, admitted to an inpatient facility or group home for mental health reasons, or be admitted to a detox facility for substance abuse problems. The CFST initiative is interested in documenting all available historical (i.e., pre-CFST) out-of-home event data for the students it serves. If specific time tables are not available, please note approximate dates of entry and exit.

Case Management System 101

https://cfst.ssri.duke.edu:442/

The Case Management System (CMS) is the primary means of gathering legislatively-mandated data on the CFST initiative.

CFST leaders have access to information entered on students in their school. They do not have access to individual student-level data on students in other schools. The evaluation team, the state-level CFST coordinators, and others outside the school system will never see student names or other student-level information entered into the case management system.

Names are important because they will be used to link these records with other state data sets (such as education records at North Carolina Department of Public Instruction).

[Confidentiality: At this point, you might wonder how we are keeping information confidential if we use names to link with records from other agencies. The data linking is done in a secure manner by individuals (not part of the evaluation team) working through the North Carolina Education Research Data Center (NCERDC). NCERDC uses a process approved by the North Carolina Department of Public Instruction and the Duke Institutional Review Board whereby individual students in the CMS are assigned a unique identifier. This same process has been approved for use in a number of other national and state programs.]

Information that uniquely identifies a student, such as the student's name and birth date, are stored separately from information about why the student was referred and the types of services the student received. We will not go through all the technical details here, but please know that many people have spent a great deal of time ensuring that individual privacy is respected. More details about NCERDC can be found at: http://www.childandfamilypolicy.duke.edu/ep/nceddatacenter/index.html)

Please note: When asking questions, making statements, or sending emails to the evaluation team please always refrain from using student names; instead, please provide us with the student's id. Student ids are located in column A of a student list export.

Obtaining a user name and password

The first step to using the Case Management System is to acquire a user name and password from the Duke Evaluation team. This can be achieved by having the CFST coordinator at your school send an email to Audrey Foster stating your name, position (nurse or social worker), school, and email address. Shortly thereafter you will need to participate in a mandatory case management system web-based training. Please connect with Audrey to schedule the day and time for the training.

Logging into the Case Management System

Once you have your user name and password, go to the website for the case management system: https://cfst.ssri.duke.edu:442/ Please remember to immediately change your password and update your user profile.

Text boxes

Information entered into text boxes will not be included in the evaluation. They are for your convenience. The fields that are most important for the evaluation are the check boxes, drop down menus and dates, and the student's name and birth date.

A number of CFST leaders and LEA coordinators requested that the case management system include text boxes where you can write case notes and record other kinds of information you or your partner may need. You can enter 3000 characters of text in the note body of the case notes section. Most other text boxes hold 256 characters (2-3 short sentences). Although they are not required, text boxes are definitely useful to keep yourself and your team member abreast of a student's CFST history.

Please note: The case management system recognizes user activity when CMS options and links are selected. If you are typing long case notes, we recommend that you type the notes in Word and then copy and paste the notes into the text boxes.

Getting Familiar with the Case Management System

The case management system is a needs-driven system. All of the information funnels through student needs. Students are referred to the CFST program because they have unmet needs. Team meetings are scheduled to identify each of the students' needs and strengths and to develop a plan for student success. Strength-based interventions that meet the students' needs are then determined. Follow-up occurs to determine whether the students are receiving the recommended services (i.e., strength-based interventions) and to determine whether the services are meeting the students' needs that allow progression toward the desired outcome.

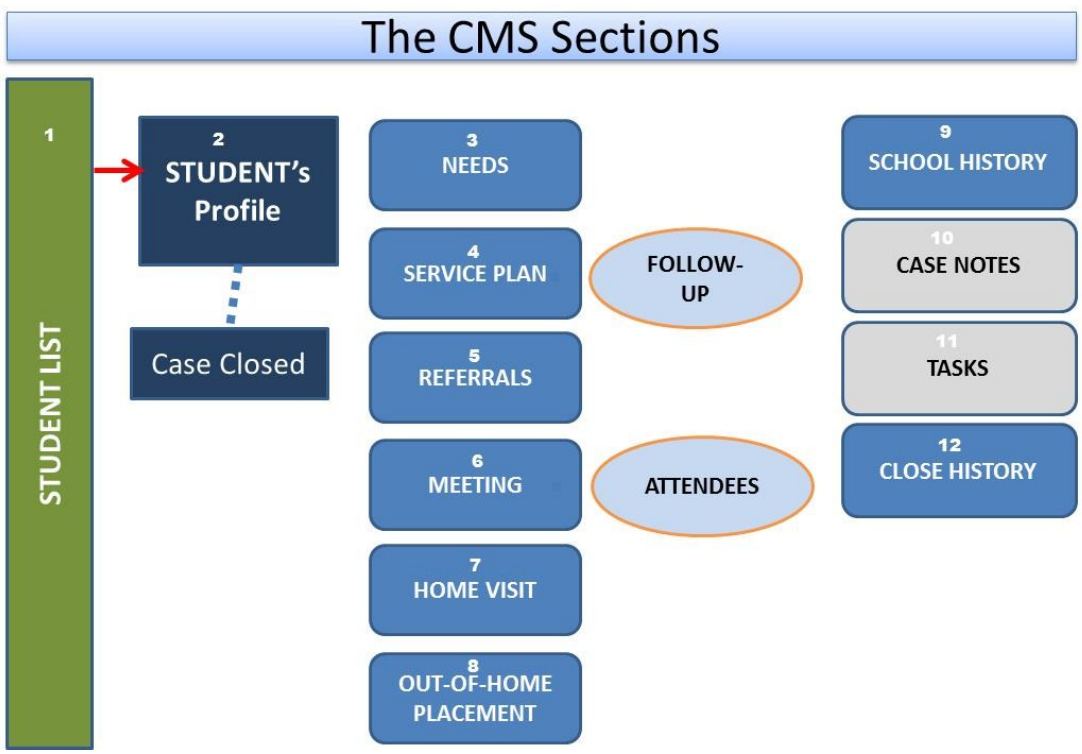
The best way to become familiar with the case management system is to use it. CFST leaders should log in and enter a case. If it is your first time entering data into this system, please enter just 1 or 2 cases, exit the system, and then log in again. This way you can make sure that information is saving the way you expect it to save.

We have tried to simplify data collection and choose fields that meet the mandates required by our enabling legislation. We must have this information to show the value of the work you are doing in this program.

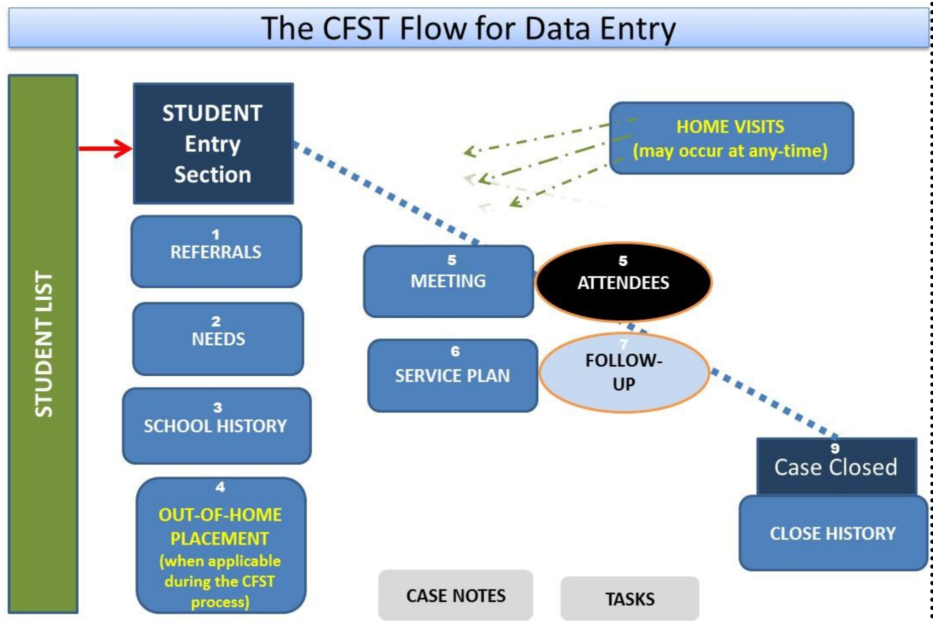
The information you enter into the case management system will be used to generate reports showing how many children are being served and what types of services they are receiving. These reports are available to you and to your supervisors. *Please note: the evaluation team can provide users with a demo CFST school and password to practice becoming more familiar with using the case management system. Please contact Audrey for assistance if this would be helpful.*

CMS Structure

In general, the case management system is structured by the forms CFST leaders update most. Since the CMS is a needs-driven system, obviously the needs section is first, followed by the service plan, referral, meeting, home visit, out-of-home events, and school history sections. Other sections of the CMS include the case notes and tasks sections, which are not used for evaluation purposes. The last section is the closed history section, which is actually an extension of the student's profile.



Although the CMS sections have been ordered based on user activity, student information should be entered following CFST protocol. When a CFST leader receives a referral and the student is appropriate for CFST services, the following four sections of the CMS should contain a record (as a result of the referral) prior to having a team meeting: *Referral section, Needs section, Out-of-Home Events section (when applicable during the CFST process), School History section.*



1) Search for student's name
2) Enter student (if not in dataset already)
3) Enter referral
4) Enter all needs
5) Update school history
6) Enter meeting and attendees (add additional needs from meeting)
7) Enter Service Plans
8) Enter follow-up (initial follow-up must occur within 30 days)
9) Enter out-of-home events (when applicable)
10) Enter home visits (may occur at anytime)
11) Close case

After the team meeting, any additional information on the student should be added to the case management system (e.g., needs, out-of-home placements, special education status, attendees, service plans, etc.). Within 30 days of a service plan, a follow-up record should be added. Reoccurring service plan follow-ups should be added to the CMS as needed until the service plan has been completed or the service plan is no longer valid.

CMS Rules

Before entering information into the case management system, there are important rules you need to remember:

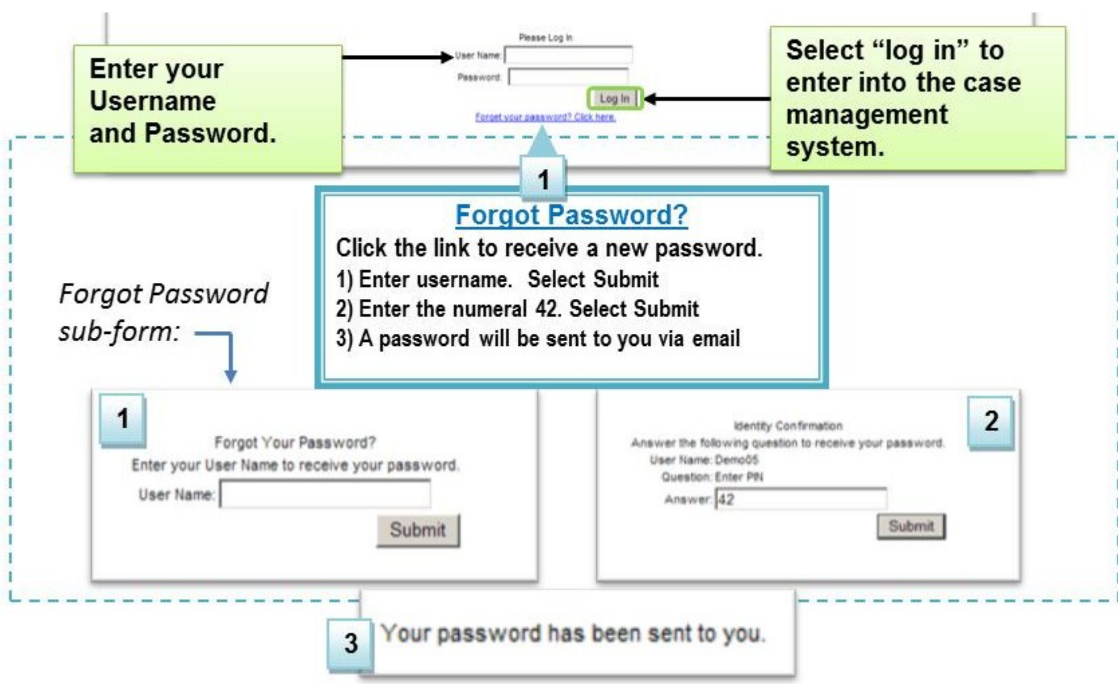
1) **Upon receiving a password, as well as at the start of every school year, you MUST change your password and update your profile.**
2) Before adding team meeting information, please record the Referral, Need(s), Out-of-Home Events, and School History, when applicable.
3) The following are the CMS options used to add and save data in the case management system. It is important to remember that the case management system recognizes user activity when these CMS options and links are selected. A user remaining idle (i.e., one who has not used the CMS options or links) for an extended period will ultimately result in the user being logged out. The case management system does not save data automatically. A user must deliberately select one of the specified saving options below to ensure data are saved.
   a. **Add New** –This option opens blank a record. It is accessible at the bottom left of each summary table.
   b. **Add –** This option saves a new record.
   c. **Select** – This link opens a documented record for viewing or editing.
   d. **Update** – This option saves records that have been edited (for your convenience, saving details are listed throughout this document).

e. **Cancel** – This option navigates you to the student's home page. Note: Please make sure you "add" or "update" the student record before using this option. If you do not, we cannot guarantee the information will be saved.
f. **Return to Student Record** – This link navigates you to the student's home page.
g. **Delete – WARNING: DO NOT USE THIS BUTTON WITHOUT FIRST CONTACTING THE EVALUATION TEAM!** Deleted information cannot be recovered.
h. **Search –** This option navigates you to the student list. It is the first link on the menu located on the upper left of the student's home page.
i. **Alerts! –** This option notifies CFST leaders of any delinquent service plans that are missing an initial 30-day follow-up record.
j. **Add Multiple Needs –**This option allows CFST leaders to enter multiple needs for a student at one time.
k. **Add Multiple Attendees** – This option allows CFST leaders to enter up to six meeting attendees at one time.

4) All dates must be entered in the following format: **MM/DD/YYYY. Once a date has been documented in the CMS, it should <u>NOT</u> be modified!**
5) The following screen shots will assist you with navigating the case management system and entering a case.

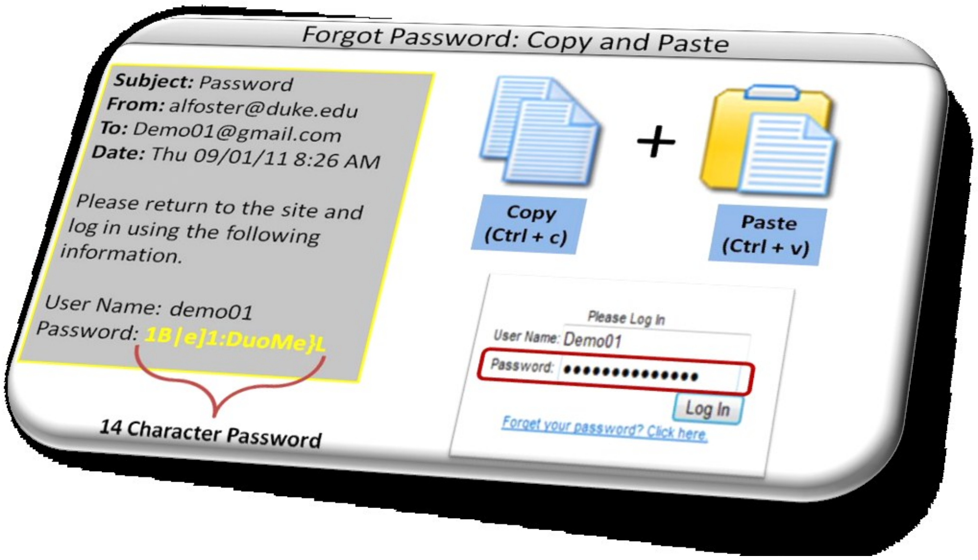
Logging In

Welcome to the Login page of the case management system. *Please note that your password is case sensitive and encrypted when entered.* The evaluation team does not store passwords. However, there is a link to reset your password in case you do not remember it. Your password will be sent to the email account that has been stored in the Case Management System.



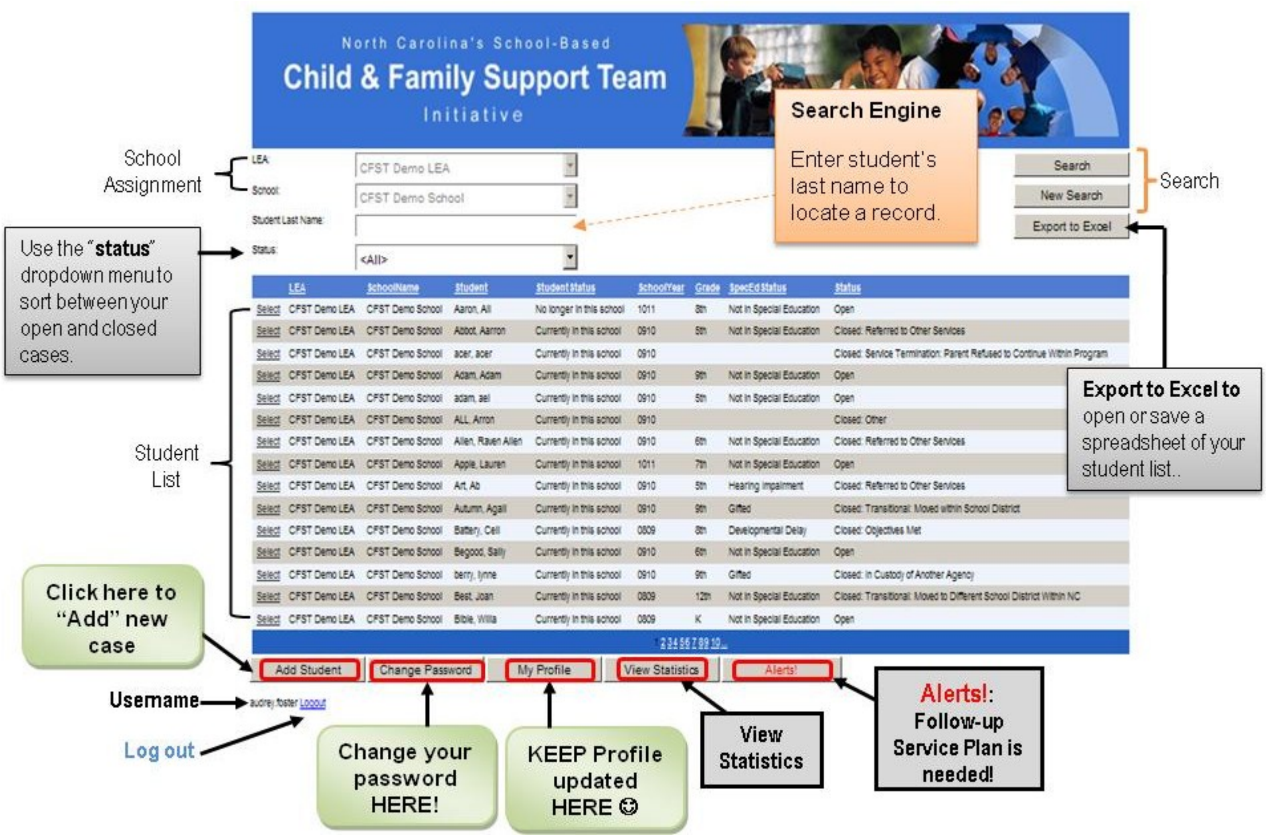
Copy and Paste Password

When you request a password it will be 14-characters long. Please make sure to copy then paste your password to reduce error.



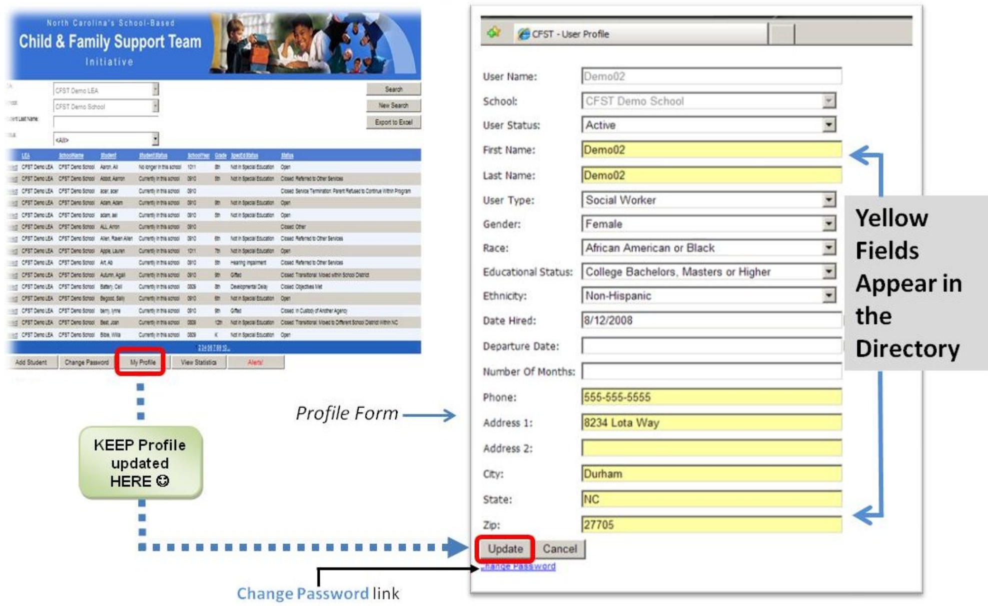
User's Home Page

The User's Home Page houses the options to change a password, modify a user's profile, view aggregate statistics (see View Statistics), and monitor alerts (see Service Plans.) It also includes the student list.



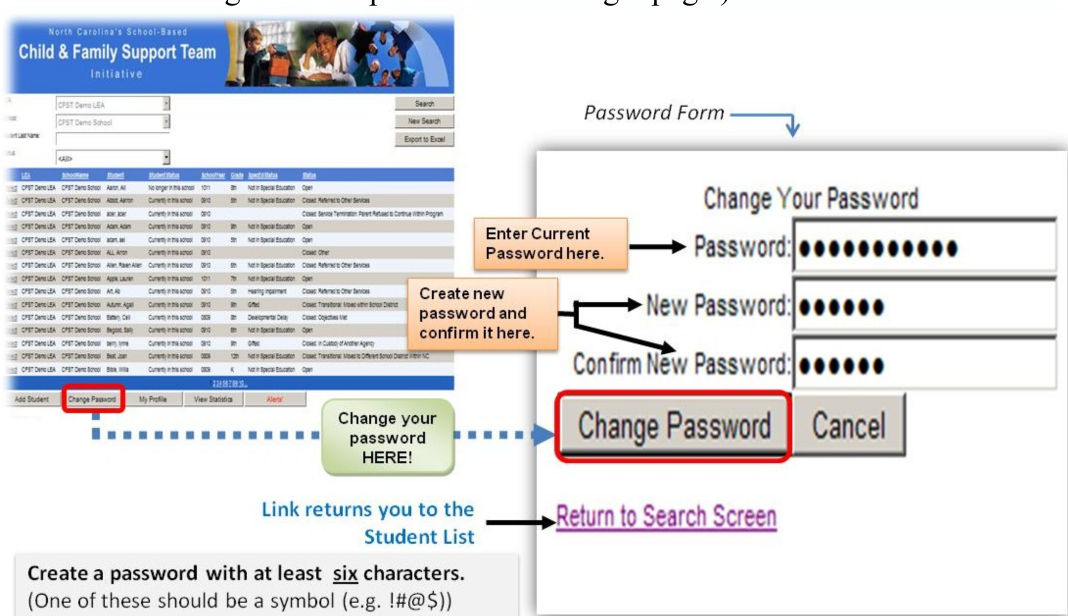
Managing Your Profile

If this is your first time in the system (or if you need to update your information), please fill in the information about yourself. **This is the contact information that the evaluation team and the state-level coordinators will use to reach you.**



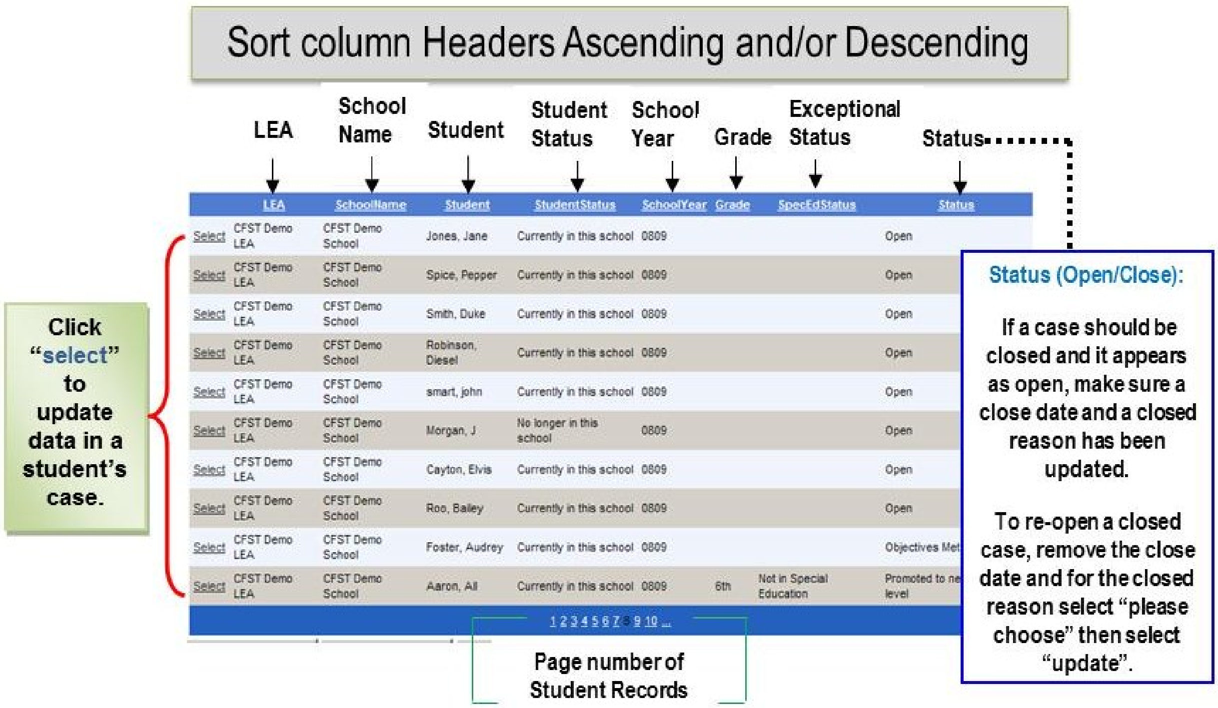
Changing Your Password

If this is your first time in the system (or if you would like to change your password), click the “Change Password” option located at the bottom of the student list. (Please write down your password. If you misplace or cannot remember the password you created, you will need to request a new one through the link provided on the login page.)



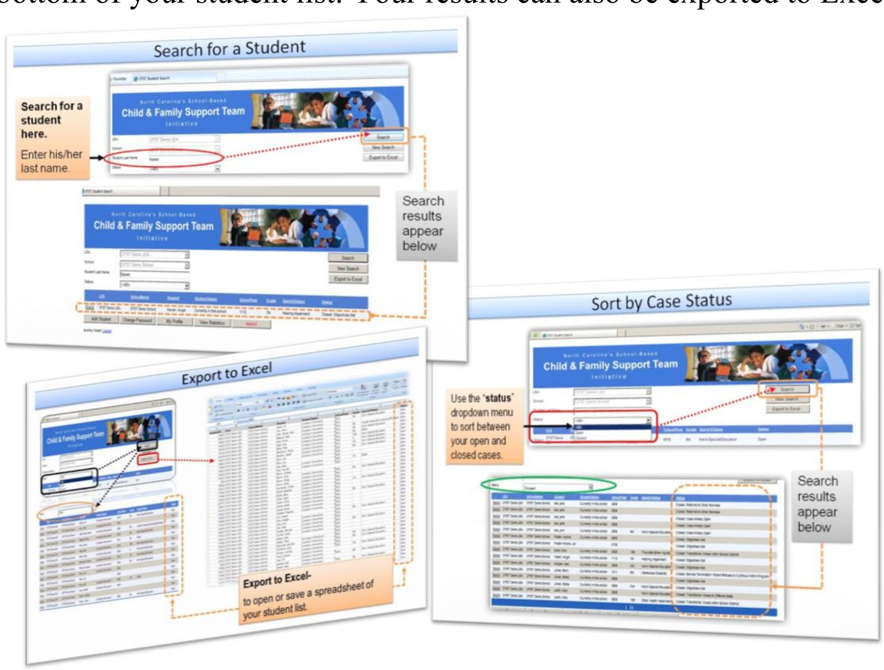
Student List

The Student List contains all of the students served by a CFST team that have been entered into the system. A user-friendly search engine allows you to search for a student in multiple ways. Before adding a student to the student list, PLEASE use the search engine.



Search Engine

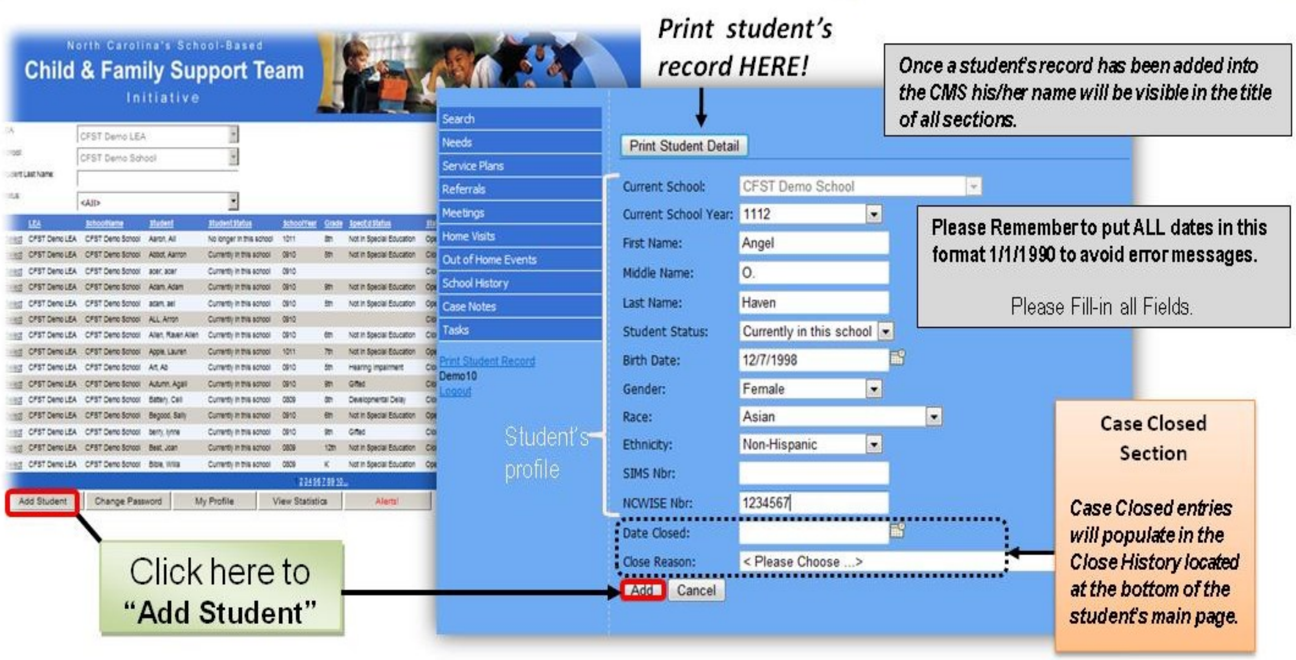
A user-friendly search engine allows you to search for a student by using a partial or full last name, by the status of a case (i.e., open or closed), or by selecting page numbers located at the bottom of your student list. Your results can also be exported to Excel!



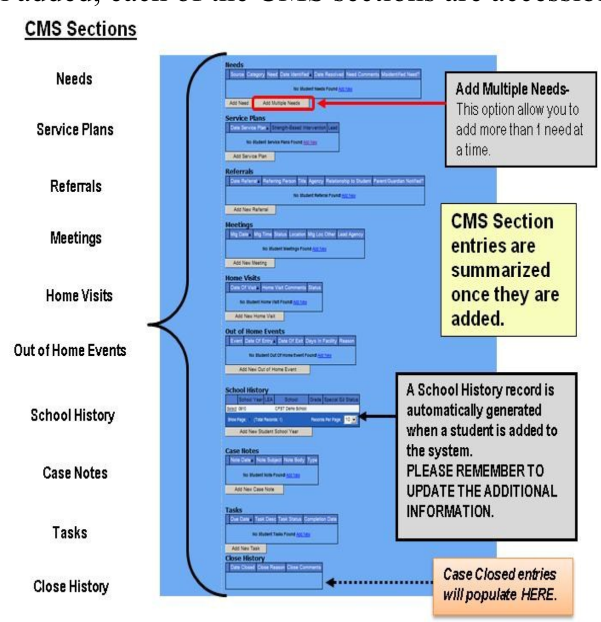
Before adding a student to the student list, PLEASE do a thorough search for the student's name. There are instances where a student name has been inverted (e.g., Haven Angel instead of Angel Haven) by a user.

Student Home Page

The Student Home page ultimately should contain all of the records regarding a student's activity within the CFST initiative. This page has three functions: 1) the top portion of the page stores general information on a student (i.e., student's profile), 2) the last two fields of the student's profile are where you are able to close/re-open a student's case, and 3) the bottom portion of this home page stores the student's activity in the CFST program (as entered by the CFST leader team). *Tidbit: Each school year that a student's record remains open, the "current school year" should be updated (located on the student's profile).*

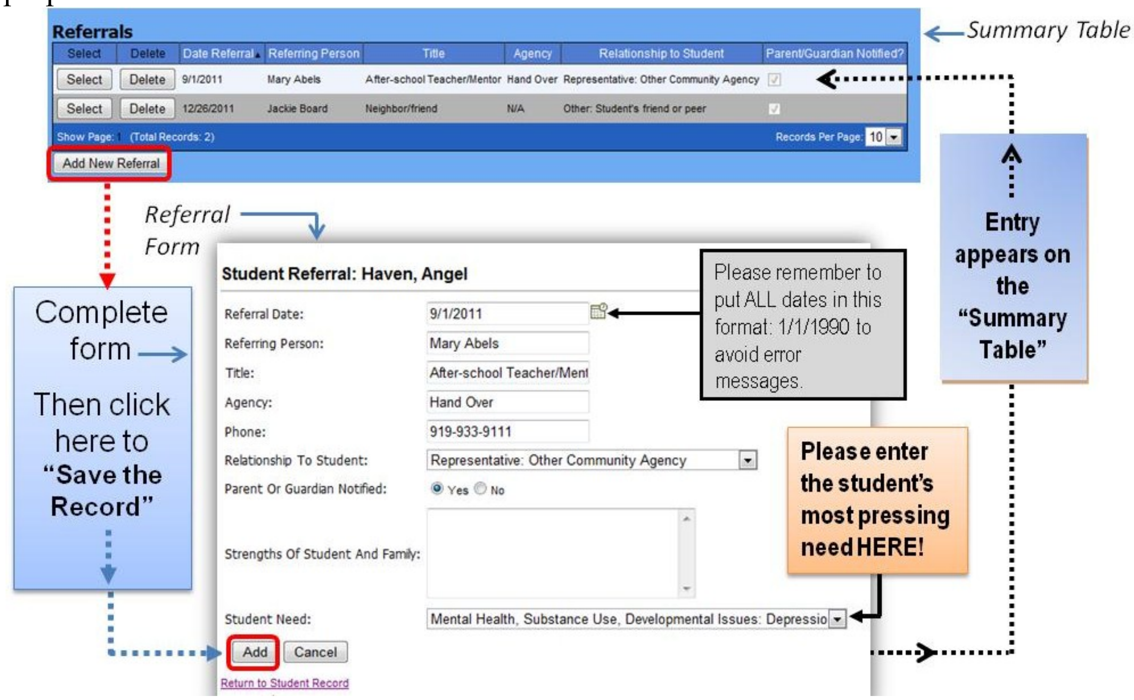


Once the student has been added, each of the CMS sections are accessible for data entry.



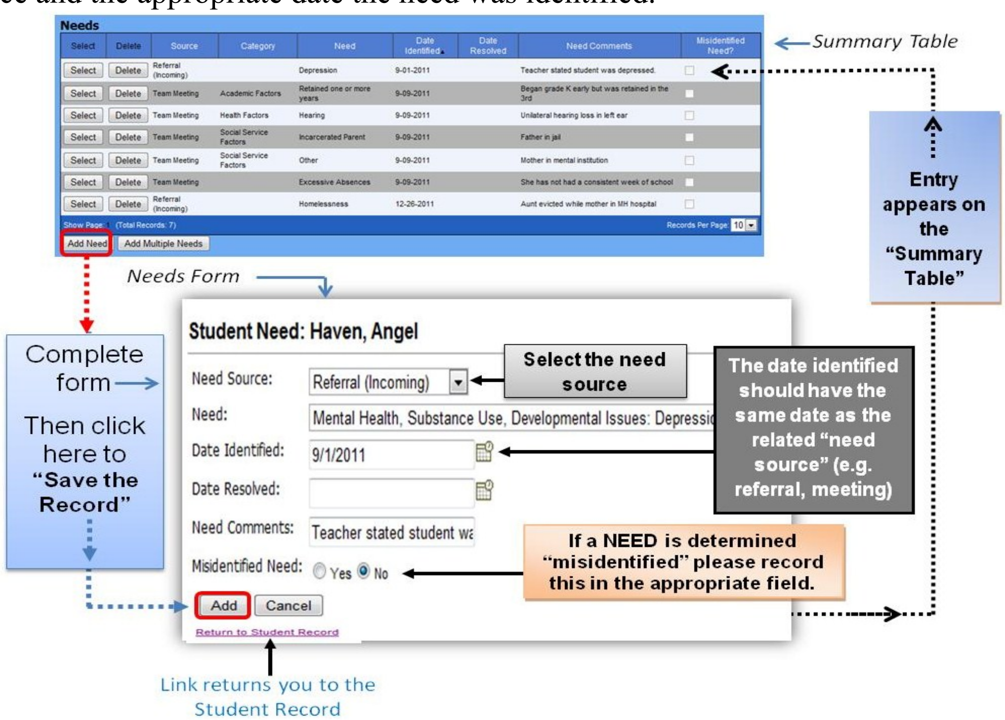
Referral Section

The Referral Section captures the reason for the student referral and the contact information of the referring person. CFST teams will complete the CFST Screening Tool to assess if the student is appropriate for CFST services.

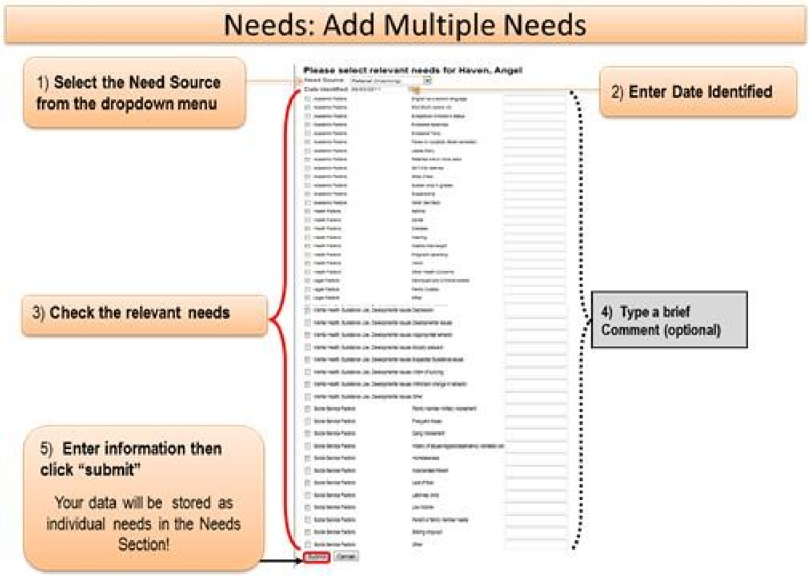


Student Need Section

The Student Need section captures any direct or indirect factor (i.e., family situation) that causes a student to be at-risk of academic failure and/or out-of-home placement. Please document the need source and the appropriate date the need was identified.

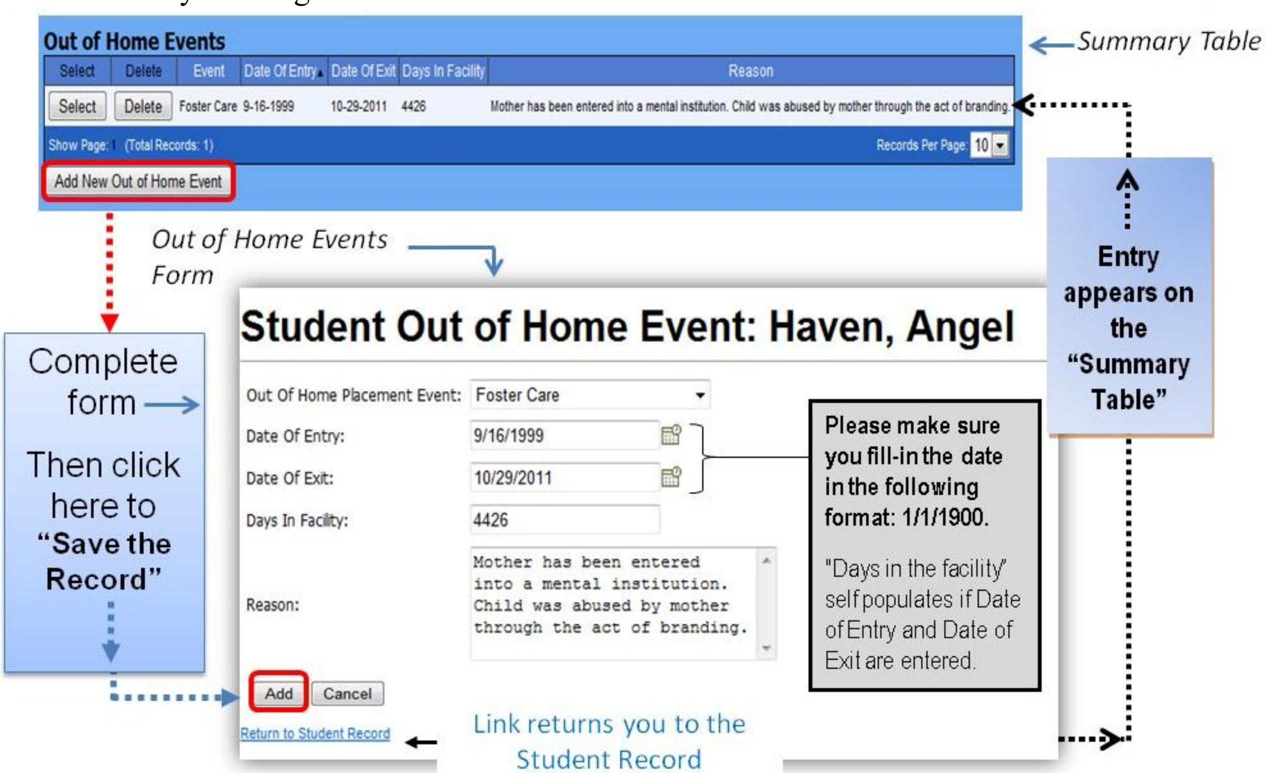


If a student need does not reflect the true issue affecting a student, label it "misidentified." In addition, some needs are not likely to be resolved through the CFST initiative (e.g., poverty); those types of needs may not include a resolve date. *Add Multiple Needs option* allows CFST leaders to enter multiple needs for a student at one time.



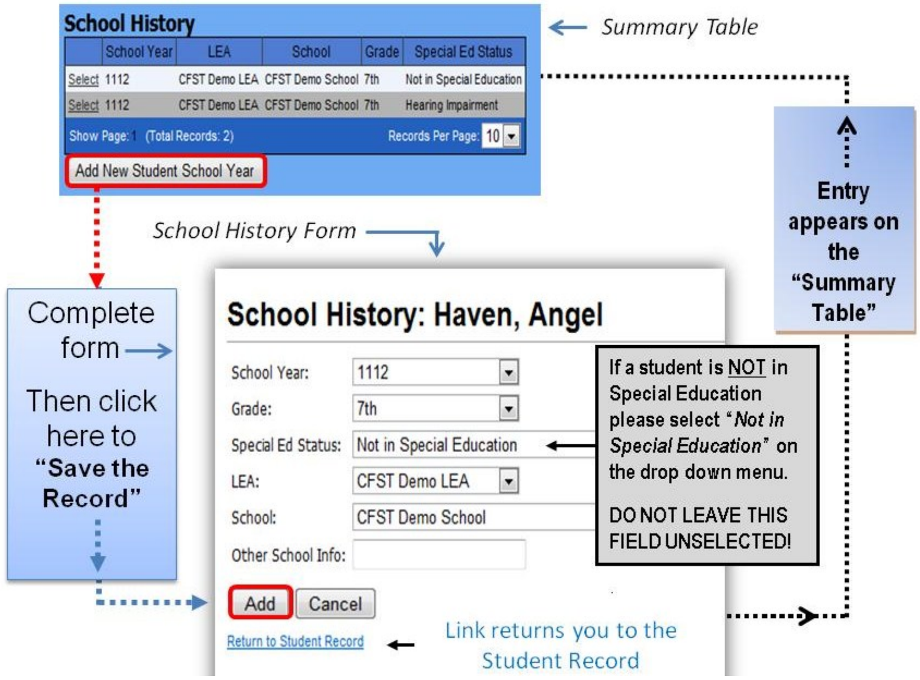
Out-of-Home Event Section

Reducing out-of-home placement is one of the over-arching goals of the CFST initiative. Please complete this form for <u>any past or present</u> out-of-home placement for the students with whom you are actively working.



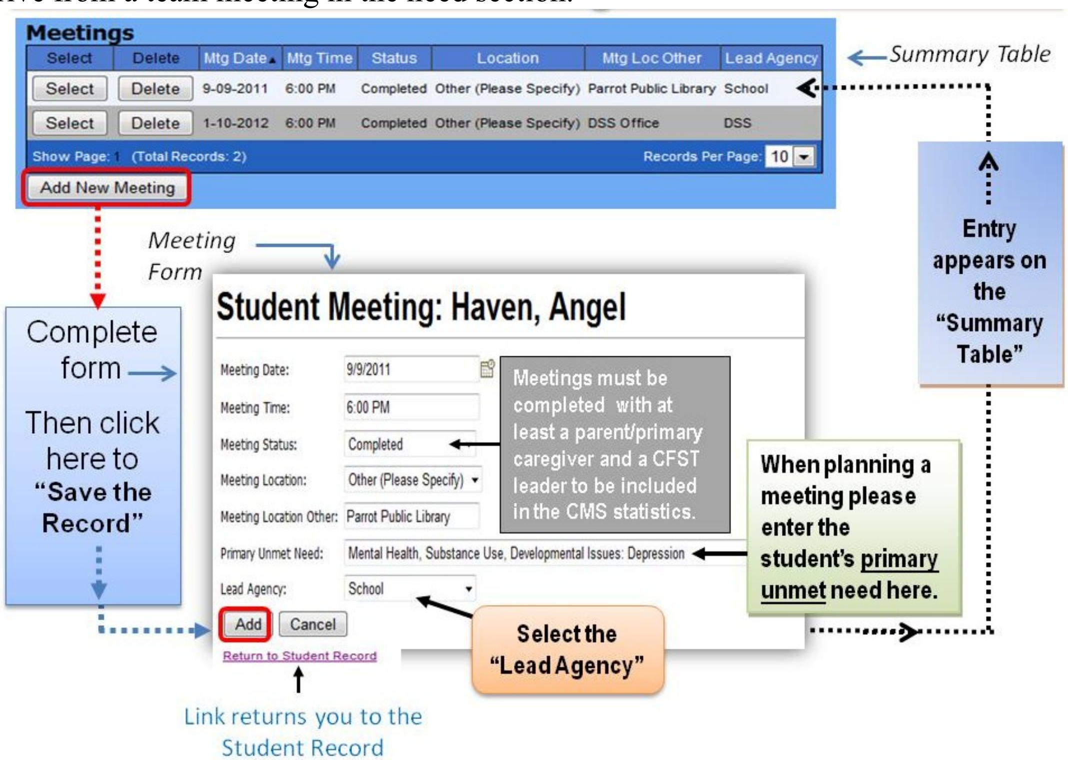
School History Section

The school history section captures a student's grade and special education status. Incomplete or school records that are not updated may cause missing information on the student list.



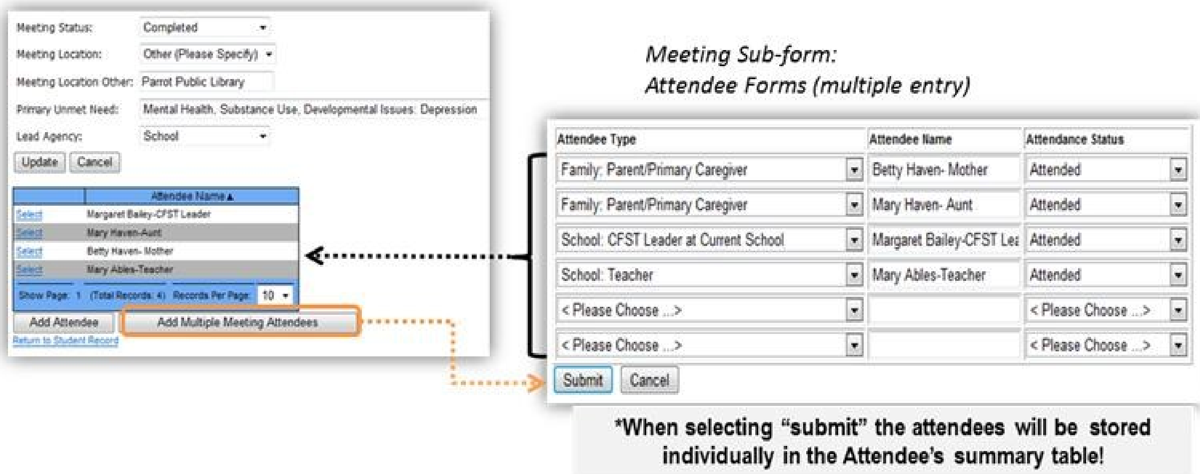
Team Meeting Section

The team meetings section captures the location of a meeting, the lead agency that is monitoring the case, and the meeting attendees. Please remember to document any additional student needs that derive from a team meeting in the need section.



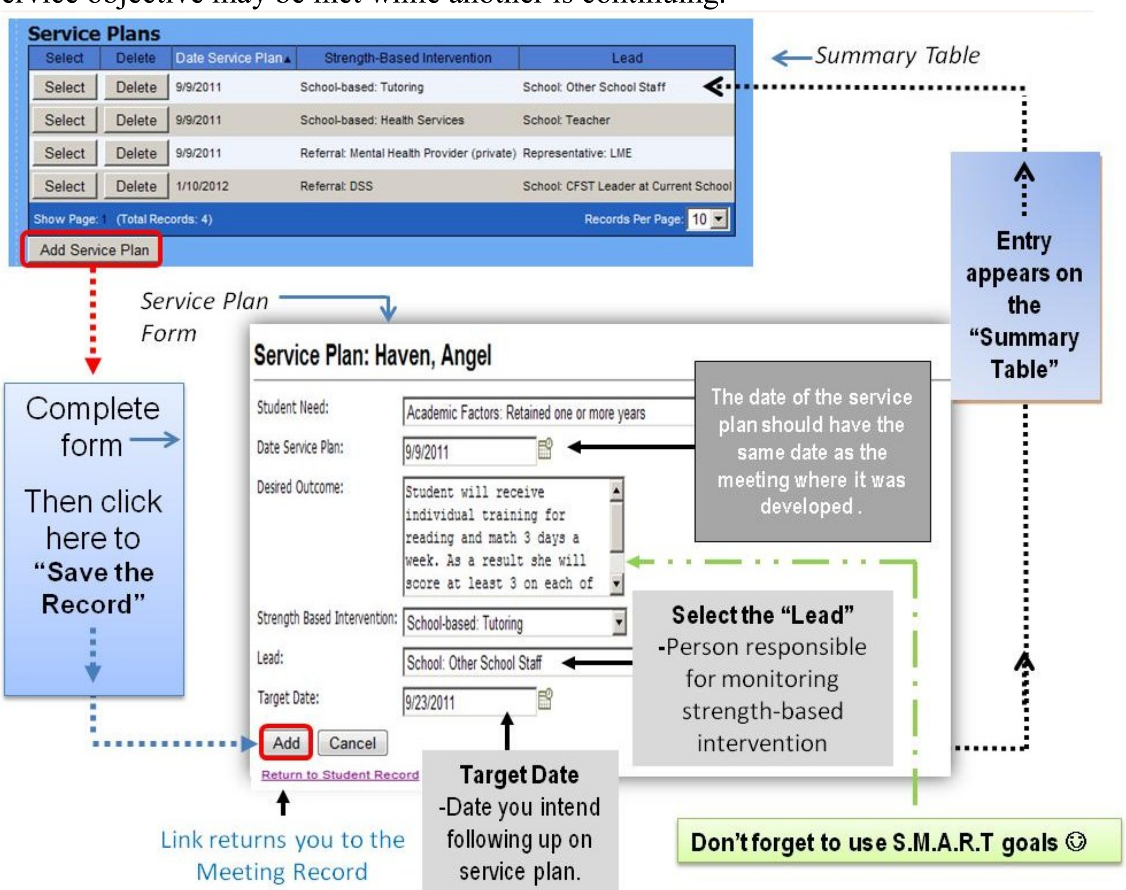
Please make sure that you document all meeting attendees. *Tidbit: Document team meetings that occur in a student home as home visits as well.*

Meeting Attendees



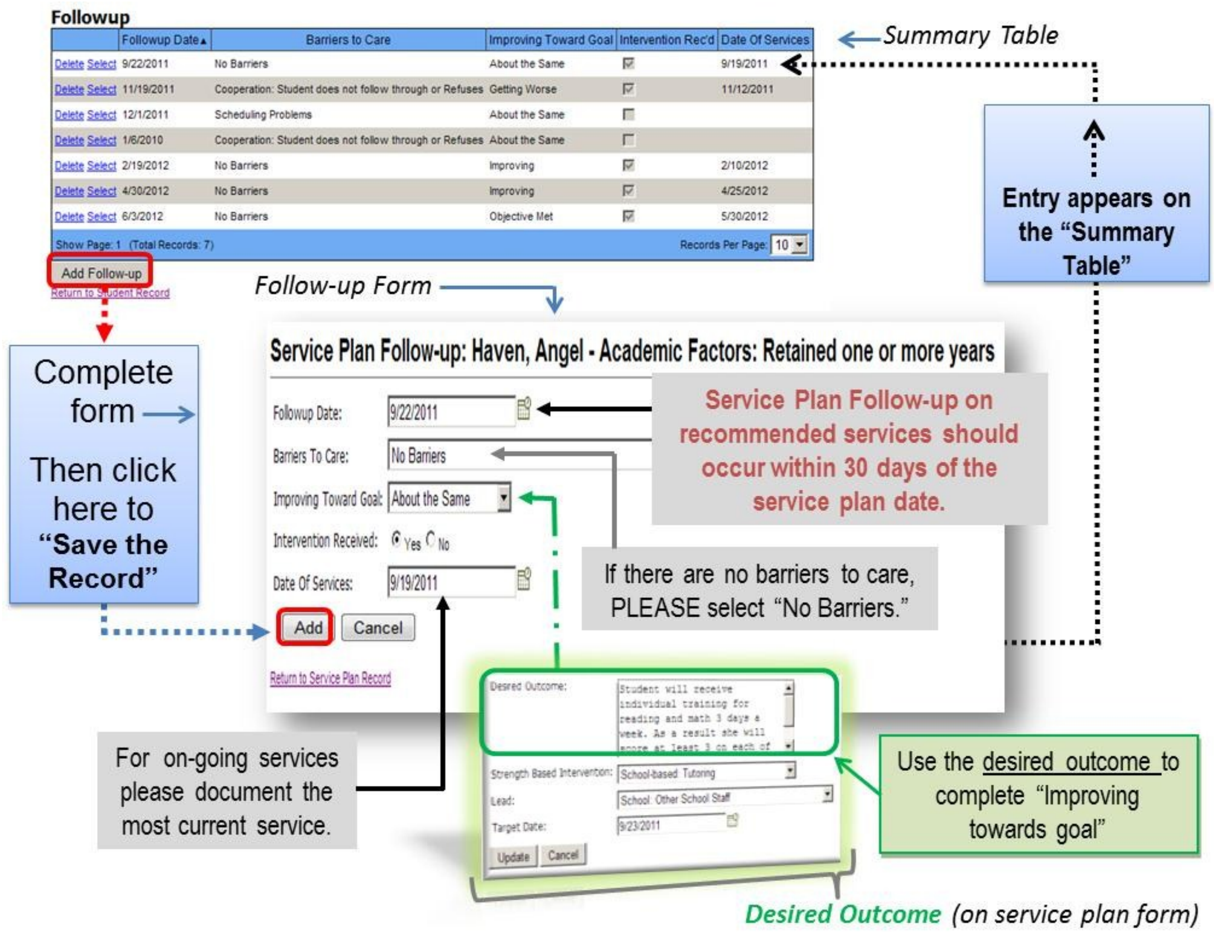
Service Plan Section

Service plans that are created during team meetings are written deliberately to connect students to strength-based services. It is perfectly acceptable to create multiple service plans for a need. A service plan record is added for each strength-based intervention selected for a student, since one service objective may be met while another is continuing.



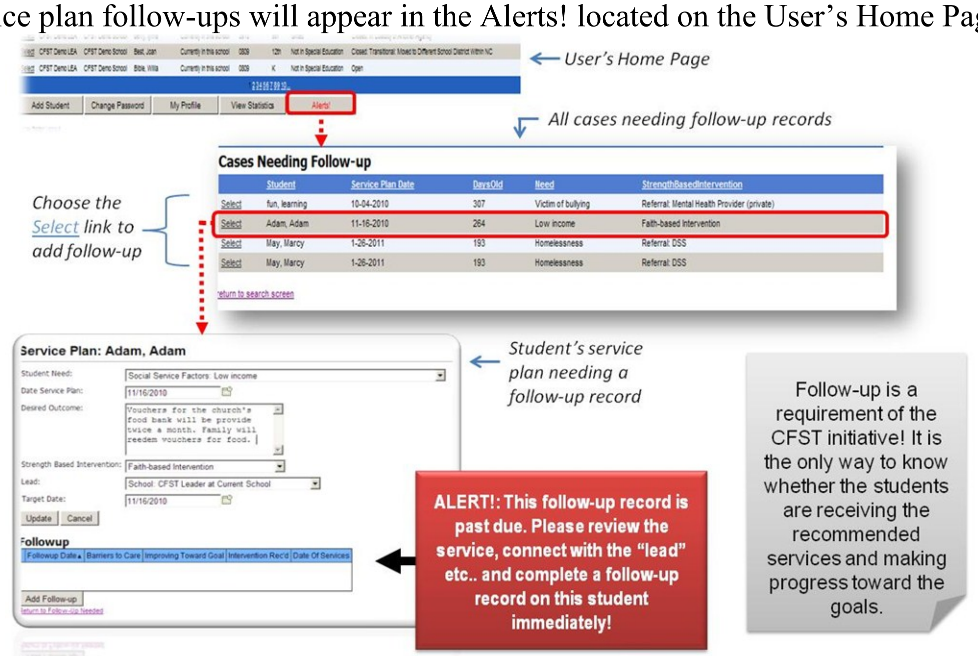
Service Plan Follow-up

Following up on a student service should occur within 30 days of the service plan date.



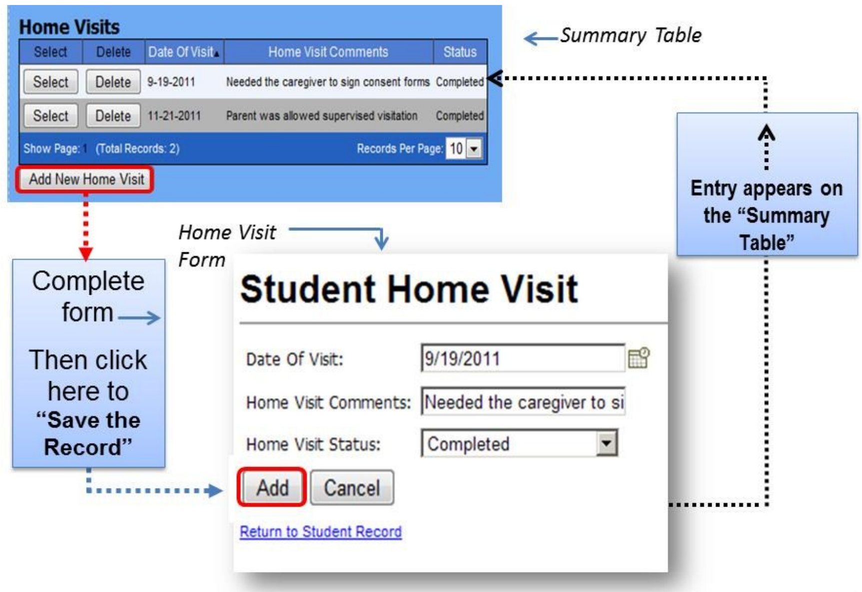
Follow-up Alerts!

Late service plan follow-ups will appear in the Alerts! located on the User's Home Page.



Home Visit Section

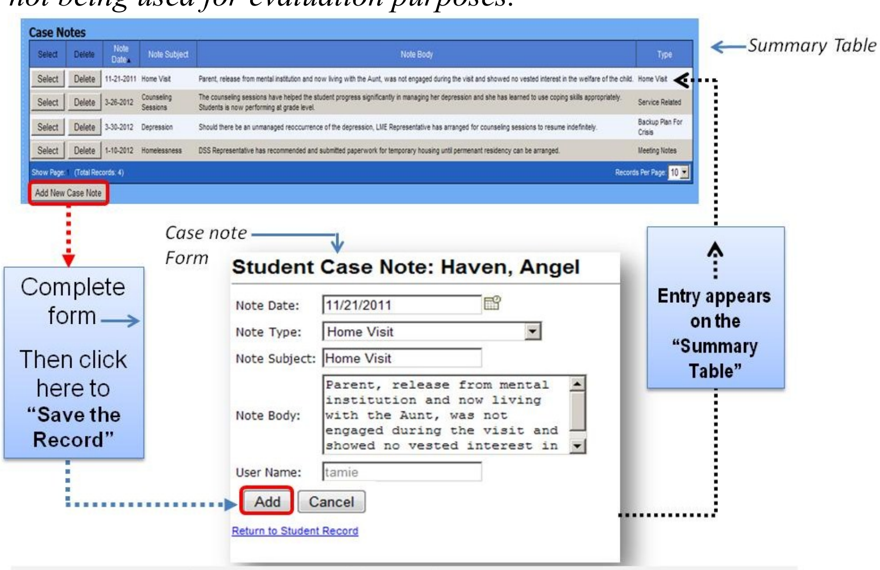
The home visits section is intended to capture successful home visits with the parent/primary caregiver of the student. A completed home visit is any visit that was successful for the intended purpose. An attempted home visit means a home visit was scheduled with the parent/primary caregiver but the intended business could not be completed due to the absence of the parent/primary caregiver.



Home visits may occur any time during the CFST process. CFT meetings in the homes of students are also noted in home visits.

Case Notes

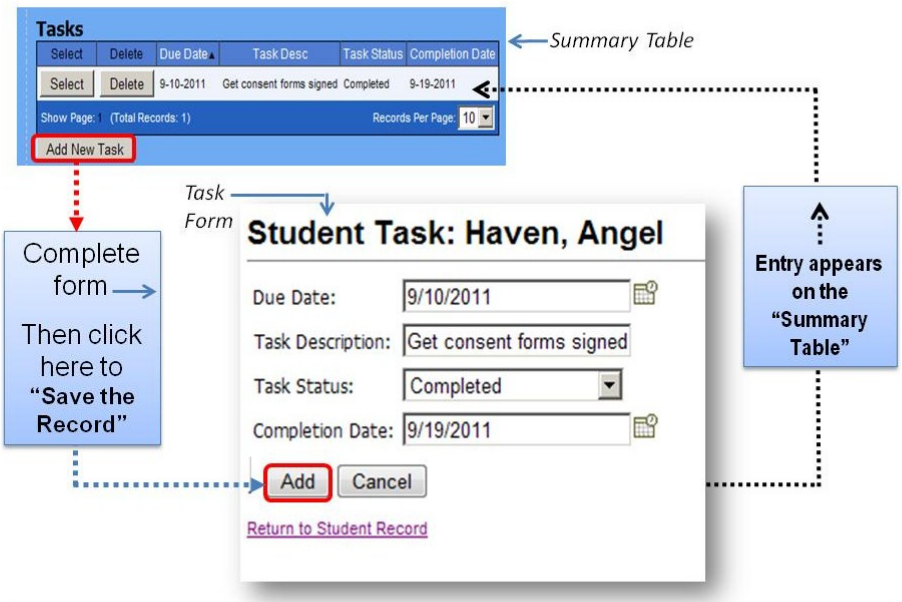
Case notes are intended to capture textual details in a student's case. It was created for the convenience of the CFST leaders and LEA coordinators to record additional information not being evaluated by the CFST initiative. The note field can hold up to 3000 characters. *This form is not being used for evaluation purposes.*



(Form not used for Evaluation Purposes)

Tasks

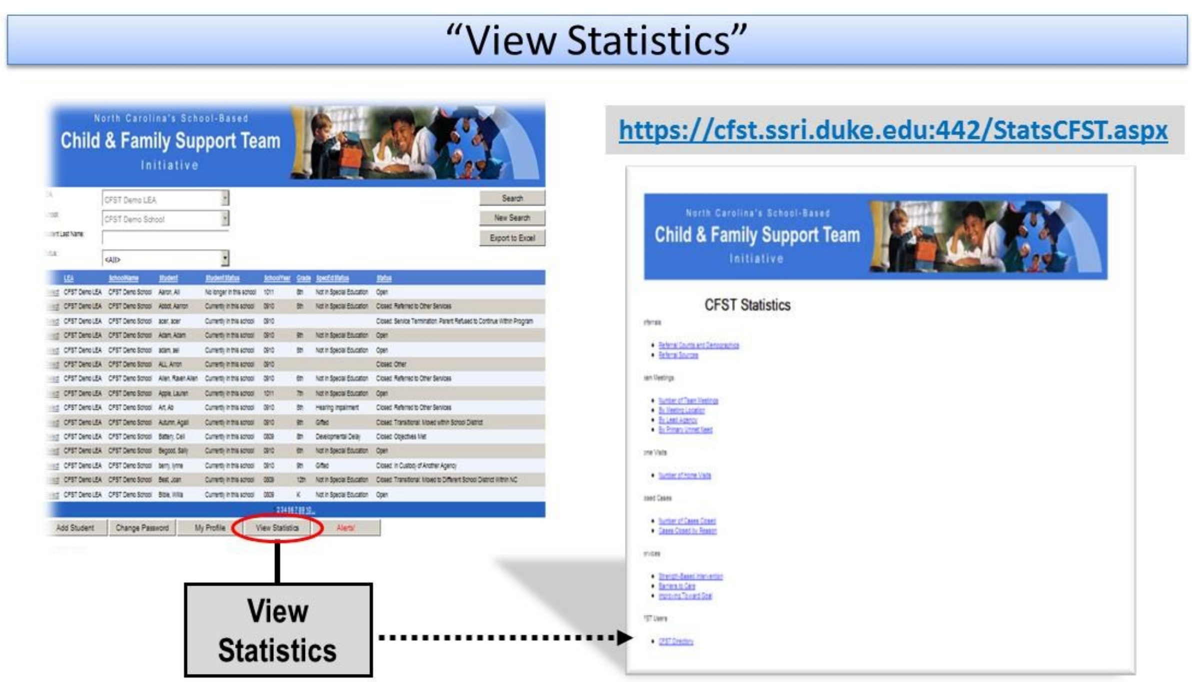
The Tasks form has been provided for your use only. It is not being used for evaluation purposes. It is to assist you with your day-to-day CFST responsibilities. It is equipped with fields for a task due date, a task description, and task status.



(Form not used for Evaluation Purposes)

CFST Statistics

When selecting the "view statistics" option, it allows users to generate aggregate information from data entered by CFST leaders in real-time. The reports are structured similarly to the sections within the case management system and the information is grouped to best capture the objectives of the CFST initiative. Counts are available for referrals, student needs, meetings with parents, and services just to name a few.



There are several ways to manipulate and view the reports though they are very easy to use. For instance, reports can be generated to include the entire CFST catchment area, or they can be filtered by LEA and/or by school. Columns can be sorted ascending or descending and/or grouped (filtered) based on a specified column. Also, data searches can be exported into an Excel spreadsheet instantaneously. Other great features are the graphs and the CFST directory complete with addresses, phone numbers, and login activity.

Screen shots are provided to assist with navigating and creating the report, as well as basic definitions for the CFST initiative to assist with interpretation.

CFST Report Options and Definitions

Referrals – A referral occurs any time an individual, an agency, or a team member brings a concern regarding an at-risk student to the attention of a CFST leader. Referrals can come from any source, including teachers, principals, school staff, neighbors, friends, parents, students, etc. A student may have multiple referrals.

- Referral Counts and Demographics – [LEA/ School/ Students/ Referrals/ Gender/ Race/ Ethnicity]
- Referral Sources – [LEA/ School/ Referring Person/ Referrals]

Team Meetings – A CFST team meeting is an in-person meeting with at least the CFST leader and the student's parent or guardian. If the student is of an appropriate age and maturity, he or she should also be included. The purpose of this meeting is to develop a plan to help the student achieve goals. The Lead Agency is the agency that is directing the student's case.

- Number of Team Meetings – [LEA/ School/ Students/ Meetings/ Gender/ Race]
- By Meeting Location – [LEA/ School /Meeting Location/ Number of Students/ Number of Meetings]
- By Lead Agency – [LEA/ School/ Lead Agency/ Number of Students/ Number of Meetings]
- By Primary Unmet Need – [LEA/ School/Primary unmet Need/ Number of Students/ Number of Meetings]

Home Visits – Home visits are successful visits to students' homes for the purpose of the intended objective, e.g., Delivering documents, speaking with caregiver, etc.

- Number of Home Visits – [LEA/ School/ Number of Students/ Number of In-Home meetings]

Closed Cases – Closed cases are student cases that are no longer being monitored by the CFST initiative.

- Number of Cases Closed – [LEA/ School/ Number of cases closed]
- Cases Closed by Reason – [LEA/ School/ Reason Closed/ Number of Cases Closed]

Services – Services are the strength-based interventions assigned during team meetings to address the student's needs. Follow-ups for these services are intended to be completed approximately one month after service plans have been created for students, and as often as needed thereafter. Follow-up captures if the services have been provided, the barriers to care if applicable, and if there has been improvement toward the goal.

- Strength-Based Intervention – [LEA/ School/ Strength-based interventions/ Number of students/ Number of services/ Number of follow-ups/ Services received/ Follow-up within 3 months]
- Barriers to Care – [LEA/ School/ Barriers to care/ Number of Service Plan Follow-ups
- Improving Toward Goal – [Improving Towards Goal/ Number of Service Plan Follow-ups]

CFST Users

- CFST Directory – [LEA/School/Name/Address/Phone/User name]

Appendix 1: Glossary of Parts of the Case Management System

Academic Factors: (CMS) Located on the drop-down menu for the subheading Need Category (on the referral section, the need section, and the service plan section), this refers to needs that may hinder a student's ability to succeed academically in school. These factors may be the issues that lead the student to be referred or issues determined during a team meeting (not necessarily a complete list of all issues that the student faces).

Add New: (CMS) This button is an option on each of the case management sections. It allows you to open a new case and/or enter new data into the case management system based on the section selected. Please be sure to select "insert" to save the data before exiting the section.

Add Multiple Attendees: (CMS) Located in the meetings section on the attendees sub-form, this option allows CFST leaders to enter up to six meeting attendees at one time.

Add Multiple Needs: (CMS) Located on the student's home page, this option allows CFST leaders to enter multiple needs for a student at one time.

Agency: (CMS) Located on the referral section, this text field captures the agency for whom the referring person works (if applicable).

Alerts!: (CMS) Located on the user's home page, this option notifies CFST leaders of any delinquent service plans that are missing an initial 30-day follow-up record.

At-Risk groups: Groups or populations who, due to certain common existing economic, social, and environmental factors or behavioral characteristics, may be prone to a certain disease or condition.

Attendance: (CMS) This option appears in the meetings section of the attendees sub-form as a drop-down menu. It captures whether the invited person attended the meeting.

Attendee Type: (CMS) This option appears in the meetings section of the attendees sub-form as a drop-down menu. It captures the relationships of the meeting attendees to the student. Please select the appropriate title that connects the student to those whom were invited to or attended the meeting.

Attendee Name: (CMS) Located in the meeting attendees sub-form, this text field captures the name of the invitee/attendee at the meeting.

Barriers to Care: (CMS) Located in the service plan section on the follow-up sub-form, this drop-down menu captures the limitations to providing a strength-based service for a student. Although these barriers may exist for a student, it is still possible that the student received services. If no barriers exist, please select "No Barriers" in this field.

Birth Date : (CMS) Located on the student's profile, this date field is required. Please take care to enter it correctly. This data is needed to link students to other government agencies within the North Carolina Education Research Data Center (NCERDC).

Case Close Comments: (CMS) Located on the Student's home page, this text box provides a place to write additional comments as to why the case closed.

Case Close: (CMS) Referenced on the student home page, it describes why a referred student is no longer being monitored by the CFST initiative. The date of the case close is important because it gives a time frame from when the student was referred to when the case closed.

Case Notes Section: (CMS) This section is intended to capture textual details in a student's case. It was created for the convenience of CFST leaders and LEA coordinators to record additional information not being evaluated by the CFST initiative. To assist with ease of use, this section is formatted similarly to an email. A drop-down menu with a selection of case note types has been provided to assist with organization. The note body can hold up to 3000 characters. *This section is not being used for evaluation purposes.*

Case Management System: A database that stores information on students served by the Child and Family Support Team initiative. This system serves at least two purposes. First, it provides a way for CFST leaders to keep information on students they are working with and, second, it provides a means for administrators to monitor the CFST program.

Changing Your Password: If this is your first time into the system (or if you would like to change your password) click the change password option located at the bottom of the student list. Enter your current password in the top field. Then, in the second field, create a new password. Confirm the new password by typing it again into the third field. Select "change password." (Please write down your password. If you misplace or cannot remember the password you created, you will need to request a new one through the link provided on the login page.)

Child and Family Team: The Child and Family Team (CFT) meeting is a group process intended to bring everyone who has influence on the child and family together to support and assist them in making plans for added success. In the CFST initiative, a CFST meeting is, at minimum, an in-person meeting with at least the CFST leader and the student's parent, guardian, or primary caretaker.

Close Reason: (CMS) Located on the student's profile, this drop-down menu identifies the reason why CFST leaders are no longer working with this student (e.g., Objectives met, student moved, parent refused). A text field for case close comments is provided to record additional details in the case notes section. *When closing a case, please also change the "student status" located on the student's profile when relevant.*

Current School Year: (CMS) Located on the student's profile, this drop-down menu needs to be updated each year that students continue in the CFST program.

Date: (CMS) All dates in the case management system MUST be entered in the following format: MM/DD/YYYY. When a date is entered incorrectly an error message will appear. A calendar option is available to the right of each date field.

Calendar Note: the *outside single arrows* toggles through the months and the *inside double arrows* toggles through the years. To discontinue using the calendar select close.

Date Closed: (CMS) Located on the student's profile, it captures the date the case was closed on a student. The date of the case close is important because it gives a time frame from when the student was referred to when the case closed. A calendar option is available to the right of each date field. Please make sure each of the service plans for a student is inactive before closing a student's case.

Date of Entry: (CMS) Located on the Out-of Home Event section, this sub-heading captures the date the student entered into the out-of-home placement facility. *If the date is unknown, please provide an estimation.* All dates in the case management system MUST be entered in the following format: MM/DD/YYYY. When a date is entered incorrectly an error message will appear. A calendar option is available to the right of each date field.

Date of Exit: (CMS) Located on the Out-of Home Event section, this sub-heading captures the date the student left the out-of-home placement facility. *If the date is unknown, please provide an estimation.* All dates in the case management system MUST be entered in the following format: MM/DD/YYYY. When a date is entered incorrectly an error message will appear. A calendar option is available to the right of each date field.

Date of Visit: (CMS) Located on the Home Visits form, this date field captures the date of the home visit by the CFST leader(s).

Date Identified: (CMS) Located on the needs form, this date field captures when the student's need was identified. The date identified should reflect the date of the need source. Please refer to definition of need source.

Date of Referral: (CMS) Located on the Referral section, this date field captures the date the referring person referred the student to the Child and Family Support Team. All dates in the case management system MUST be entered in the following format: MM/DD/YYYY. When a date is entered incorrectly an error message will appear. A calendar option is available to the right of each date field.

Date Resolved: (CMS) This field is located within the needs section. It captures the date a need is resolved once a service plan is completed. PLEASE NOTE: Not all needs are resolvable. Only complete the field if the need is resolved.

Date of Services: (CMS) Located on the service plan follow-up sub-form, this date field captures the most current date of service that a student received the strength-based intervention.

Days in Facility: (CMS) Located on the Out-of-Home Event Section, this field captures the total number of days the student was in an event facility. This field will self populate based on the date-of-entry and the date-of-exit.

Delete: (CMS) This option erases a record from the case management system. When information is deleted it cannot be retrieved. A safety feature has NOT been installed to decrease accidental deletions in every CMS section. **Only use the delete button to remove information you entered erroneously.**

Desired Outcome: (CMS) Located on the service plan form, this text field captures the objective of the service plan created for a student. Desired outcomes for students should be specific, measurable, attainable, reliable, and timely. For more information on how to write smart goals, please download the document below as a resource:
http://www.ncdhhs.gov/mhddsas/dwi/providers/clinicaltools/smartgoalsettinginfo6-11.pdf
PLEASE NOTE: When completing a service plan follow-up record, please refer to the desired outcome. The "improving towards goal" drop-down menu captures the student's progress based on this objective.

Ethnicity: Ethnic affiliation or distinctiveness such as Hispanic or non-Hispanics. *PLEASE NOTE: Hispanics may be defined as any race depending upon how they self identify.*

Event: (CMS) Located on the Out-of-Home Event section, this sub-heading is a drop-down menu intended to capture placement types of students being served by the CFST initiative when applicable. One of the major goals of the CFST initiative is to increase home permanency.

Exceptional Status: (CMS) Located in the school history section, this drop-down menu captures the special education status of a student. If a student does not have a special education status, please select "Not in Special Education."

Faith-based Intervention: (CMS) Located on the Service Plan section in the drop-down menu for strength-based intervention. These are programs affiliated with or implemented by a religious organization such as a church, temple, mosque, or other place of worship. It includes charitable contributions such as soup kitchens, clothing closets, shelters, and other necessities for living when the available selections do not apply.

Follow-up on Recommended Services: (CMS) Located within an established service plan, this sub-form captures the progression of a student's success working through a strength-based intervention. It provides information regarding if service(s) have been provided, the date of service if applicable, the barriers to care, and if there has been improvement toward the goal based on the desired outcome. PLEASE NOTE: Thirty days after the service plan date, the initial follow-up on the recommended service should occur. Thereafter, CFST leaders should follow-up with the recommended service(s) as needed, with the stipulation that the second follow-up for on-going services does not exceed 90 days of the initial service plan date. Please read the follow-up section of the Key Terms of the Child and Family Initiative for more details.

Follow-up Date: (CMS) Located in the service plan follow-up sub-form, this date field captures the date the CFST team followed up on the student's service plan.

Gender: (CMS) Located on the student's profile, this field is required. Please take care to enter it correctly. This data is needed to link students to other government agencies within the North Carolina Education Research Data Center (NCERDC).

Health Factors: (CMS) Located on the drop-down menu for the subheading Need Category (on the referral section, the need section, and the service plan section), this refers to health factors that may hinder a student's ability to succeed academically in school. These factors may be the issues that led the student to be referred or issues determined during a team meeting (not necessarily a complete list of all issues that the student faces eg., pregnant/parenting).

Home Visit Comments: (CMS) Located on the home visits form, this text field can hold 50 characters. Please use Case notes to documents additional notes. Neither the Home Visit Comments nor the Case notes section is used for evaluation purposes.

Home Visit Section: (CMS) This section is intended to capture successful home visits with the parent/primary caregiver of the student. Options have been provided to record if the visit was completed or attempted. NOTE: A home visit may also be documented as a team meeting if a service plan is created to assist the student or student's family as a direct result of the home visit.

Home Visit Status: (CMS) Located on the home visits form, this drop-down menu captures if a home visit was completed or attempted. Attempted means a home visit was scheduled but the parent/primary caregiver was not available for purpose of the visit.

Improving Towards Goal: (CMS) Located in the service plan on the follow-up sub-form, this drop-down menu documents the progress a student is making as a result of receiving a strength-based service. If a service has been discontinued or ended before a student has met the objective, please document how the student is fairing at the current time. PLEASE NOTE: When completing a service plan follow-up record, please refer to the desired outcome on the related service plan.

Instructions: (CMS) This link provides a simple overview of the case management system to assist CFST team members in getting started.

Intervention Received: (CMS) Located on the service plan follow-up sub-form, this radio option captures if an intervention has taken place for the student (or his family, if applicable).

Invitees and Attendees: (CMS) Located within the Meeting Section at the bottom half of the screen, this section is intended to capture who was invited to the team meeting(s) and if they attended

LEA: This is the district where your school resides.

Lead Agency: (CMS) Located on the meetings form, while the CFST leaders may have ideas about who should be the lead agency, the final determination should occur at a CFST meeting in consultation with the family and other agencies. Please capture which agency is managing the students' records, not who the lead agency "should" be.

Lead: (CMS) Located on the service plan form, the lead is the person who is responsible for making sure the student receives the strength-based intervention (i.e., service). It can be the person connecting the student to the strength-based intervention and/or the person providing the strength-based intervention. *Please see the "Frequently Asked Questions (FAQ)" for more details.*

Locked out: This means that someone has entered your username and the wrong password more than three times. If this happens, you are locked out of the system and you will need to contact Audrey Foster or Beth Gifford to be unlocked. (Try Audrey first).

Log Out: (CMS) This link is located at the top left of the web page. It takes you out of the case management system and ensures that no one can see your data without logging back into the system.

My Profile: (CMS) Located on the student entry page, this option allows you to edit your personal information for the CFST initiative such as your email address, phone number, or password. PLEASE UPDATE YOUR PROFILE AT THE BEGINNING OF EACH SCHOOLYEAR!

Meeting Date: (CMS) Located in the Meetings section, this date field captures a meeting held in relation to the student case. The meeting date is also displayed on the Meetings summary once a meeting has been added to the case management system. All dates in the case management system MUST be entered in the following format: MM/DD/YYYY.

Meeting Section: (CMS) This section captures general information (date, time, location) and logistics (Primary unmet need, Lead Agency, invitees/attendees) for a CFST Meeting held in relation to a student's case. PLEASE NOTE: Team meetings only appear in the CMS Statistical reports when the status is documented as completed and when the attendees include at least a CFST leader and a parent/primary caregiver. Please read the Key Terms of the CFST Initiative for more details on CFST meetings.

Meeting Time: (CMS) Located in the meetings section, this date field captures a meeting held in relation to the student case.

Meeting Invitees/Attendees: (CMS) Located in the meeting section, this sub-form captures those persons invited to the CFST meeting and if they attended. PLEASE NOTE: Team meetings only appear in the CMS Statistical reports when the status is documented as completed and when the attendees include at least a CFST leader and a parent/primary caregiver.

Meeting Location (Other): (CMS) Located on the meeting section, this drop-down menu obtains values to capture where the CSFT meeting was held (in home, at school, other – please specify).

Meeting Status: (CMS) Located on the meetings section, it captures the status of meeting in a student's case (e.g., cancelled, completed, scheduled). The status of entered meetings will be visible in summary under the meetings section. PLEASE NOTE: Team meetings only appear in the CMS Statistical reports when the status is documented as completed and when the attendees include at least a CFST leader and a parent/primary caregiver.

Misidentified Need: (CMS) Located on the needs form, these are needs that are reported and are not factual for the student. NOTE: Although that particular need was wrongly diagnosed, the CFST team may discover other needs that are valid to include the student in the CFST program, when applicable.

Name (Student's first, middle, last): (CMS) Located on the student's profile, the student names are required fields, with the exception of the middle name. When entering the names of the student, please make sure you are entering the information in the correct fields. *There are instances where student names have been inverted (e.g., Haven Angel instead of Angel Haven) by users.*

Need: (CMS) Located on the needs section, a need is any direct or indirect factor (i.e., family situation) that causes a student to be at-risk for academic failure. It may be provided by a referring person or through the process of CFST leaders assessing the student's case, or during a team meeting. Occasionally, a referred or reported student need does not reflect the true issue(s) affecting a student. When this is applicable, those types of needs should be labeled "misidentified." In addition, some needs are not likely to be resolved through the CFST initiative (e.g., poverty). When this is applicable, those types of needs should not include a resolve date. Please make sure each of the student's needs is documented in this section.

Needs Comment: (CMS) Located in the needs section, this text field captures brief notes related to the student's need. It can contain up to 50 characters. Additional notes can be stored in the Case Notes sections. Neither the needs comments nor the case notes are used for evaluation purposes.

Need Source: (CMS) Located in the Need section, this drop-down menu captures if a need was provided through an incoming referral, a team meeting, or other. If "other" is the best selection for this field, please do not hesitate using this selection. *Please note: It is important to document the need source and the appropriate date the need was identified. If the need source is from a referral, then the date identified should have the same date as the related referral. Likewise, if the referral source is from a team meeting, then the date the need was identified should have the same date as the meeting since this is where the need(s) derived.*

NC WISE Number: (CMS) Located on the student's profile, this text field will assist with linking students to other government agencies within the North Carolina Education Research Data Center (NCERDC). NC WISE was formally known as SIMS.

Note Date: (CMS) Located on the Case Notes Section. All dates in the case management system MUST be entered in the following format: MM/DD/YYYY. When a date is entered incorrectly an error message will appear.

Note Subject: (CMS) Located within the Case Notes Section, this is a text field in the case management system to capture the title of your case note. It holds up to 50 characters. *This text field is not being used for evaluation purposes.*

Note Body: (CMS) Located within the Case Notes Section, this is a large text box in the case management system and holds up to 2000 characters. *This text field is not being used for evaluation purposes.*

Note Type: (CMS) Located within the Case Notes Section, this is a drop-down menu that provides a list of case note options. The selections for note type are: General information, Backup plan for crisis, Home visits, Meeting notes, Student health note, Referral, and Service related.

Out-of-Home Event Section: (CMS) This section is intended to capture the date of entry, length of stay, date of exit, and reason for out-of-home placements into the following service systems: Juvenile/Criminal Justice, Mental health/Health facility, Department of Social Services. *Out-of-home placements are temporary custody orders <u>supported by agency regulation</u>. The CFST initiative is interested in documenting all historical out-of-home event data (i.e., pre-CFST) if available for the students it serves. If specific time tables are not available, please note approximate dates of entry and exit.*

Parent Notified: (CMS) Located on the referral form, this radio option is checked if the referring person notified the parent/primary caregiver of the CFST referral.

Phone: (CMS) Located on the referral form, this text field captures the phone number of the referring person.

Primary Caregiver/Caretaker: A primary caretaker is defined as those individuals who can legally enroll a student into school although they may not have legal custody.

Primary Unmet Need Category: (CMS) Located on the meeting section, this captures the most pressing need when planning a team meeting for a student.

Provisional Status: (CMS) Provisional status indicates that the CFST leader, social worker, or nurse has additional coursework to complete or must pass the qualifying examination in order to become either a licensed school social worker or a nationally-certified school nurse.

Race: (CMS) Located on the student's profile, this data field is required. According to the Office of Management and Budget (OMB), the revised standards for federal data on race and ethnicity lists the minimum categories for race as: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; and White. In accordance with the Census, Hispanic is not a race but rather an ethnicity. It is possible to be of any race and also Hispanic. *PLEASE NOTE: Hispanics may be defined as any race depending upon how they self identify.*

Please take care to enter the race of a student correctly. This data is needed to link students to other government agencies within the North Carolina Education Research Data Center (NCERDC).

Reasons: (CMS) Located on the out-of-home events form, this text field captures the reason a student had an out of home event.

Referral Section: (CMS) This section captures general contact information (Date of referral, Referring person, Title, Agency, Phone, Relationship to student) for the person who referred the student and provides their rational for referring the student to the CFST initiative. To capture the referring person's perception of strengths associated with the student and family, a text field has been provided.

Referring Person: (CMS) Located on the referral form, it is the person who referred the student to the CFST program. A referral may come from anyone connected to a student. A student may even self refer.

Relationship to Student: (CMS) This field appears in the Referral section as a pull-down menu. On the referral form, it captures the relationship of the referring person. Please select the appropriate title that connects the student to the referring person on the Referral form.

School: (CMS) This inaccessible field contains the school assignment of the CFST team members provided by the evaluation team. It is visible within the Student tab on the Student Data Entry Page.

School History Section: (CMS) The school history section captures a student's grade and his or her special education status. Please take care to ensure that these records are managed properly. Incomplete records, or records that are not updated, may cause missing information on the student list. Each school year that a student's record remains open a school history record should be added. Similarly, if a student's special education status changes, a school history record should be added.

School Year: (CMS) Located in the school history section, this drop-down menu captures the school year of a student.

Select: (CMS) This link/button is located on each of the case management sections. It opens a record for a user to review and/or to make modifications to that record.

Service Plan Section: (CMS) This section has a dual purpose. It is intended to capture the student's needs as discussed at the team meeting, the desired obtainable goal(s) for the student, which agency is the lead agency, and a target date for implementing the service plan. The second purpose of this section is reserved for follow-up information. Follow-up information should be filled in at subsequent team meetings or as new information becomes available.

Service Plan Date: (CMS) Located on the service plan form, this date field captures the date of the service plan that was created in a CFST meeting. Please make sure that the service plan date reflects the date of the CFST meeting.

SIMS Number: (CMS) NC WISE replaced the Student Information Management System (SIMS), which North Carolina Public School Systems used for almost two decades.

Special Education Status: (CMS) Located on the School Year section, this field asks whether the student has an official individualized education plan and is served under the Individuals with Disability in Education Act (IDEA).

Strength-based Intervention: (CMS) Located in the Service Plan section, this drop-down menu provides a list of services that a student or family can be connected with to reach the desired outcome of a specific need.

Strengths of Student and Family: (CMS) The theoretical core of the Child and Family Support Team model is that everything is strength based. All students and families have strengths.

Building upon strengths will help students and families achieve their goals. Examples of strengths could be supportive family, good sense of humor, good work ethic, etc. There are an endless number of strengths. Two areas have been provided to capture this information for your purpose:

Referral section – reported from the referring person
Case Notes – reported from team observations

Student's Home Page: (CMS) The Student Home page ultimately should contain all of the records regarding a student's activity within the CFST initiative. This page has three functions: 1) The top portion of the page stores general information on a student (i.e., student's profile), 2) The last two fields of the student's profile are used to close/re-open a student's case, and 3) the bottom portion of the home page stores the student's activity in the CFST program as entered by the CFST leader team. *Tidbit: Each school year that a student's record remains open, the "current school year" should be updated (located on the student's profile).*

Student Need: (CMS) Located on the referral form and the service plan form, this drop-down menu captures the need for which a student is referred to the CFST program (i.e., most pressing need) and on the service plan form it captures the need for which the student is receiving a strength-based intervention. *Please make sure each student need has been captured in the needs section before creating a service plan.*

Student Status: (CMS) Located on the student's profile, this drop-down menu captures the status of the student with whom you are working (Currently in this school, No longer in this school.) *When closing a case, please also change the status of the student when relevant.*

Target Date: (CMS) Located on the service plan form, this date field captures the intended date a CFST team plans on conducting the initial follow-up to a service plan.

Task Section: (CMS) This section has been provided for your use only. It is to assist you with your day-to-day CFST responsibilities. It is equipped with fields for task due date, task description, and task status.

Title: (CMS) This field appears on the Referral section. It references the title of the referring person.

Type of Meeting: (CMS) This field appears on the Meetings section as a drop-down box. The most common use for type of meetings is to capture Team Meetings. The other options are: Other and Nurse Assessment.

User ID: (CMS) Before gaining access to the case management system, the CFST team member must be issued a User ID from CFST evaluation. Not only does it give access to CMS when accompanied with a password, it also allows the user to request a new password if it is forgotten. Once navigating through the CMS, the team member's user id appears in the center of the listed links at the top left of the screen.

Appendix 2: FAQ: Frequently asked Questions by Category

Data Entry

What information do I enter into the Case Management System?

A couple of different questions regarding this issue have come up. First, we are NOT concerned about you entering "too many cases." The case management system is the only way we have to document the work you are doing. For some services provided, all of the sections are not necessary. For example, students who do not meet the requirements for CFST service will only have the referral information and case closed records documented in the case management system. In addition, some students accepted into CFST may not have records of out-of-home placement. Please remember the model is about team meetings – although the model doesn't necessarily fit every single scenario that you face. Every student accepted into the CFST initiative should have a team meeting that creates a plan to connect the student to the most appropriate service(s).

Also, regarding meetings—please enter information regarding team meetings where the CFST leader is the lead or attends the meeting. **You do not need to enter phone calls, interviews with teachers, etc. for evaluation purposes.** Please only describe team meetings where the CFST leaders are active participants regardless of whether the school is the lead agency or not. A CFST leader connecting with a parent by phone does not qualify as a team meeting. Please review the definition of a team meeting under "Key Terms of the Child and Family Support Team Initiative."

How do we determine the students that are accepted into the CFST program?

Use the CFST Screening Tool. Further questions should be discussed with the local CFST Coordinator. If questions continue to exist, contact should be made with the State's CFST Program Coordinator.

I have data from last year and I want to know what I should enter first, this year's or last year's.

Data entry is a requirement of our legislation and the ability for you to enter data is extremely important. It is important to not get any further behind. Continue to enter current data while making time to enter data from the previous year. PLEASE NOTE: School administrators are able to view live reports on the data you have entered into the case management system.

Where can I save a large amount of text that I'd like to write about the student?

The case notes section holds 3000 characters in its note body.

What happens when a student moves from one school to another?

When a student moves to another school, the current case is closed. Please note that most schools in the state do not have the CFST initiative, so transferring records is only possible to another CFST school. If the student is transferring to another CFST school, the CFST leader at the previous school may refer the student to the CFST program at the feeder school. Please remember that the CFST program is voluntary and transferring CFST records to another CFST school is based on parental consent.

Logging In

I cannot log in

If you are not able to log into the CMS most likely it is one of two things occurring. You are either entering your username and/or password incorrectly, or you are locked out. First, make sure your caps lock is not on. Check your username and password when entering it into the appropriate fields. If the problem still persists, contact Audrey to see if your access has been temporarily blocked. She will be happy to assist you.

I forgot my password

If you forget your password, you can have a new one sent to you via email through the system. Go to the login screen and select the "forget password" link, enter your user id, and click submit. The system will automatically send you a new password. If you do not receive a password, it means one of a few things. First, if the information in your profile is incorrect, the system may have the wrong email address for you. Second, it is possible that your spam filter is blocking the email (check your spam folder to see if this is the case). Third, you may be locked out. This means that you entered your username incorrectly three times. Email Audrey and she can reset your username.

I requested a password but it was not delivered to my email address

The first thing you should do is check your spam and trash email boxes to see if the email went there. If that fails, then please contact Audrey Foster (contact information below) and she will help reset this information for you.

Student List

What should I do if a student shows up more than one time on the student list?

If a student shows up as a duplicate record on the student list, please download and complete the duplicate record form located on the CFST website:
http://www.childandfamilypolicy.duke.edu/project_detail.php?id=36

How to complete the duplicate record form:
1) Export the student list to Excel. In column A of the Excel file is a list of student IDs.
2) Locate the records that are duplicates on the Excel file that you would like to merge.
3) On the word document record the LEA, the name of the school (please do not abbreviate), and the IDs of the duplicated student records on the form (i.e., Studentid1, Studentid2).
DO NOT ADD THE NAMES OF THE STUDENT(S)! THE EVALUTION TEAM CAN NOT VIEW THE NAMES OF STUDENTS.
4) Save the document for your records.
5) Then send the evaluation team an email with the subject "Duplicate Record Merge Request" to Audrey at alfoster@duke.edu. Please do not forget to attach the duplicate record form.

6) Then close the record on the student's profile by: a) Entering a close date. b) For the close reason select < case already open>. c) Then select update.

I just entered a student but I don't see their name on the student list.

If this happens you may need to refresh the screen (control r). Sometimes, your machine will remember how the same web link used to look. In order to update the webpage, you may need to press "control r" to refresh the screen.

If the method above is not helpful, please make sure you did not type the name of the student incorrectly. Use the search engine located at the top of the student list to search by the student's partial last name (e.g., Ha for Haven). If you are still unsuccessful, it is likely that a user mistakenly entered the student's first name in the last name field of the student's profile. As a result, also search by the student's partial first name (e.g., An for Angela).

Student Profile

How do I update a student's record for the current school year?

Many students' cases revolve year-to-year when the students' records cannot be closed due to on-going services or when student cases are reopened. As a result, these cases must be updated to reflect the current school year in the student's profile and school history section. To update the current school year, select the appropriate school year (e.g., 1112) from the drop-down menu located at the top of the student's profile and select "update." Then go to the student history section to add a record for the school year. *Please note: information from school history record (i.e., special education status and grade) are also shown on the student list. If the special education status and/or the grade are not appearing on the student list, it could be one of two things: either the information was not entered in the school history section or the current school year field in the student profile and the year field in the school history record are not the same.*

Why isn't Hispanic/Latino an option under race?

In accordance with the Census, Hispanic is not a race but rather an ethnicity. It is possible to be of any race and also be Hispanic.

How do we document name changes in the CMS when students who are in DSS custody are adopted?

If a student's name changed, please enter the student's new name in the "last name" field [e.g., new name (old name)] of the student profile section. Contractors matching the students to NC educational datasets will notice that the first name, birth date, gender, race and ethnicity, and NC Wise number are all identical.

Referrals

Can we add a student who is not "officially" part of our CFST School into the case management system?

Many times CFST Leaders are asked to participate in CFST meetings for transitioning students. Please refrain from adding students to the system until they are officially enrolled in your school.

Once the student is enrolled, begin entering data from that period. Make sure to document the previous CFST School in the school history section, if relevant.

Assessments

Can a primary caretaker provide consent for a child to participate in the CFST initiative?

When a parent/guardian cannot be contacted, a primary caregiver may be able to provide consent for CFST services if they are legally able to enroll the student in school. As documented in the manual: A CFST team meeting is an in-person meeting with at least the CFST leader and the student's parent, guardian, or primary caretaker. *A primary caretaker is defined as those individuals who can legally enroll a student into school although they may not have legal custody.* In order to stay true to the core of family engagement, it is always important to have the "legal" caretakers at the table to assist in the CFST process, when available. Those students who reside with primary caregivers can be documented as support for the parent if both the parent(s) and primary caretaker(s) attend a CFST meeting.

Out-of-Home Events

Why are homeless students not captured as an out-of-home placement?

The out-of-home placement section of the CMS only captures mandated placements governed by agency officials such as the department of social services or law enforcement. Homelessness issues are documented within the needs section of the case management system.

Team Meetings

Why aren't each of my team meetings counted in the CMS reports?

In order for team meetings to count in the CFST statistical reports, the status of the team meeting must be completed and there must be two attendees documented: the parent/primary caregiver and a CFST leader.

Service Plans

Can a service plan be created without having a team meeting in the Case Management System?

No. The protocol of the CFST initiative is that the service plan is created during the team meeting. For more information regarding service plans, please review the "Key Terms of the Child and Family Support Team Initiative" of the manual.

How do I create a SMART goal for a student?

Desired outcomes for students should be specific, measurable, attainable, reliable, and timely. For more information on how to write smart goals, please download the document below as a resource: http://www.ncdhhs.gov/mhddsas/dwi/providers/clinicaltools/smartgoalsettinginfo6-11.pdf

In the service plan, does "lead" refer to the person who initiates the service or the person who actually provides the service?

The lead on the service plan is the person who is responsible for making sure the student receives the strength-based intervention (i.e., service). It can be the person connecting the student to the strength-based intervention and/or the person providing the strength-based intervention. A good rule of thumb would be to determine these questions during the team meeting: 1) Is the "lead" able to connect the student to the service and/or provide the service? 2) Are you *[the CFST Leader]* able to contact the "lead" to complete the student follow-up? 3) Would this "lead" person be able to provide enough details on the student's service when following up with limited or no barriers? 4) Are the parent(s) in agreement of the "lead" selected for that service?

How do I document service plans that have been completed but the service did not meet the desired outcome when completing the follow-up?

There are times when strength-based interventions received by students may not lead to satisfactory results. Therefore, monitoring a student's service plan(s) is very important and must occur in a timely manner. In the service plan follow-up section, it captures how well the student is fairing based on the desired outcome that was set for the student's service plan. When a service has been completed, but the objective for the student has not been met, document how the student is currently doing on the "improving towards goal" drop-down menu. Also, under "barriers to care" please select "case closed" to document that the service plan is no longer active. <u>However, only close a student's case on the student profile section when ALL service plans for the student are no longer active</u> (e.g., improving toward goal equals objective met or barriers to care equals case closed in the service plan follow-up section). PLEASE MAKE SURE to have a team meeting to review the student need/unsuccessful intervention and work to connect the student to the appropriate service(s).

Case Notes

The system timed out when I was typing a case note.

The system recognizes user activity when CMS options are used. In the majority of CMS sections, options are for use within ten minutes or less. Due to the large amount of text allotted for the case notes section, a user may spend a long period of time typing before adding or updating a record. We recommend that users type briefer notes or copy the text into the body of the case note from a Word document. Please note: The session will time out when the CMS has been inactive 30 minutes or more. The user will then be required to log into the system.

Technical Issues

When I log into the case management system I need to scroll all the way over to the right of the screen.

This has to do with your screen resolution. You can avoid this problem by increasing the resolution on the screen. On a windows machine this is accomplished by going to your "control panel" then clicking on the icon that says "Display" and then clicking on the tab that says "settings." Finally, there will be a place that says "screen resolution." You move the arrow to more pixels. Please note, your screen will go black for a few seconds as it reconfigures.

The link to the case management system works on my computer at home but not the one at school.

If you are able to get to the case management system on one machine but not another, or by following a set of links one way but not another way, it is possible that there is a firewall on your system that is blocking you. If there is a firewall, you won't even be able to get to the website where the case management system is located. To solve this you will need to talk to the technology people at your school.

Appendix 3: Quick Reference

Evaluation Websites:
CFST Website – http://www.childandfamilypolicy.duke.edu/project_detail.php?id=36
CFST CMS – https://cfst.ssri.duke.edu:442/
CFST Statistics – https://cfst.ssri.duke.edu:442/StatsCFST.aspx

Forgot password:
1) Select the link "Forget your password? Click here." on the log in page.
2) Enter your username, select submit.
3) When it asks for a pin, enter the numeral 42, select submit.
4) A password will be sent to the email address on record. Please copy and paste the 14 character password into the password field to reduce error.

Close history:

How to close a case:
1) Enter a close date
2) Select a close reason, update

How to re-open a case:
1) Remove the close date
2) For the close reason select <please choose>, update

Closing duplicate cases
1) Before closing the record make sure all data provided in that record have been transferred into the master record (i.e., the record that shall remain open). After this has been verified, you may proceed to closing the duplicate record.
2) Select the record.
3) Enter the close date.
4) For the close reason select <case already open>, update.

Copying and pasting:
1) Highlight the information you would like to copy
2) Hold down the <**ctrl + c**> to copy
3) Place the cursor at the appropriate space
4) Hold down the <**ctrl + v**> to paste

Taking a screen shot
1) Hold down the <**ctrl + print screen**> to capture the picture of your computer screen
2) Hold down the <**ctrl + v**> to paste the picture in to a word document

Key Board Short Cuts

Ctrl +X Cuts
Ctrl +C Copies
Ctrl +V Pastes
Ctrl +Print Screen Captures the picture of your computer screen
Ctrl +F Finds something on the page
Ctrl plus – or + Zooms in or out

Appendix 4: CFST Contact Information

State-level CFST Coordinator:

Tony Troop
School Based Child and Family Coordinator
Phone: 919 -707-5516
Email: tony.troop@dhhs.nc.gov

Cathy Daniels
School Based Child and Family Support Initiative
DHHS-Office of Secretary
Phone: 919-707-5605
Fax: 919-870-4828
Email: cathy.daniels@dhhs.nc.gov

Mailing Address: Children & Youth Branch
Mail Service Center 1928
Raleigh, North Carolina 27699-1928

CFST Evaluation:

Beth Gifford, PhD
Beth is the principal evaluator for the CFST evaluation. She prefers to be reached via email and checks avidly. She realizes that some conversations are easier over the phone, but if you want to call, call Joel first.
Phone: 919-613-9294
Email: beth.gifford@duke.edu

Joel Rosch, PhD
Joel is a key evaluator on the CFST project. He also obsessively checks his email, but is a people person who welcomes phone calls. His main expertise is in public policy, and he studies how organizations deliver services to citizens.
Phone: 919-613-9291
Email jbrrosch@duke.edu

Audrey Foster
Audrey handles much of the day-to-day work. She is very friendly and very knowledgeable about this project. She is the first person to contact regarding data entry and resetting passwords.
Phone: 919-613-9307
Email: alfoster@duke.edu

Mailing Address: Center for Child and Family Policy
Duke University
Box 90264
Durham, NC 27708

Fax: 919-684-3731