Resource Family Approval Training

Trainer's Guide

CDSS

RESOURCE FAMILY APPROVAL

Version 3.0 | May 1, 2017

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Introduction

Resource Family Approval (RFA) Overview

The purpose of the Resource Family Approval (RFA)Program is to implement a unified, family-friendly, and child-centered Resource Family Approval process to replace the existing multiple processes for licensing foster family homes and approving relatives and non-related extended family members as foster care providers, and approving families for legal guardianship or adoption.

The RFA Program will eliminate duplication, coordinate approval standards, and provide a comprehensive assessment of all families.

A Resource Family shall be considered eligible to provide foster care for related and unrelated children in out-of-home placement, shall be considered and approved for adoption or guardianship, and shall not have to undergo any additional approval or licensure.

Delivery Recommendations

This training is intended to be delivered as written by a co-training team comprised of a trainer and a representative from California Department of Social Services RFA team. It may be delivered in four consecutive days or as individual day-long modules.

Trainer Preparation

Prior to delivering this training, the trainer should:

1. Read the All County Letters pertaining to RFA
2. Review the local county policies regarding the specific implementation agreements to understand the specific needs of the county.
3. Review the Written Directives

Components of the Trainer's Guide

Background and Context

The Background and Context section describes the purpose of the RFA program.

Learning Objectives

The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed in both the Trainer's and Trainee's Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the Lesson Plan for each segment of the curriculum.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Lesson Plan
The Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic in the order recommended and indicates the duration of training time for each topic. The suggested Lesson Plan is offered as an aid for organizing the training.

The Lesson Plan is divided into major sections by Day 1, Day 2, Day 3 and Day 4 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in each segment. As applicable, each activity is numbered sequentially within a segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc.

Training Segments (Trainer's Guide only)
The Training Segments are the main component of the Trainer's Guide. They contain guidance and tips for the trainer to present the content and to conduct each Training Activity. Training Activities are labeled and numbered to match the titles, numbering, and lettering in the Lesson Plan. Training Activities contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Occasionally, a Trainer's Supplement is provided that includes additional information or materials that the trainer needs. The Trainer's Supplement follows the Training Activity to which it applies.

References and Bibliography
The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography may include the following:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer's Guide only)
In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Segments in the Trainer's Guide.

Posters (Trainer's Guide only)
Some curricula feature materials in the Trainer's Guide that can be used as posters or wall art.

Tips for Training this Curriculum

Family Friendly Language
Trainers are the example for modeling this for participants. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family…rather than clients. We want to model that families involved in child welfare or probation services are not separate from us as workers, but part of our community. This is the goal of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0.

- Solution Focused
- Cultural Humility throughout the trainings should highlighted
- Trainers should utilize facilitative skills.
- Use the expertise in the room.
- Encourage discussion of the Written Directives at each table...

Be sure to emphasis the Flag Activities by ensuring trainees find the sections on their own and call out the page number when found. Consider reinforcing with small prizes, i.e. candy, stickers, etc.

Background and Context

The Adoption and Safe Families Act (ASFA) prohibits a two-tiered system of licensing, one for relatives and another for non-relatives, according to the Final Rule implementing ASFA. In the comment and response section of this Final Rule, the Children's Bureau of HHS explicitly states: "relatives must meet the same licensing/approval standards as non-relative foster family homes." [1]

Research on Foster Care licensing standards in all 50 states has resulted in findings such as:
Problematic standards like requiring that applicants be no older than 65, have a high school degree, or pay for a physical exam for each member of the household.

Varying standards among the states for the same requirements that varied significantly from jurisdiction to jurisdiction:
The varying standards raised questions about which is the best standard and could the standards be combined to create one standard model

The reason for all these standards, even the problematic ones, is based on legitimate public policy concerns, like having healthy, stable, and safe foster parents. We recommend that we take what we have discovered and create a set of "model" core standards. We will do away with problematic requirements, and use the best of the standards from the states to develop clearly defined expectations—expectations that must be met by all: things like a flushing toilet in the house, firearms locked away, and a working telephone on the premises at all times.

[1] Title IV-E Foster Care Eligibility Reviews and Child and Family Services State Plan Reviews; Final Rule, 65 Fed. Reg. 4032 (2000). Retrieved from http://www.acf.hhs.gov/programs/cb/laws_policies/cblaws/fed_reg/fr012500.htm)

Learning Objectives

Knowledge

K1. The trainee will be able to define the RFA process and understand the foundational legislation and history, including how the Continuum of Care Reform (CCR) and the Quality Parenting Initiative (QPI) support and compliment the RFA process.

K2. The trainee will understand his/her role and responsibilities in the RFA process.

K3. The trainee will become knowledgeable about the impact of trauma, grief, and loss on a child involved in the Child Welfare system and its impact on placement and permanency goals.

K4. The trainee will understand the importance of permanency and how he or she can facilitate timely permanency within the RFA system.

K5. The trainee will be familiar with the contents of the Written Directives and be able to locate the information contained within the document.

K6. The trainee will gain knowledge of how to approve Resource Families and the requirements for approving or denying families, including how to conduct a psychosocial assessment of the family.

K7. The trainee will understand the purpose of the comprehensive assessment, including the home environment, background checks, and psychosocial assessments, and how these inform a holistic assessment of the family.

K8. The trainee will demonstrate an understanding about how to conduct Family visits within the context of RFA, as a way to engage Resource Families, for assessment purposes.

K9. The trainee will learn how to investigate complaints, including how to, prepare, conduct and report findings of complaint investigations.

K10. The trainee will understand that teaming assists in developing "solutions" that are individualized to the family and their culture, community and tribes.

K11. The trainee will understand the practice of Cultural Humility and understand how this approach improves family engagement, shows respect for families, and ensures assessments incorporate a family's unique culture.

Skills

S1. The trainee will demonstrate the ability to conduct a psychosocial assessment including the permanency assessment components.

S2. Through role-playing activities, the trainee will be able demonstrate the ability to explain the RFA requirements (i.e., health screening, psychosocial assessment, home environment assessment, training requirements, etc.) and their purpose to potential caregivers entering the RFA system.

S3. The trainee will exhibit the ability and knowledge to summarize, evaluate, and make a final determination through the composition of a written assessment.

S4. The trainee will be able to demonstrate the ability to conduct an Investigation, interview children, and balance findings.

S5. The trainee will demonstrate the ability to apply the Reasonable and Prudent Parent Standard when working with Resource Families.

S6. The trainee will demonstrate the ability to utilize teaming strategies to engage Resource Families.

Values

V1. The trainee will value teaming with families and the practice of collaboration in order to achieve mutual goals, build upon family strengths, and ensure quality comprehensive written assessments are developed.

V2. The trainee will value that RFA prepares families to better meet the needs of vulnerable children in the foster care system and allows seamless transition to permanency.

V3. The trainee will value the importance of timely permanency and how trauma impacts children and families involved in the Child Welfare and Probation systems.

V4. The trainee will value the personal rights of children in foster care and how to ensure they are not being violated.

V5. The trainee will value that upfront training and ongoing services prepare caregivers to meet the needs of children, youth, and young adults, and assists families with forming lifelong relationships.

Lesson Plan

Please note that times may vary based on the needs of the audience. Groups more familiar with RFA may move through the content more quickly and groups with limited background information may need more time. Trainers are advised to remain flexible and work with counties to add time to the day if trainees will need more time with the materials.

Segment	*Methodology and Learning Objectives*
	Day 1
Segment 1 **20 min** Welcome and Introductions	**Activity 1A:** Welcome, Trainer Introductions, and Classroom Logistics Trainer Introduction Introduce the goals of the training, explain logistics and go over Group Agreements. *PowerPoint slides:* 1-2 *Learning Objective: K1*
Segment 2 **75 min** Learning Objectives and Icebreaker	**Activity 2A:** Learning Objectives and Ice Breaker Orient participants to the day and facilitate a Learning Objective review activity. **Activity 2B:** Training Overview Agenda Review **Activity 2C:** E-Learning Review Jeopardy: review of the E-Learning Material *PowerPoint slides: 3-5* *Learning Objective: K1*
Segment 3 **50 min** Introduction to RFA—Key Messages	**Activity 3A:** RFA Key Messages Provide basic information and Key Messages about the RFA program Frame the training with values and theoretical underpinning. **Activity 3B:** Comprehensive Assessment Components Locate the Comprehensive Assessment in Written Directives. *PowerPoint slide: 6-8* *Learning Objectives*: K1, K2

Segment	*Methodology and Learning Objectives*
Segment 4 **45 min** Supporting Resource Familles and Permanency	**Activity 4A:** Video: Madea Family Reunion Video regarding permanency: Madea Family Reunion (2:22min) **Activity 4B:** Permanency: What Is It? Explore various permanency options with the trainees. **Activity 4C:** How Does RFA Support Permanency? Provide information to the trainees about quality relationships and lifelong parenting. *PowerPoint slides:* 9-11 *Learning Objectives*: *K1, K5*
Segment 5 **15 min** Engagement	**Activity 5A:** Looking at Engagement Role play to be demonstrated in front of the class. **Activity 5B:** Engaging Resource Families Discuss the importance of engaging Resource Families. **Activity 5C:** Group Activity Facilitate group activity to explore cultural biases. *PowerPoint slide: 12-13* *Learning Objectives*: *K5, K6, V1, V2*.
Segment 6 **30 min** Culture and Bias	**Activity 6A:** Video: Silent Beats Video: Silent Beats (video: 5:41 min) **Activity 6B:** Cultural Considerations**;** Group Table Activity Facilitate group table activity to discuss the importance of cultural considerations in the RFA process. **Activity 6C:** Practicing Cultural Humility Explore experiences where culture/bias may have negatively affected a case. *PowerPoint slides: 14-16* *Learning Objectives*: *K5, K6, S2, V2*
Segment 7 **30 min** Home Environnent Assessment	**Activity 7A:** Home Environment Assessment Orient trainees to the Home Environment Assessment checklist. **Activity 7B:** Capacity Determination: Orient trainees to the capacity determination requirements. **Activity 7C:** Home and Grounds Orient trainees to the Home Environment Checklist.

Segment	Methodology and Learning Objectives
	Activity 7D: Written Directives Review the home and grounds section in the Written Directives with the trainees. **Activity 7E:** Table Discussions Table discussion regarding what does clean, safe and sanitary mean to the trainee versus the written directives. **Activity 7F:** Bedroom Requirements Orient trainees to the Bedroom Requirements required for Resource families. **Activity 7G:** Documented Alternative Plan (DAP) Review the Documented Alternative Plan in the Written Directives. **Activity 7H:** Table Discussions Table discussion regarding culture when determining appropriate room capacity. **Activity 7I:** Video: Why Moms get Nothing Done Video: Why Moms get Nothing Done. (1:21 min) **Activity 7J:** Outdoor Activity Space Review the Outdoor Activity Space section in the Written Directives with the trainees. **Activity 7K:** Storage Space Review the Storage Area Requirements section in the Written Directives with the trainees. **Activity 7L:** Emergency Procedures Review the Emergency Procedures Section in the Written Directives with the trainees. *PowerPoint slides: 17-29* *Learning Objectives: K2, K4, V3, K5, K6, S1*
Segment 8 **35 min** Deficiency Exercise	**Activity 8A:** Deficiency Exercise Review the slides and identify what if any deficiency exist that could be a concern for home approval. *PowerPoint slides: 30-33* *Learning Objectives: K2, K4*
Segment 9 **35 min**	**Activity 9A:** Background Check Assessments Review the Background Checks Assessment Section in the Written Directives with the trainees.

Segment	Methodology and Learning Objectives
Background Checks Assessment	**Activity 9B:** Exemption Criteria Review the Exemption Criteria Section in the Written Directives with the trainees. **Activity 9C:** Discussing a Criminal Record: Explore with trainees various ways to gather information about the criminal records of the applicants. *PowerPoint slides: 34-36* *Learning Objectives: K2, K4*
Segment 10 **35 min** Confidentiality	**Activity 10A:** Video: 3 Things I Do Not Love about Being a Resource Parent, Confidentiality Video: 3 Things I Do Not Love about Being a Resource Parent (2:58min) **Activity 10B:** Confidentiality Ensure trainees understand confidentiality requirements. **Activity 10C:** Turning Checklists into Assessments Turning checklists into assessments *Point slides: 37-39* *Learning Objectives: K2, K4*
Segment 11 **15 min** Wrap Up	**Activity 11A:** Wrap up Engage trainees in a large group conversation by asking volunteers to share key knowledge gained during the day. **Activity 11B:** Video: Just Stop It Video: Just Stop It (6:08 min) *PowerPoint slides: 40-41* *Learning Objectives: K2, K4*

Segment	*Methodology and Learning Objectives*
	Day 2
Segment 1 **20 min** Welcome and Introductions	**Activity 1A:** Welcome, Trainer Introductions, and Classroom Logistics Introduce the goals of the training, explain logistics and go over Group Agreements. *PowerPoint slides:* 1-2 *Learning Objective: K1*
Segment 2 **45 min** Learning Objectives and Icebreaker	**Activity 2A:** Learning Objectives Re view Orient participants to the day and facilitate a Learning Objective review activity. *PowerPoint slides: 3* *Learning Objective: K1*
Segment 3 **30 min** Permanency Assessment	**Activity 3A:** Permanency Assessment Provide an overview of the permanency assessment. **Activity 3B:** Discuss the Goals of Permanency Discuss the goals of permanency. *PowerPoint slides: 4-5* *Learning Objectives: K4, K5, K6, K8, V1, V2, V3*
Segment 4 **90 min** The Psychosocial Assessment	**Activity 4A:** Psychosocial Assessment Review the Psychosocial Assessment in the Written Directives with the trainees. **Activity 4B:** Psychosocial Assessment and RFA Explore with trainees how the psychosocial assessment is not the same thing as the Written Report. **Activity 4C:** It's Personal Review and build upon earlier work done on engagement and cultural humility, and importance of building relationship. **Activity 4D:** Video: Rollercoaster Video: Rollercoaster (2:25min) **Activity 4E:** Solution Focused Inquiry Orient participants to solution focused inquiry. **Activity 4F:** Solution Focused Questions Refer to the "Try On" handout **Activity 4G:** Group Table Activity Refer to Refer SFQ handout. **Activity 4H:** Goal of the Psychosocial Assessment Explore with trainees the goals of the psychosocial assessment.

Segment	*Methodology and Learning Objectives*
	Activity 4I: Psychosocial Assessment vs. Biography or Psychological Evaluation Review the Psychosocial Assessment in the Written Directives with the trainees. **Activity 4J:** Psychosocial Assessment Components Explore with trainees the psychosocial assessment components in detail. *PowerPoint slides: 6-15* *Learning Objectives: K2, K5, V1*
Segment 5 **40 min** Written Report	**Activity 5A:** Video: Dr. Beverly Ford Video: Dr. Beverly Ford (4:03min) **Activity 5B:** Written Report Orient trainees to the Written Report. **Activity 5C:** Written Directives Review the Written Report in the Written Directives with the trainees. **Activity 5D:** Assessments Orient trainees to Assessments. *PowerPoint slides: 16-19* *Learning Objectives: K4, K5, K6, K8, V1, V2, V3*
Segment 6 **40 min** Written Report Practice	**Activity 6A:** Written Report Facilitate Written Report practice. *PowerPoint slide: 20* *Learning Objectives: K3, K4, V1, V2, V4, V5*
Segment 7 **20 min** Placement Prior to Approval	**Activity 7A:** The Placement Prior to Approval (or Pre-Approval) Process. Review the Emergency or Pre-Approval Placements in the Written Directives with the trainees. **Activity 7B:** Emergency Placement with a Relative or NREFM Emergency Placement with a relative or NREFM **Activity 7C:** Emergency Placement Discuss details and requirements for Emergency Placement. **Activity 7D:** Conducting the Emergency Placement Visit Conducting the Emergency Placement visit. **Activity 7E:** Critical Communication Explore critical communication with trainees.

Segment	*Methodology and Learning Objectives*
	Activity 7F: Placement Prior to Approval for Compelling Reasons Explore Placement Prior to Approval for Compelling Reasons. *PowerPoint slides: 21-26* *Learning Objectives: K2, K5, K6, K7, S1, S2, S3, V1, V4*
Segment 8 **20 min** Pre-Approval Training	**Activity 8A:** Pre-Approval Training Review the Pre-Approval training in the Written Directives with the trainees. **Activity 8B:** Engaging Families Skill build with trainees various methods to engage families. **Activity 8C: E**nhancing Permanence through Pre-Approval Training Facilitate a discussion regarding enhancing permanence through Pre-Approval Training. **Activity 8D:** Listen to the Resource Families Discuss Pre-Approval training requirements and funding. **Activity 8E:** Approving the Resource Families Facilitate a discussion regarding enhancing permanence through Pre-Approval training. **Activity 8F:** Evaluation Factors Discuss evaluation factors. **Activity 8G:** Justification of Approval or Denial Discuss how to justify approval or denial. **Activity 8H:** Role Play: Addressing Barriers Facilitate a role playing activity to allow for trainees to address barriers they might encounter as members of a team. *PowerPoint slides: 27-34* *Learning Objectives: K1, K6, K10, S5, V1, V4*
Segment 9 **40 min** CWS/CMS Placement Prior to Approval Data Entry	**Activity 9A:** Data Entry for CWS/CMS Orient trainees to the instructions that have been developed on how to enter data into CWS/CMS RFA applicants prior to placement. **Activity 9B:** Instructions Examples within CWS/CMS *PowerPoint slides: 35-44* *Learning Objectives: K2, K4*
Segment 10 **15 min** Wrap up	**Activity 10A:** Wrap up Wrap up the training for the day and debrief what worked well and suggested improvements.

Segment	*Methodology and Learning Objectives*
	Activity 10B: Video: Baby Koala Let Go of the Day's Stress (40 sec) *PowerPoint slides: 45-46* *Learning Objectives: K1, K6, K9, S5, V1, V4*

Segment	*Methodology and Learning Objectives*
	Day 3
Segment 1 **15 min** Welcome and Introductions	**Activity 1A:** Welcome Back Introduce the goals of the training, explain logistics and go over Group Agreements. **Activity 1B:** Review Day 3 Agenda *PowerPoint slides:* 1-2 *Learning Objective: K1*
Segment 2 **30 min** Learning Objectives	**Activity 2A:** Learning Objective Review Orient participants to the day and facilitate a learning objective review activity. **Activity 2B:** Agenda Review Agenda Review *PowerPoint slides: 3* *Learning Objective: K1*
Segment 3 **20 min** Children's Rights	**Activity 3A:** Child's Personal Rights *PowerPoint slides: 4* *Learning Objectives: K5, 67, V1*
Segment 4 **15 min** Reasonable and Prudent Parent Standard	**Activity 4A:** Reasonable and Prudent Parent (RPP) Standard Provide an overview of the Reasonable and Prudent Parent Standard. **Activity 4B:** RPPS for Older Youth Explain the Reasonable and Prudent Parent Standard for older youth. **Activity 4C:** Free Range Parenting Video: Free Range Parenting (4:16 min) *PowerPoint slides: 5-7* *Learning Objectives: K5, 67, V1*
Segment 5 **10 min** Approving the Resource Family	**Activity 5A:** Non-Approval/Denial Provide an overview of the approval and denial reasons and procedures. *PowerPoint slides: 8–10* *Learning Objectives: K5, 67, V1*
Segment 6 **45 min** Rescinding Approval	**Activity 6A:** Rescinding Approval Describe the process for rescinding approval. *PowerPoint slide: 11* *Learning Objectives: K5, 67, V1*

Segment	*Methodology and Learning Objectives*
Segment 7 **40 min** Conversion	**Activity 7A:** Conversion of Existing Home Describe the conversion process of existing homes. **Activity 7B:** Conversion Describe the Conversion process **Activity 7C:** Conversion of Relatives/NREMs with a Current Adoption Study Describe the conversion process of relatives with current adoption home studies. **Activity 7D:** **Activity 7E:** Conversion of Licensed Foster Homes with a Current Adoption Home Study *PowerPoint slides: 12-16* *Learning Objectives: K2, K4, K5, V1, V2*
Segment 8 **20 min** Out of County Protocol	**Activity 8A:** Out of County Protocol Describe the process for Out of County Protocol **Activity 8B:** Video: Treat me like a Normal Child Video: Treat me like a Normal Child (2:49 min) *PowerPoint slides: 17-20* *Learning Objectives: K2, K4, K5,*
Segment 9 **20 min** Funding	**Activity 9A:** RFA Funding Describe key funding issues for Resource Families. **Activity 9B:** Prior to Approval Funding Options *PowerPoint slide: 21-22* *Learning Objectives: K2, K4, K5, V1, V2*
Segment 10 **5 min** Post-Approval Activities	**Activity 10A:** Post-Approval Monitoring Provide an overview the training and monitoring to be completed after approval *PowerPoint slide: 24* *Learning Objectives: K2, K8, K9, V1, V2*

Segment	*Methodology and Learning Objectives*
Segment 11 **10 min**	**Activity 11A:** Annual Updates Describe the requirements for annual updates. *PowerPoint slide: 25* *Learning Objectives: K5, K6, K8, V5*
Segment 12 **20 min** Successes and Accomplishments	**Activity 12A:** Successes and Accomplishments Facilitate group discussion: How to ensure you acknowledge your Resource Families successes and accomplishments. **Activity 12B:** Language Reflects Thinking: Words Matter Note that we must change language as our thinking changes. *PowerPoint slide: 26-28* *Learning Objectives: K1, K2, V1,*
Segment 13 Wrap up	**Activity 13A:** Wrap up Wrap-up the training for the day and debrief what worked well and suggested improvements. **Activity 13B:** Video: Lost Dog Video: Let Go of the Day's Stress *PowerPoint slides: 29-30* *Learning Objectives: K1, K6, K9, S5, V1, V4*

Segment	*Methodology and Learning Objectives*
	Day 4
Segment 1 **15 min** Welcome and Introductions	**Activity 1A**: Welcome Back Introduce the goals of the training, explain logistics and go over Group Agreements. **Activity 1B**: Review Day 4 Agenda *PowerPoint slides:* 1-2 *Learning Objective: K1*
Segment 2 **15 min** Learning Objectives	**Activity 2A:** Learning Objective Review Orient participants to the day and facilitate a learning objective review activity. *PowerPoint slides: 3* *Learning Objective: K1*
Segment 3 **45 min** Complaints	**Activity 3A:** Complaint Process Intake With trainees Identify Complaints and Determining Response. **Activity 3B:** Identifying Allegations With trainees Identify allegations. **Activity 3C:** Complaint Intake Report–RFA 802 Review with trainees the RFA 802 Complaint Intake Report. **Activity 3D:** Complaint Intake Report–RFA 802 Cont. **Activity 3E:** Who Makes the Complaint? Mandated Reporter Documenting allegations. **Activity 3F:** Documenting Allegations With trainees Identify Complaints and Determining Response. **Activity 3G:** Taking a Complaint Refer to allegation scenarios and write RFA 802. **Activity 3H:** Confidentiality/Disclosure Review with trainees the Confidentiality/Disclosure. **Activity 3I:** Suspected Harassment Review with trainees Suspected Harassment. **Activity 3J:** Establishing Controls Review with trainees establishing controls. **Activity 3K:** Delaying the 10-Day Visit Review with trainees delaying the 10-day visit.

Segment	*Methodology and Learning Objectives*
	PowerPoint slides: 4–17 *Learning Objectives: K2, K7, K8, K9*
Segment 4 **120 min** Investigation and Cross Reporting	**Activity 4A:** Planning the Investigation Provide an overview of what happens following a complaint. **Activity 4B:** Visiting the Home Overview of visiting the home. **Activity 4C:** Interviewing the Alleged Perpetrator/Caregiver Discuss interviewing the alleged perpetrator/caregivers. **Activity 4D:** Additional Allegations in the Course of the Investigation Discuss with trainees what occurs when a new allegation is received during an open investigation. **Activity 4E:** Preponderance of Evidence Discuss the varying levels of evidence. **Activity 4F:** Using the RFA 809 Using the RFA 809 **Activity 4G:** Documenting Complaint Investigation Documenting Complaint Investigation 9099/9099C **Activity 4H:** Important Reminders Review with trainees important reminders and best practices. **Activity 4I:** Complaint Timeframe Review with trainees complaint timeframes. **Activity 4J:** Abuse Complaints Review with trainees abuse complaints. **Activity 4K:** Finish It Up Review with trainees confidential forms/reports. **Activity 4L:** Cross Reporting Discuss with trainees cross reporting. **Activity 4M:** Write Up an RFA 9099 Facilitate an activity where the trainees write up an RFA 9099. **Activity 4N:** Post investigation: Completing RFA 802 Review with trainees Post investigation: Completing RFA 802 **Activity 4O:** Reporting Requirements Review with trainees Reporting Requirements.

Segment	*Methodology and Learning Objectives*
	Activity 4P: Complaints Facilitate group discussion about receiving complaints in your personal life and explore feelings. **Activity 4Q:** Video: 5 Tactics for Handling Complaints Effectively Video: Customer Service (2:04 min) *PowerPoint slides: 18–38* *Learning Objectives: K2, K5, K8, K9*
Segment 5 **30 min** Administrative Actions	**Activity 5A:** Administrative Action, Due Process, Types of Actions Review the Administrative Action in the Written Directives with the trainees. **Activity 5B:** Administrative Action Hearings Review Administrative Action Hearings with trainees. *PowerPoint slides: 39-41* *Learning Objectives: K2, K5, K8, K9*
Segment 6 **20 min** Statement of Facts	**Activity 6A:** Statement of Facts (SOF) Review the Statement of Facts (SOF) with the trainees. **Activity 6B:** Comments Section Review comments section with trainees. **Activity 6C:** Writing the Case Summary Review details of writing the case summary with trainees. **Activity 6D:** Special Issues/Pertinent Information Review the specifics of Special Issues/Pertinent Information with trainees. **Activity 6E:** Conformance Conferences Provide an overview of Conformance Conferences and how they fit in the RFA process. **Activity 6F:** Witnesses Review the specifics necessary for talking with witnesses pertinent to the investigation. **Activity 6G:** Complaint and Immediate Deficiencies Violation Log Complaint and Immediate Deficiencies Violation Log **Activity 6H: Violations** Provide a snap shot of most serious violations and any resulting action taken *PowerPoint slides: 42-50* *Learning Objectives: K2, K5, K8, K9*

Segment	*Methodology and Learning Objectives*
Segment 7 **10 min** Organizing the SOF Package	**Activity 7A:** Organizing the SOF Package Organizing the SOF Package **Activity 7B:** Routing the SOF Routing the SOF *PowerPoint slides: 51-53* *Learning Objectives: K2, K5, K8, K9*
Segment 8 **5 min** Collaboration	**Activity 8A:** Collaboration Engage in a discussion about collaborating to transition and support RFA *PowerPoint slide: 54* *Learning Objectives: K2, K5, K8, K9*
Segment 9 **5 min** Challenges and Benefits	**Activity 9A:** short- and Long-Term Benefits of Teaming Discuss the challenges and benefits of RFA to show the value of the transition *PowerPoint slides: 55-56* *Learning Objectives: K8, K9, S6, k9*
Segment 10 **5 min** Wrap up	**Activity 10A:** Wrap up Wrap-up the training for the day and debrief what worked well and **Activity 10B:** Video: Stripes Graduation Video: Stripes Graduation (2:38 Min) *PowerPoint slides: 57-58* *Learning Objectives:* K2, K9, S6

Agendas: Four-Day Overview

Day 1
Goals and Objectives of RFA Review of E-learning RFA Key Messages Focus on Permanency Cultural Humility Home Environment
Day 2
Permanency Assessment Written Directives review Psychosocial Assessment Interviewing Skills Written Report Placement Prior to Approval CWS/CMS
Day 3
Reasonable and Prudent Parent Standard (RPPS) Approving the Resource Family Rescinding Approval Conversion Out of County Protocol Administrative Action Annual Update
Day 4
Complaint Process Post-Investigation Activities and Cross Reporting Administrative Actions Statement of Facts

Day 1, Segment 1: Welcome and Introductions

Segment Time:	20 minutes
Materials:	Trainee's Guide: *Agenda: Four Day Overview*, pg. 7 Chart pad paper Markers
Slides:	1-2

Purpose of Activity:

Orient trainees to day

Frame the training with values and theoretical underpinning

Preparation:

Post Ground Rules Chart paper

During the training (what to do):

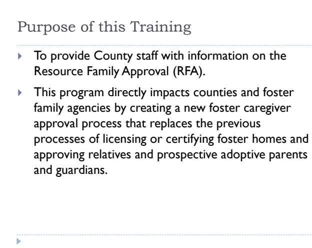
☐ Activity 1A: Welcome, Trainer Introductions, and Classroom Logistics

Trainer Introduction

- Explain logistics (breaks, parking, bathrooms)
- Group Agreements (**<u>Trainer Note:</u>** *Chart Group Agreements 1-3 (below) in advance of class; ask class to add any more group agreements they feel are important for setting a positive working environment.*)
- Please set all cell phones to vibrate, not ring, and if you have to take the call, please step outside.
- We will all respect each other's opinions and input
- We won't interrupt each other when we're talking, (even if we get excited!)

Purpose of the Training

Refer to PPT slide to review purpose of training.



Day 1, Segment 2: Learning Objectives and E-Learning Review

Segment Time:	75 minutes
Materials:	Trainee's Guide: *Learning Objectives*, pg. 5-6 Trainee's Guide: *Agendas: Four Day Overview*, pg. 7 Jeopardy Game: Link
Slides:	3-5

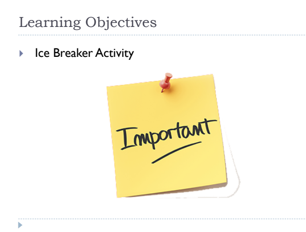
Purpose:

Orient trainees to day

During the training (what to do):

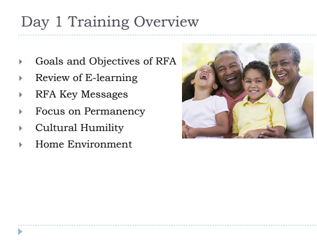
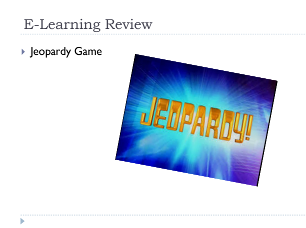
- ☐ Activity 2A: Learning Objectives Review
- ☐ Trainer can choose between several options when reviewing LOs on a daily basis.
  - Option 1 (recommend using this option on day 2 and 4 as brief overview) Refer trainees to the Trainee's Guide: *Learning Objectives* (pg. 5-6 in the Trainee's Guide) and review the Learning Objectives for the training. If using the Learning Objectives posters, using a dry erase marker, circle the LOs groups have identified to focus on. This can be used as a visual for the future training days.
    - Engage the trainees in an activity to identify key Learning Objectives. Refer them to the Trainee's Guide: *Learning Objectives Activity* (pg. 7 in the Trainee's Guide).
    - Instruct trainees to read all Learning Objectives and initial two in each area that resonate with them.
    - Ask them to discuss their selections among the table groups and select one that interests the majority of the group.
    - Facilitate a large group report out.

<u>**Trainer Tip:**</u> Do not just read through each of the Learning Objectives



- Option 2**:** The **purpose** of this ice breaker is to help people bond together at the start of a training event. It does this by highlighting some common interests that all the trainees have. It is important to facilitate a conversation with the group around the importance of building relationships/engagement. Connect parallel process with RFA worker to Resource Family and Case Managing SW and Birth Family.
  - Split trainees into groups of three or four people. (Recommend having the trainees count off by 4-6 depending on the number of people in the training and have the same number sit together. Another option is to divide group based on background and position to ensure each table has a good mix of experience.)
  - Provide each group with a piece of flipchart paper and ask them to

draw a large circle in the middle of the flipchart. - Each group then needs to write down (in the circle) things that all the group members have in common. - Outside the circle, each delegate should write their name, their position and how long they have been in that role. - At the bottom of the flipchart each delegate should write one unique fact about themselves that no one else will know. - To review the Learning Objectives, have the group read through (pg. 6-7, Trainee's Guide), discuss as group, and decide 2 LOs per group they would like to focus on during the training and write on their flip chart paper - After all the groups have done this, ask for a volunteer from each group to present their flipchart to the whole group. - List any questions the group has on chart paper (Parking Lot) at front of the room.	
• Option 3: (recommend for Day 1 and/or 3) – 1-2-4 Activity - Ask the trainees to review the learning objectives individually (pg. 5-6Trainee's Guide). As the trainees are reviewing the Learning Objectives, ask them to pick TWO Learning Objectives that they have down pat. Also, ask the trainees to underline TWO Learning Objectives that they need to learn the most about. - Instruct the trainees to markup the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished. - Walk around the room and watch for when about 80% of the class seems to have made their choices. - Prompt the class to turn to a partner and share with each other their choices. Walk around the room to monitor progress. - Allow 60 seconds and prompt the trainees to switch so both people get to share. In another 60 seconds, ask the trainees to stop this discussion and give you their attention. - Ask everyone to stand up. Then tell them that each pair needs to find another pair from another table. In groups of 4, ask the trainees to discuss what commonalities and differences there are amongst their group. Ask each team to identify what is emerging as the most important Learning Objective to cover during the training. Walk around the room and listen for participation and allow 4 minutes for this process. • Regain the trainees' attention. Ask each group of 4 to introduce themselves to the rest of the group and then report out what emerged as the top priority for the day from their group, with the trainer charting the responses. Allow 5-10 minutes for this process. After the activity, check with the group to clarify information and check if there are any questions. This activity will identify the top priorities for the training day.	

☐ Activity 2B: Training Overview • Refer to slide to review Agenda for the day	
☐ Activity 2C: E-Learning Review **<u>Trainer Note:</u>** Review of eLearning material. The PPT for the Jeopardy game is a separate PPT (because of the coding) that is linked to the RFA PPT. Directions: Have the trainees break up into 2-4 groups with approximately even numbers per group. Each group will need some kind of buzzer device (buzzer, bell, verbal phrase). One trainer will run the PPT game and the second trainer will track the scores of each team. Have one group begin the game by selecting one of the values under one of the topics. Whoever buzzes first is able to respond. If they give the correct response then they get the points, otherwise the remaining groups can buzz in. Continue to move through the game until all questions have been answered. After all questions have been answered there is one Final Outcomes question where all groups will have 30 seconds to write down their responses and can bet however many points they desire. Each team will share their answer and the points the bet. Each group that gets the answer correct will get the points they bet. All points will be tallied and a winning group will be identified. A prize for the winning group is optional. Please see RFA Jeopardy Answer Key.	

Day 1, Segment 3: Introduction to RFA—Key Messages

Segment Time:	50 minutes
Materials:	Trainee's Guide: *QPI Handout*, pg. 10 Trainee's Guide : *AB 403 Overview,* pg. 11-12 Trainee's Guide: *Addressing Child Trauma* , pg. 13-14 Trainee's Guide: *Range of Reaction* , pg. 15-16 Markers Key Message Posters
Slides:	5-8

Purpose:

Provide context to help trainees understand how the RFA program was developed
Provide basic information and Key Messages about the RFA program
Frame the training with values and theoretical underpinning

Preparation:

Post the following Key Messages around the room, allowing enough space for a group of trainees to stand near.

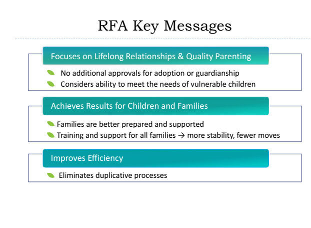
- No additional approvals for adoption or guardianship
- Considers ability to meet the needs of vulnerable children
- Families are better prepared and supported
- Training and support for all families → more stability, fewer moves
- Eliminates duplicative processes

During the training (what to do):

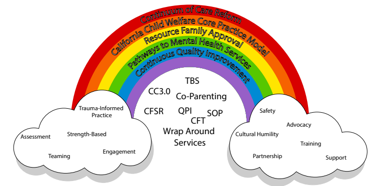
☐ Activity 3A: RFA Key Messages

- Ask trainees to stand by the one Message which resonates with them most as it relates to improving our system. Ask volunteers to explain why they chose their Message
  - Are streamlined: It eliminates the duplication of existing processes.
  - Unify approval standards for all caregivers regardless of the child's case plan.
  - Includes a comprehensive psychosocial assessment, home environment check and training for all families, including relatives.
  - Prepare families to better meet the needs of vulnerable children in the foster care system.
  - Allow seamless transition to permanency.

Trainer Note: Expand on correlation between the key messages in this slide and the rainbow slide. If there are areas not covered organically (teaming, QPI and trauma) in this activity from the rainbow make sure to review them before continuing. Discuss the connection of the different programs that are currently



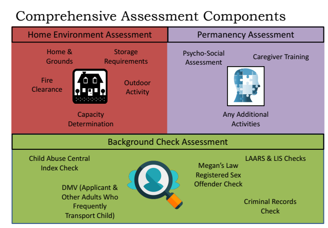
or will shortly be implemented with the ultimate goal of achieving better outcomes for our families and providing a better experience for youth in care. Discuss how RFA fits into this.



☐ Activity 3B: Comprehensive Assessment Components

- Have trainees turn to page 25 in the WD 4.0 and identify the Comprehensive Assessment section. This was covered in the e-learning and will not be covered in depth. Skill build around each area.

Trainer Note: Skill build around each component of the assessment through the various lens' of engagement, trauma and teaming throughout the 4 day training.



Day 1, Segment 4: Supporting Resource Families and Permanency

Segment Time:	45 minutes
Materials:	Video(2:22 min):Media Family Reunion Trainee's Guide: *Health Screening* , pg. 17-18
Slides:	9-11

Purpose:

Build empathy for families applying to be Resource Families
Introduce the application requirements
Begin the Comprehensive Assessment process

Preparation:

Ensure the training room has internet access and preview the videos

During the training (what to do):

☐ Activity 4A: Video: Madea Family Reunion

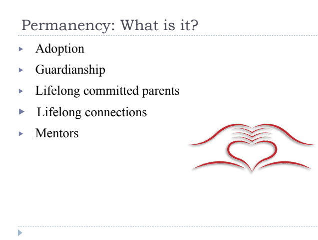
- Show the video. (2:22 min) https://www.youtube.com/watch?v=SSpn_Ayh5YI
- After the video facilitate a discussion about how some relatives came to the table as Resource Parents suddenly and with little time to plan or prepare themselves and their families. What are some ways they imagine or have seen Resource parents come to the table?

Trainer Note: It is important to remember that the RFA process is NOT child specific, but rather about approving this family for any child.

☐ Activity 4B: Permanency: What Is It?

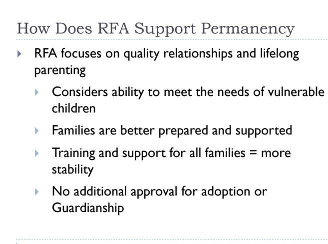
- Explore with trainees what each option is, what this option looks like, and how they develop.

Trainer Example: RFA requires the applicant to complete the "health screening" form (Trainee's Guide pg. 17-18). There are instances where the person's health doesn't allow them to be the primary care provider, but they still can provide permanency for the child. Explore this with the trainees.



☐ Activity 4C: How Does RFA Support Permanency?

Trainer to emphasize: Just because you are an approved RF does not guarantee placement of a child and that includes adoption.
An assessment of the placement of a child in your home for adoption purposes will still be conducted by an adoptions worker when the court orders reunification services to cease.



<u>Trainer Note:</u> Discuss that the trainees need to talk with the families about the fact that they might have had one vision when they initiated their Resource Family application, i.e., to care for only their relative, but they are being approved potentially for other children. If the child is reunified, they can care for other children and it will be the workers role to discuss this with the Resource Families.	

Day 1, Segment 5: Engagement

Segment Time:	15 minutes
Materials:	Trainee's Guide: *Engaging Resource Families Role* , pg. 19-20 (Trainer's Guide pg. 124-125) Chart pad paper Markers
Slides:	12-13

Purpose:

Introduce assessment as a collaborative process
Ensure trauma and culture are considered in the assessment process

During the training (what to do):

☐ Activity 5A: Looking at Engagement
These role plays will be demonstrated in front of the class. Ask for a trainee to volunteer to be the grandparent.

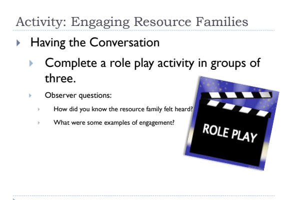
- Refer trainees to the trainee content ***Engaging Resource Families*** (Trainee's Guide, pg. 19-20 for the script.
- The trainer will play the role of the social worker, Ms. Tolliver. The trainee will play the role of Ms. James, Grandmother applying to be a Resource Family for her granddaughter.

The role-play will be demonstrated twice: once showing poor engagement, once showing good engagement

☐ Activity 5B: Discuss the importance of engaging Resource Families
☐ Activity 5C: Group Activity

- Split into teams of 3. Give 5 minutes for each person to write down some thoughts about how they might initially engage the Resource Family.
- Give each member 5 minutes to Role Play being the social worker, the Resource Parent, and an observer.
  Make a list of 3 or 4 issues that they learned from the role plays and present these to the larger group.
  - Observer questions: How did you know the RF felt heard?
  - What were some examples of engagement?

<u>**Trainer Note**</u>: Encourage trainees to frame the requirements by focusing on "this is why this requirement is helpful" rather than "this is what is required.



Day 1, Segment 6: Culture and Bias

Segment Time:	30 minutes
Materials:	Trainee's Guide: *Practicing Cultural Humility*, pg. 21-22 Video (5:41 min) Silent Beats Chart pad paper Markers
Slides:	14-16

Purpose:

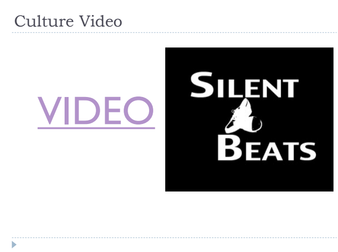
Discuss the importance of cultural considerations in the RFA process

During the training (what to do):

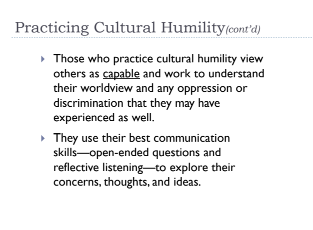
- ☐ Activity 6A: Video: Silent Beats
  - Show the video. (video: 5:41 min) https://www.youtube.com/watch?v=76BboyrEl48

- ☐ Activity 6B: Group Table Activity
  - What are some things observed in the video you perceive as culturally bias?
  - How might similar biases come up when working with Resource Families?

Trainer Note: Need to allow the trainees to have this conversation (ten minutes) and this would be a good time to remind the group about the Group Agreements. Encouraging the trainees to discuss the topics that are sensitive for many but in the safety of the classroom is the best place to learn new skills to use in the field with the families.



- ☐ Activity 6C: Practicing Cultural Humility
  - Refer trainees to the Trainee's Guide, *Practicing Cultural Humility,* pg. 21-22. Highlight the following points and link to the work of the RFA worker's role.
    - Cultural humility is about accepting our limitations.
    - Those who practice cultural humility work to *increase their self-awareness* of their own biases and perceptions and engage in a life-long self-reflection process about how to put these aside and learn from clients
    - Those who practice cultural humility view their clients as capable and work to understand their worldview and any oppression or



○ discrimination that they may have experienced as well. ○ They use their best communication skills—open-ended questions and reflective listening—to explore their concerns, thoughts, and ideas. **Trainer Note**: Ask for trainees to share experiences where culture/bias may have negatively affected a case. Trainer share an example if necessary. Express how important our own awareness is of our personal biases. Discuss other terms that have been used in recent years, i.e. cultural competence vs. cultural humility/cultural responsiveness. What is the difference between these two ideas?	

Day 1, Segment 7: Home Environment Assessment

Segment Time:	60 minutes
Materials:	Trainee's Guide: *RFA-03(A) Home Environment Checklist*, pg. 23-24 *Written Directives Version 4 Effective 2/6/2017* video (1:21 min):*Why Mom Gets Nothing Done,* Post-it Notes
Slides:	17-29

Purpose:

Review the Home Environment Checklist form

Preparation:

Ensure the training room has internet access and preview the video

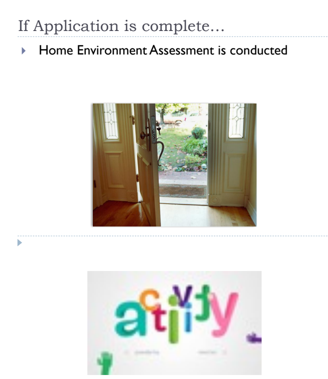
During the training (what to do):

- [ ] Activity 7A: Home Environment Assessment
    - Refer trainees to the Trainee's Guide *RFA-03(A) Home Environment Checklist,* pg. 23-24 Instruct trainees to follow along the RFA-03(A) during the following discussion

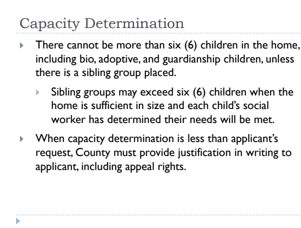
Trainer Tip: This form is required and the most updated version is available on the CDSS RFA website.

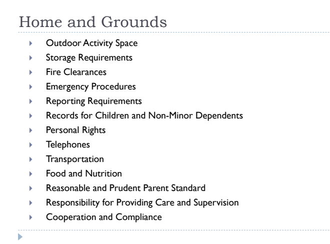
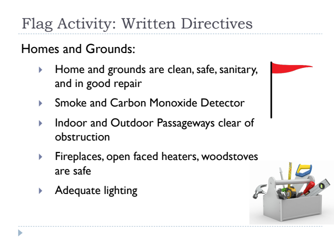
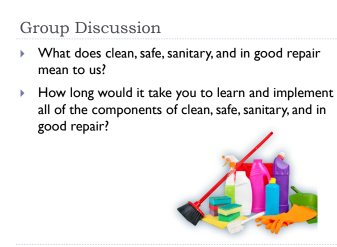
Trainer Note: Provide examples of how possible needed corrections would be included in the overall assessment.

RFA worker would not actually change the application. Example: Family requests capacity of 6; if home cannot accommodate capacity of 6, do not change the application, approve with capacity for whatever is appropriate with an explanation of reasoning as part of assessment.



- [ ] Activity 7B: Capacity Determination:
    - Review slide



☐ Activity 7C: Home and Grounds • Trainer should hand out Home Environment Checklist Form and review. Then turn to WD 11-01, pg. 59, and follow along this section. • You can see why Resource Families can get overwhelmed with the paperwork and reporting aspects, and with everything they must know right away! **<u>Trainer Note:</u>** <u>Do not sit on this slide and talk about each topic. This is just a quick reference just showing the list</u>	
☐ Activity 7D: Written Directives • Ask trainees to open the Written Directives and find the Home and Grounds section 11-01, pg. 59.	 
☐ Activity 7E: Table Discussions (suggested 3 minutes): • What does clean, safe, sanitary and good repair mean to us? **<u>Trainer Note:</u>** Pull for cultural, financial, etc., perspectives. How might culture or finances (for example) possibly impact this? • How long would it take you to learn and implement all of the above? **<u>Trainer Note</u>**: Remind class that we are looking to assess this family to be approved as a RF. We are looking at their ability to provide care to child on a short-/long-term basis. For example, when dealing with the issue of proper storage of a firearm, this speaks to the safety of a child in the home. Questions such as, "Is it helpful to check the registration of a firearm?" Maybe it does, maybe it doesn't. We should know and understand the reason for every question we ask and how it helps us make a determination of the family's approvability.	 

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☐ Activity 7F: Bedroom Requirements
WD Home and Grounds 11-01, pg. 59

<u>Trainer Note:</u> RFA Worker should be bringing out the WD to the home as they are doing these Home Assessments. LGBTQ: Child can share a room consistent with the identity they identify with regardless of what the court documents identify them as. There needs to be discussion among the children sharing the room, but it is permitted.

<u>Example:</u> Converted garage: May be used if no health and safety concerns; if so, permit required. Opposite sex must be sibling to share bedroom for short term. It is best interest of child—displacing children to another area.

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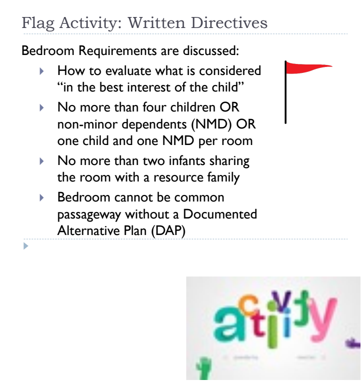

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☐ Activity 7G: Documented Alternative Plan (DAP)

- Ask trainees to open the Written Directives and find the Home and Grounds section WD 11-01 Pg. 59.

<u>Trainer Note</u>: Two updates to DAPs have been included in the WD 4.0 for sleeping arrangements:

- adults sleeping in common area (like couch),
- room capacity: more than 4 children to a room, same sex sharing a room age limit is 8 years old.
- They apply to all children in the home, in all Resource Family homes.

LGBTQ: Child can share a room consistent with the identity they identify with regardless of what the court documents identify them with. There needs to be discussion among the children sharing the room, but it is permitted.

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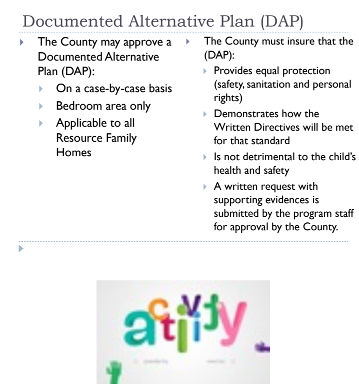

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☐ Activity 7H: Table Discussions (suggested 3 minutes):

<u>Trainer Note</u>: Consider culture.
Ask trainees for examples of assessment questions an RFA worker would use to determine appropriate room capacity.

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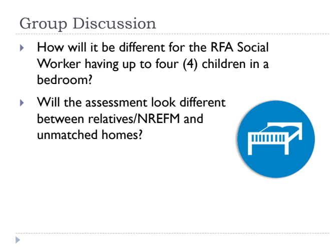

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☐ Activity 7I: Video: Why Moms get Nothing Done

- Show the video(1:21 min)
[https://www.youtube.com/?v=_bP0Uf3Shd0)](https://www.youtube.com/?v=_bP0Uf3Shd0)
- Table discussions

<u>Trainer Note</u>: Pull for cultural, financial, etc., perspectives. How might culture or finances (for example) possibly impact this?

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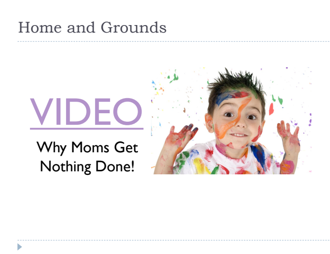

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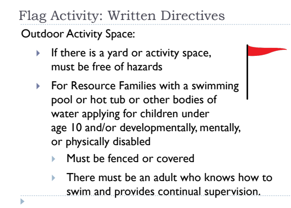
☐ Activity 7J: Outdoor Activity Space

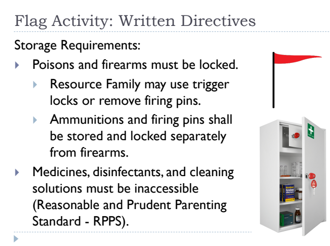
- Review slide: WD Outdoor Activity Space 11-02, pg. 62

Trainer Notes: Examples of pools and bodies of water, pictures. With the Resource Families being approved, they are approved for future children who may vary in age and development. Therefore, the pool safety assessment will have to be approved on a case by case basis with each new placement. These assessments will be ongoing for physical and development abilities. Ensure the documentation of the resource families' abilities is in the written report.



☐ Activity 7K: Storage Space

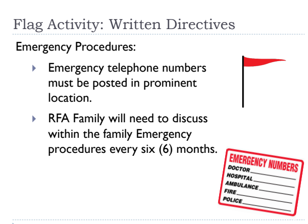
- Review slide: WD Storage Area Requirements 11-03, pg. 64



☐ Activity 7L: Emergency Procedures

- Emergency telephone numbers must be posted in prominent location.

Flag Activity: Ask trainees to find in the Written Directives.



Day 1, Segment 8: Deficiency Exercise

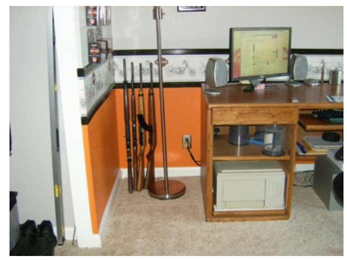
Segment Time:	20 minutes
Materials:	Trainee's Guide*: RFA 03A,* pg. 23-24 Trainee's Guide: *Deficiency Identification Activity*, pg. 25-26
Slides:	30-33

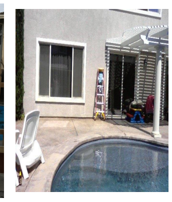
Purpose:

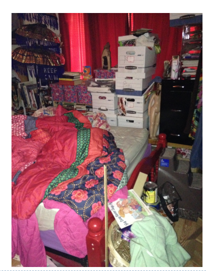
Review the slides and identify what if any deficiency exist that could be a concern for home approval.

During the training (what to do):

- ☐ Activity 8A: Deficiency Exercise
  - Refer trainees to the Trainee's Guide *Deficiency Identification Activity*, pg. 25-26
  - Review the slides for deficiencies that could prevent the homes from being approved or require documented alternative plans. Explore the various scenarios in each photograph and get the trainees to discuss why the specifics in each scenario could be occurring and how the different regions may view the scenarios differently (i.e., rural areas versus urban).







Day 1, Segment 9: Background Checks Assessment

Segment Time:	35 minutes
Materials:	Trainee's Guide: *RFA-01(A) Application*, pg. 27-30 Trainee's Guide: *LAARS*, pg. 31-32 Trainee's Guide: *RFA-01(B) Criminal Record Statement*, pg. 33-34 Supplemental Handout: *Written Directives Version 4 Effective 2/6/2017* Post-it Notes
Slides:	34-36

Purpose:

Review criminal clearance information for approval process

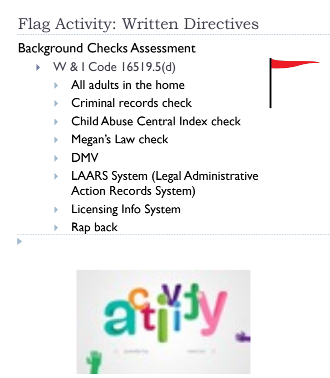
During the training (what to do):

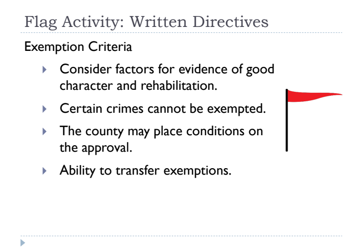
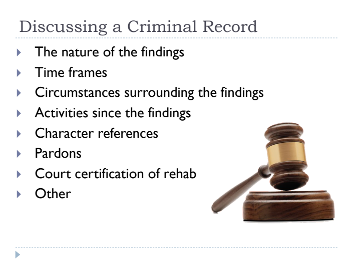
- [ ] Activity 9A: Background Check Assessments
    - Flag activity: Refer trainees to the Written Directives and ask them to find Background Checks Assessment section 6-03A pg. 26
        - W & I Code 16519.5(d)
        - All adults in the home
        - Criminal records check
        - Child Abuse Central Index check
        - Megan's Law check
        - DMV
        - LAARS System (Legal Administrative Action Records System)
        - Licensing Info System
        - Rap back

<u>**Trainer Note**</u>: Information that is gathered is then presented to the Resource Family in a conversation to discuss the findings, and determine the impact those findings may have or have had on the family, and how those findings may impact the current placement status of the child. Need to stress that any additional standards/requirements a county imposes for RFA that goes beyond the Written Directives cannot be the sole reason for denying. Affects due process rights of families if standards vary from county to county.

Many factors may be considered when attempting to make a determination on approval status such as:

- The nature of the findings
- Time frames
- Circumstances surrounding the findings
- Activities since the findings
- Character references



• Pardons • Court certification of rehab • Other	
☐ Activity 9B: Exemption Criteria • Flag activity: Have the trainees find Criminal Record Exemption Criteria in the Written Directives, WD 6-03B pg. 30 and Highlight this section, particularly: ○ The County may grant an exemption under certain situations listed here. ○ The County shall consider factors including but not limited to the listed items as evidence of good character and rehabilitation. ○ Certain crimes cannot be exempted (i.e., felony child abuse, felony spousal abuse, felonies against children, violent crimes listed in the Code, and some felony convictions within the past 5 years). ○ The County may place conditions on the approval. ○ Can transfer exemptions from foster care licensing case.	 
☐ Activity 9C: Discussing a Criminal Record: • There should be a conversation ahead of time if the partners are comfortable with their criminal clearances being discussed and shared with each other. Information that is gathered is then presented to the Resource Family in a conversation to discuss the findings, and determine what impact those findings may have or have had on the family, and how those findings may impact the current or future placement status of the child.	

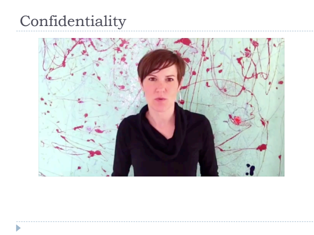
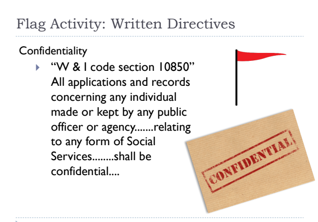
Day 1, Segment 10: Confidentiality

Segment Time:	10 minutes
Materials:	Supplemental Handout: Written Directives Version 4, Effective 2/6/2017 Trainee's Guide: *Checklists to Assessments*, pg. 35-36 Video (2:58 min): 3 Things I Do Not Love about Being a Resource Parent, Confidentiality
Slides:	37-39

Purpose:

Ensure trainees understand confidentiality requirements

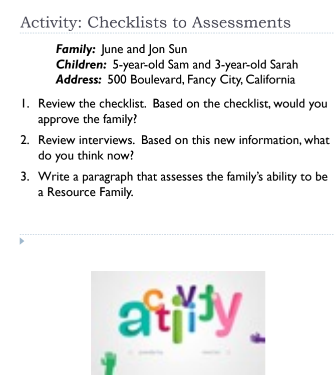
During the training (what to do):

☐ Activity 10A: Video: 3 Things I Do Not Love about Being a Resource Parent, Confidentiality • Show the video: https://youtu.be/xBNK-RoWPag (2:58 min)	
☐ Activity 10B: Confidentiality • Flag activity: Have trainees find Confidentiality in the Written Directives 4-04 Pg. 20 and review the section on Confidentiality. Also look at the other sections referenced in this section. **Trainer Note**: Be mindful of social media—falls under confidentiality rules: i.e., taking pictures or including identifying information and posting this information to social platforms such as Facebook, Instagram, and Twitter.	 

☐ Activity 10C: Turning Checklists into Assessments

- Direct trainees to the Trainee's Guide Checklists to Assessments, pg. 31-32, to assess the June and Jon Sun family. This will be a three-part process. First, the trainee will complete Part 1: Review the checklist. Then the trainee will move forward to Parts 2 and 3. The purpose of this activity is to demonstrate that a checklist is not used in isolation when completing an assessment. It can be used to generate questions during the interview process.
  - Part 1: Review the checklist. Based on the checklist, would you approve the family?
  - Part 2: Review interviews. Based on this new information, what do you think now?
  - Part 3: Write a paragraph that assesses the family's ability to be a Resource Family.

<u>Trainer Note</u>: Guide conversation regarding double standards between bio children and foster children.



Day 1, Segment 11: Wrap Up

Segment Time:	15 minutes
Materials:	Video (6:08 minJust Stop It
Slides:	40-41

Purpose:

Reminder of intent of RFA

Wrap up the day and end on a light note

Preparation:

Ensure the training room has internet access and preview the video

During the training (what to do):

☐ Activity 11A: Wrap up

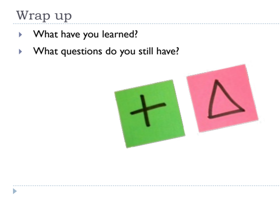
- Engage trainees in a large group conversation by asking volunteers to share key knowledge gained during the day.
- Chart any feedback about the day.

Remind the group regarding the intent of RFA. Encourage trainees to use their skills to make individualized assessments rather than finding an exact answer for everything in the WD—if that were the case, we've lost the intent of it. Remind the trainees of the philosophical shift and understanding this may be a difficult transition for folks coming from other areas with that subject matter expertise

☐ Activity 11B: Just Stop It

Show the video (6:08 min): Coping with your worries

https://vimeo.com/10880189



Day 2, Segment 1: Welcome and Introductions

Segment Time:	15 minutes
Materials:	Chart pad paper Markers
Slides:	1-2

Purpose:

Orient trainees to day

Frame the training with values and theoretical underpinning

Preparation:

Post Ground Rules Chart paper

During the training (what to do):

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☐ Activity 1A: Welcome, Trainer Introductions, and Classroom Logistics

Trainer Introduction

- Explain logistics (breaks, parking, bathrooms)
- Group Agreements (Trainer Note: *Chart Group Agreements 1-3 (below) in advance of class; ask class to add any more Group Agreements they feel are important for setting a positive working environment.*)
- Please set all cell phones to vibrate, not ring, and if you have to take the call, please step outside.
- We will all respect each other's opinions and input

We won't interrupt each other when we're talking, (even if we get excited!)

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☐ Activity 1B: Review Agenda for the day

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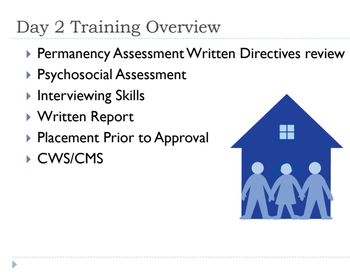

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Day 2, Segment 2: Learning Objectives and Ice Breaker

Segment Time:	45 minutes
Materials:	Trainee's Guide: *Learning Objectives, pg. 5-6* Trainee's Guide: *Agendas: Four Day Overview*, pg. 7
Slides:	3

Purpose:

Orient trainees to day

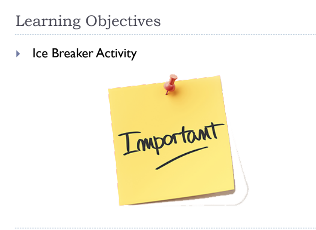
During the training (what to do):

☐ Activity 2A: Learning Objective Review

- Trainer can choose between several options when reviewing LOs on a daily basis

  Option 1 (recommend using this option on day 2 and 4 as brief overview) Refer trainees to the Trainee's Guide: *Learning Objectives* (pg.5-6 the Trainee's Guide) and review the Learning Objectives for the training. If using the Learning Objectives posters, using a dry erase marker, circle the LOs groups have identified to focus on. This can be used as a visual for the future training days.
  - Engage the trainees in an activity to identify key Learning Objectives. Refer them to the Trainee's Guide: *Learning Objectives Activity*, pg.7
  - Instruct trainees to read all Learning Objectives and initial two in each area that resonate with them.
  - Ask them to discuss their selections among the table groups and select one that interests the majority of the group.
  - Facilitate a large group report out.

Trainer Tip: Do not just read through each of the Learning Objectives



- **Option 2:** The **purpose** of this ice breaker is to help people bond together at the start of a training event. It does this by highlighting some common interests that all the trainees have. It is important to facilitate a conversation with the group around the importance of building relationships/engagement. Connect parallel process with RFA worker to Resource Family and Case Managing SW and Birth Family.
  - Split trainees into groups of three or four people. (Recommend having the trainees count off by 4-6 depending on the number of people in the training and have the same number sit together. Another option is to divide group based on background and position to ensure each table has a good mix of experience.)
  - Provide each group with a piece of flipchart paper and ask them

to draw a large circle in the middle of the flipchart. ◦ Each group then needs to write down (in the circle) things that all the group members have in common. ◦ Outside the circle, each delegate should write their name, their position and how long they have been in that role. ◦ At the bottom of the flipchart each delegate should write one unique fact about themselves that no one else will know. ◦ To review the Learning Objectives, have the group read through (pg. 5-6 in Trainee's Guide), discuss as group, and decide 2 LOs per group they would like to focus on during the training and write on their flip chart paper ◦ After all the groups have done this, ask for a volunteer from each group to present their flipchart to the whole group. ◦ List any questions the group has on chart paper (Parking Lot) at front of the room.	
• **Option 3:** (recommend for Day 1 and/or 3) – 1-2-4 Activity ◦ Ask the trainees to review the learning objectives individually. As the trainees are reviewing the Learning Objectives, ask them to pick TWO Learning Objectives that they have down pat. Also, ask the trainees to underline TWO Learning Objectives that they need to learn the most about. ◦ Instruct the trainees to markup the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished. ◦ Walk around the room and watch for when about 80% of the class seems to have made their choices. ◦ Prompt the class to turn to a partner and share with each other their choices. Walk around the room to monitor progress. ◦ Allow 60 seconds and prompt the trainees to switch so both people get to share. In another 60 seconds, ask the trainees to stop this discussion and give you their attention. ◦ Ask everyone to stand up. Then tell them that each pair needs to find another pair from another table. In groups of 4, ask the trainees to discuss what commonalities and differences there are amongst their group. Ask each team to identify what is emerging as the most important Learning Objective to cover during the training. Walk around the room and listen for participation and allow 4 minutes for this process. • Regain the trainees' attention. Ask each group of 4 to introduce themselves to the rest of the group and then report out what emerged as the top priority for the day from their group, with the trainer charting the responses. Allow 5-10 minutes for this process. After the activity, check with the group to clarify information and check if there are any questions. This activity will identify the top priorities for the training day.	

Day 2, Segment 3: Permanency Assessment

Segment Time:	30 minutes
Materials:	Chart pad paper Markers
Slides:	4-5

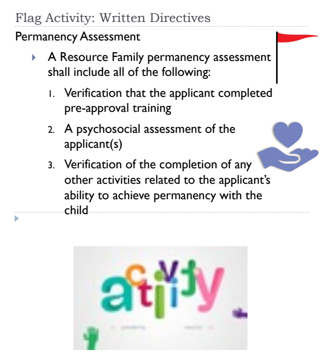
Purpose:

Provide an overview of the permanency assessment

During the training (what to do):

☐ Activity 3A: Permanency Assessment

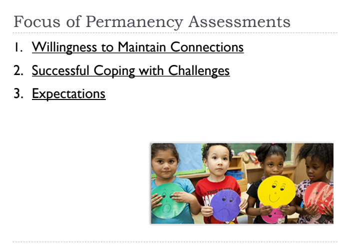
- Flag activity: Permanency Assessment: Refer to the RFA Process and Comprehensive Assessment posters.
- Remind trainees how the different components work together.
- Have trainees find the Components of the Permanency Assessment in the Written Directives, section 06-04, pg. 30.
- Review slide.



☐ Activity 3B: Discuss the Goals of Permanency

- Review slide: The purpose of the Permanency Assessment is to really get to KNOW families at a much deeper level that we ever have before. We don't just want to know people's names and addresses; we want to personally know families, know what this family's strengths are, what might be challenges for them. The purpose is to really be able to make purposeful placements. To really be able to find a home for youth in care that can truly meet their needs and provide the most normal experience while in care as possible. Some broad topics to be considered are the following.
  - Willingness to Maintain Connections: Ask trainees what types of connections would be important for the child/youth to maintain. Discuss Honoring and maintaining connections with birth families preserves children's personal histories and maintains their existing attachments in the face of overwhelming change and uncertainty. Ongoing connections with families of origin can also be desirable in the context of adoption. For example, some studies have shown that children, adoptive parents, and birth parents tend to have better adjustment with open adoptions (Child Welfare Information Gateway, 2010).

    Trainer to ask group (either as large group discussion or table activity): What is the role of the RFA worker in this process?



Successful Coping with Challenges: Families will encounter stress related to working with the Child Welfare system, the child's trauma behaviors, and permanency; so, a family's vulnerabilities and resilience need to be included in the psychosocial assessment (family study) process. It's important to explore a family's history with adversity. "What was their method of dealing with it? Did they seek therapy, or reach out for help in some way? Or are they so independent they'll let things go too far before asking for help?"

Using a genogram, ecomap, or other tool to explore a family's support system can help the worker and family visualize how much of a buffer the family will have in dealing with the inevitable stresses and losses associated with foster care.

- Expectations: Sometimes our prospective Resource Families come into the system of caring for children with certain expectations on how a child should or might act or how they as parents will manage these experiences. A parent might believe if they "love" the child enough then the child will be OK. It is important the Approval worker assesses for possible expectations and provides knowledge and education on children who experience trauma. It is difficult for parents to not take it personally when a child is dishonest or behaving poorly, but understanding that trauma is most often the underlying cause of these troubling behaviors can help parents develop realistic expectations and seek appropriate help.
- Familiarity with the Child: Research shows that adoptions are less likely to fail if the family already knows the child well—for example, if they are known relatives or have been the child's Resource Parents (CWIG, 2012; Smith et al., 2006). This suggests the need for careful transition planning and extra post-adoption support for families who don't already have a relationship with the child. This will help them weather the difficulties of adjustment.

  It's particularly important to assess families' ability to make and keep commitments. Especially with a family that does not already have an attachment to the child, it's helpful to explore their job history, their marriage, and family relationships to see if they have a history of maintaining relationships and working through problems.

  "When they've made a commitment, how did they handle it when it became really difficult to keep?"
- Consider the Child's Perspective: Of course, the child's perspective needs to be an integral part of the assessment, although in RFA, approvals are not child specific in most cases. However, the conversation about potential permanency for a child includes understanding the child's perspective.

Trainer Tip: Reference article: Assessing Families for Permanency: Guidance from Research http://www.practicenotes.org/v19n1/permanency.htm	

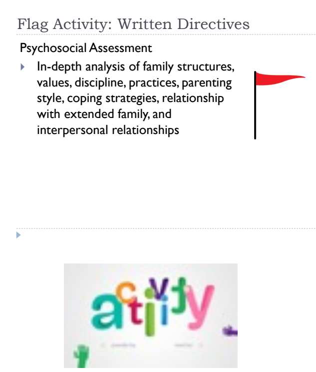
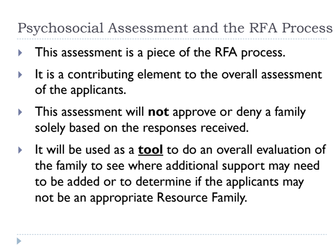
Day 2, Segment 4: The Psychosocial Assessment

Segment Time:	90 minutes
Materials:	Video (2:25 min):Rollercoaster Trainee's Guide: *Solution Focused Inquiry,* pg. 37-39 Trainee's Guide: *Solution Focused Questions,* pg. 40-41 Supplemental Handout: *Written Directives Version 4 Effective 2/6/2017* Post-it Notes
Slides:	6-15

Purpose:

Provide an overview of the Psychosocial Assessment

During the training (what to do):

☐ Activity 4A: Psychosocial Assessment • Ask trainees to find the Psychosocial Assessment section in the Written Directives. 6-05 page 33. • Review slide. **<u>Trainer Tip</u>:** Do not go into depth now on this slide. Future slides will provide the details to each of the sections. **<u>Trainer Note</u>**: There is no standard template for the psychosocial assessment required by CDSS. No separate written document for the Psychosocial Assessment is required.	
☐ Activity 4B: Psychosocial Assessment and RFA **<u>Trainer Tip</u>:** Use the posters around the room to reinforce different styles of learning when discussing the process. **<u>Trainer Note</u>**: Focus the trainees on how the psychosocial assessment is a TOOL to use and only one component of the overall evaluation/Written Report. The psychosocial assessment is not the same thing as the Written Report.	

☐ Activity 4C: It's Personal

- Discuss why this process is so intrusive.

Trainer Tip: Relate this back to the goal of the Psychosocial Assessment.

Trainer Note: Build upon earlier work done on engagement and cultural humility, and importance of building relationship.

Share examples: Trainer to share examples of times when knowing this type of information has helped to make a really good choice in placement of a child, examples when not knowing this type of information actually resulted in a poor choice in placement.

- This assessment is intrusive due to the personal nature of some of the questions as well as it requires the applicant to assess their own lives, childhood, and upbringing. The assessment is not meant to be an intrusive questioning of the applicant. Rather, it should be a conversation between the assessor and the applicant while gathering the necessary information to make an informed assessment, keeping in mind the goal of the assessment is to provide support to the applicant so they are able to successfully provide care to a child(ren).

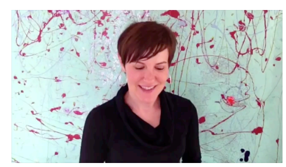
Why Are They Intrusive?

It's personal

☐ Activity 4D: Video: Rollercoaster

- Show the Video Rollercoaster (2:25)

Rollercoaster



☐ Activity 4E: Solution Focused Inquiry

Talking Points:

SFQ are a shift away from just looking for problems as they help to search for, and surface what works well, and the capacity and ability of families to keep their children safe

- SFQ help us to move from hero to host, to move out of the expert role and into a place of shared inquiry, openness and collaboration with family members.
- What does "own best judgment mean?"
- What is the impact of surfacing and strengthening individual and family's own best judgment in difficult times?
- When we say SFQ are an intervention, what does that mean?
- How do SFQ help to create a safe environment for hard conversations?
- What impact does using SFQ have on relationships with individuals, children and families?
- (Trainee's Guide pg. 37-39)
- (Trainer Guide pg. 139-142)

Solution Focused Inquiry

Solution Focused Inquiry is a practice of using questions and having conversations that strengthen an individual or family's capacity to achieve their *own best judgment in difficult times* by surfacing and making visible:

a) People's past and present capacities (how they survived trauma).
b) Achievements, assets, networks of support, resources they bring, unexplored potentials, innovations, strengths, high-point moments.
c) Expressions of wisdom, values, traditions, stories and visions of valued and possible futures.

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☐ Activity 4F: Solution Focused Questions

Talking Points:

- The try on handout provides examples of Solution Focused Questions by program to provide day to day examples of how families can be engaged in a conversation/interview. There are five types of SFQ 1) Exception; 2) Position; 3) Coping; 4)Scaling and Preferred future. (Trainer Guide 139-142)
- The Coaching and Supervision Tips is a resource to be used in supervision or individual case consultant in an effort to get at transfer of learning from what you will receive in training of the next four days and how to apply it in the field with families. Research from the field of education indicates that coaching leads to a higher likelihood of transfer of learning than classroom training alone. Lecture-based classroom training typically yields approximately 5% transfer of skills to actual practice in the field. Coaching has been shown to yield transfer of learning as high as 95% (Joyce & Showers, 2002). Our hope is that supervisors or mentors in each county will use this guide to coach workers on solution focused interviewing to develop a rigorous psychosocial assessment.

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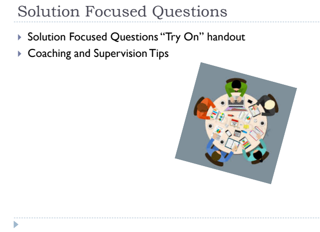

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- Activity 4G: Group Table Activity
- Refer SFQ handout (Trainer Guide 139-142)
- (Trainee's Guide pg. 40-41)
- To give participants a chance to practice trying on solution focused questions in an interview. The structure is intended to provide a safe space to try on a new tool.

<u>Trainer Note</u>:

Suggested Talking Points:

- Trainer should decide what type of client to be and what scenario to use. Father accused of excessively spanking a toddler in the grocery store works well.
- Tell the class that they are interviewing the parent for the first time.
- Have them start by writing their own Exception question on a post-it note (or other blank paper), allow plenty of time for them to think, then line their answers up in the middle of the table and each team discuss which, among all the ideas, to ask the parent and allow time for discussion.
- Then pick on teams randomly to share their "best" question to ask and simply react to the question they ask.
- Thoughtful, relationship building questions would move you toward the smile.
- Questions that generate a defensive reaction would move you toward the frown.
- Make up answers that seem to fit the character (I am a single father, my ex is crazy, my mother helps with babysitting, I usually do not bring my child to the grocery store because the store management is always putting candy at the eye level of my child,

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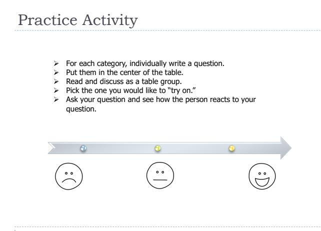

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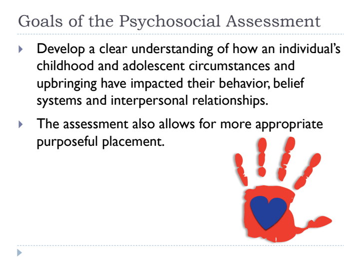
she’s usually a good kid and the grocery store is one of few places where I get really upset with her, etc.)

- Do another Exception question, then move on to each of the other types, allowing 45-60 minutes to have the class do this together, allowing for discussion when a team really nails a great relationship or thought provoking question about why it was so well worded.
- The class will quickly get the hang of what these are supposed to sound like and EVERY PERSON gets to practice them and learn from peers.
- As each table finishing their set of questions, ask why they chose those particular questions, what worked well about the questions and what is one upgrade they would make.
- Trainer highlights what worked well and asks permission to provide an upgrade

☐ Activity 4H: Goal of the Psychosocial Assessment



Trainer Tip: Focus on the purpose/goal of the psychosocial assessment (many trainees have a hard time differentiating the purpose of the Psychosocial Assessment and the Written Report).

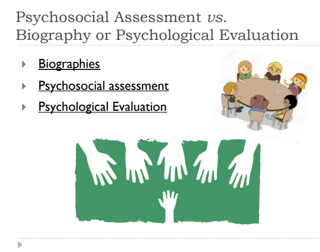
- The goal of the assessment is to determine not only the applicant’s ability to parent, but to assist in determining the applicant’s strengths and areas of support needed.
- The assessment also allows for more appropriate and successful matches between child(ren) and Resource Families.
- The assessment should be presented to the family as an evaluation of where they are now in relation to current satisfaction with their lives, goals, future plans, and other areas. It is not meant to be critical of the applicant, but rather to be used as a tool to determine what additional support the family may need to successfully care for a child(ren) and what their strengths may be.
- The assessment should be a collaborative effort between the assessor and the applicants to gain a better understanding of what training may be necessary to support the Resource Family.
- Through the introduction and explanation of the assessment to the family, the assessor can get an understanding of the family’s fears, concerns, expectations, etc., are of the assessment or of the RFA process. The sharing of this information can help build a trusting relationship and lead to further discussions during the assessment.
- It is important for the evaluator to be sure to not impose their own cultural biases on the applicant’s responses. Each culture has different norms and expectations that are unique. The evaluation should not be critical of responses that are within the culture’s norms. Cultural sensitivity is critical as the assessment needs to be objective.

☐ Activity 4I: Psychosocial Assessment vs. Biography or Psychological Evaluation.

- Objective for the trainees is to understand the importance of working with the Resource Families to understand the difference between;
  - Biographies are a story or narrative that relays an individual's memories, perceptions, and feelings about their childhood experiences, current relationships, and world view.
  - The Psychosocial Assessment should be presented to the family as an example of where they are now in relation to current satisfaction with their lives, goals, future plans, and other areas. It is not meant to be critical of the applicant. The assessment should be an effort between the assessor and the applicants to gain a better understanding of what training may be necessary to support the Resource Family.
  - A Psychological Evaluation is conducted by a qualified professional for the purpose of diagnosis, prevention, treatment, and amelioration of psychological problems and emotional and mental disorders of individuals and groups.

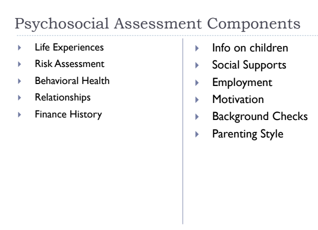
Table Activity: As a team develop how to message the psychosocial assessment "family study" to the applicant. (allow 10 min) The objective is to ensure the trainees build the skill of communication in family friendly terms.

Trainer Note: Ensure to discuss the differences between the terms; autobiography, biography and psychological evaluation.



☐ Activity 4J: Psychosocial Assessment Components

- Refer to the WD section: 6-05 pg. 33
- The Psychosocial Assessment consists of the results of a series of face to face interviews that include observations of parent-child interactions
- Different domains/areas that are assessed. It is important to assess each individual separately and together to be sure answers are congruent and assess for support, conflict, or dominance in co-parenting relationships.
  - Demographic and Cultural Profile
  - Age, Race, Ethnicity, and Gender
  - Current Household Makeup and Dynamics
  - Who lives in home or spends extensive time there
  - Relationships: Marital, Domestic, Extended Relative, Children (including related, adopted, or non-related).
  - Ability to Communicate Effectively
  - Support Systems
  - Physical and Mental Health Status
  - Results of Medical/Health Examination
  - Results of TB screen or Test
  - Contagious and/or Communicable Diseases
  - Current Medications (including medicinal marijuana)



○ Physical Activity Level ○ Use of Tobacco, Alcohol, and Drugs ○ Self-Care Practices ○ Fertility Issues ○ Parenting Skills, Knowledge, and Experience ○ Disciplinary techniques ○ Children with Special Needs (including Behavioral, Educational, Medical, etc.) ○ Parenting Roles and Responsibilities (traditional, non-traditional) ○ Current nature of parent child relationships (both adult and minor children) ○ Understanding of Effects of Complex Trauma and Neglect ○ Knowledge of Special Education Process and Needs ○ Understands Personal Rights ○ Understands Prudent Parent and Babysitting Standards ○ Strengths or Areas Needing Support/Education ○ Willingness to Seek Help and Access Resources ○ Willingness to Work with Birth Family ○ Support System ○ Openness to Parenting with Probation Youth ○ Openness to Parenting LGTBQ and Transgender Youth ○ Commitment to Permanency ○ Willingness to Adopt or Provide Legal Guardianship Note: It is important to know about a family's willingness to provide permanency but not to determine approval of a family. For assessment purposes, it is important to know their ability to do so, not their desire to do so ○ Openness to maintaining Birth Family Connections ○ Family History ○ Family Child Welfare History and Status ○ Childhood Trauma (include significant grief and loss episodes) ○ Family Substance Abuse History and Status ○ Family History of Domestic Violence and Status ○ Family History of Mental Health and Status ○ Marriages, Divorces (Please note that the divorce decree is not needed for the RFA, but will be needed if adoption is pursued.) ○ Custody Disputes ○ Significant Childhood Experiences ○ Military Experience ○ Educational ○ Achievements ○ Specialized Training ○ Employment ○ Stability ○ Finances ○ Ability to maintain own household ○ Understanding of Obligations to Foster Children	

Day 2, Segment 5: Written Report

Segment Time:	40 minutes
Materials:	Video (4:03 min) Dr. Beverly Ford Trainee's Guide: *RFA Written Report*, pg. 42-57 Chart pad paper Markers
Slides:	16-19

Purpose:

Understand the purpose of the RFA Written Assessment Report

Preparation:

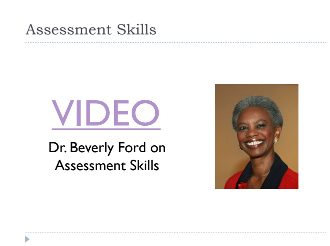
Ensure the training room has internet access and preview the video

During the training (what to do):

☐ Activity 5A: Video: Dr. Beverly Ford

- Show the video (4:03 min). Dr. Beverly Ford https://www.youtube.com/watch?v=kagGIylgAnw
- Ask trainees what stood out to them in the video
- Refer trainees to the Trainee's Guide: ***RFA Written Report*** example and RFA Written Report Template, pg. 42-57

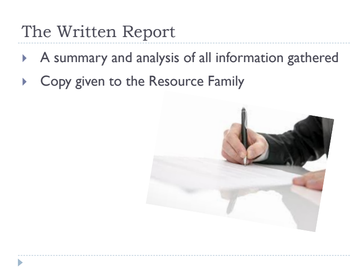
Trainer Tip: Capture key ideas of Dr. Ford video. Recommend taking notes for group during video.

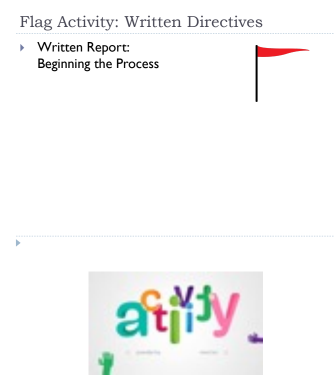
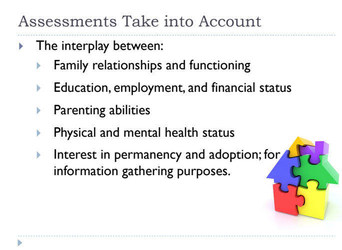


☐ Activity 5B: Written Report

- A summary and analysis of the comprehensive assessment and a determination of a Resource Family's capacity to foster, adopt, or provide legal guardianship of a **child based on all the information gathered**. A copy is provided to the Resource Family.

Trainer Note: Remind trainees that they are not to cut and paste, but interweave information from all information gathered throughout the assessment process into the written report. One of the most vital pieces of information to ensure is include in the written report is the outcome of the applicant's approval, make sure to note if the applicants are **approved or not approved**. If you are going to deny an applicant and are aware early in the process, you DO NEED to complete the full written report.



☐ Activity 5C: Written Directives • Have the trainees find the Written Report section in the Written Directives Section 6-07, pg. 37. • Review Report components. **Trainer Note**: Trainer will need to have access to the Written Directives as well.	
☐ Activity 5D: Assessments • Assessments are conducted in a manner that identifies potential barriers to participation and success, and recommends services to address. **Trainer Note**: Remind trainees the Written Report is written from a place of strength and support. Allow time for discussion. Many trainees struggle with the Written Report.	

Day 2, Segment 6: Written Report Practice

Segment Time:	40 minutes
Materials:	Trainee's Guide: *Written Report Practice*, pg. 58-63 Trainee's Guide: *Sample RFA Written Report*, pg. 64-71 Chart pad paper Markers
Slides:	20

Purpose:

Provide an overview of the scope of changes

Preparation:

During the training (what to do):

☐ Activity 6A: Written Report

<u>Trainer Note</u>: Allow enough time for this section. This section often gets condensed and not enough time is spent doing the writing activity. This is an area where trainees often struggle.

- The purpose of this activity is to practice writing the sections of the Written Report. The intent is to have the trainees use the Written Directives and Written Report Template to guide the process.
- Refer trainees to the Trainee's Guide ***Written Report Practice,*** pg. 58-63, and ***Sample RFA Written Report***, pg. 64-71, to use as an example.
- Have trainees choose a family they have worked with in the past and write the practice Written Report.
- If there are time constraints, assign each trainee 1–2 sections to complete or have trainees work in table groups and assign sections to complete

<u>Trainer Tip</u>: Don't assign demographics section. Focus on sections with which trainees tend to struggle, i.e. background, psychosocial, summary, etc.

This is "Open Book". Trainees can use the training materials and Written Directives.

Day 2, Segment 7: Placement Prior to Approval

Segment Time:	20 minutes
Materials:	Supplemental Handout: Written Directives Version 4 Effective 2/6/2017 Post-it Notes
Slides:	21-26

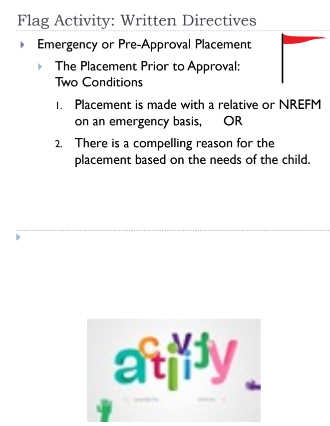
Purpose:

Ensure trainees understand the intersection of the RFA process and emergency placement prior to the entire RFA process being completed

During the training (what to do):

☐ Activity 7A: The Placement Prior to Approval (or Pre-Approval) Process

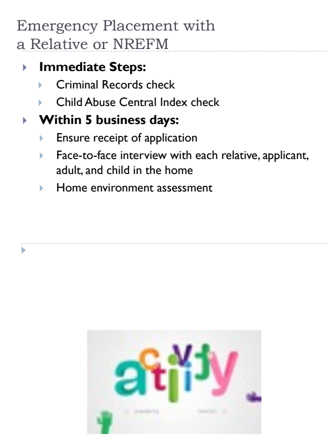
- Flag activity: Ask trainees to find Emergency or Pre-Approval Placements in the Written Directives. WD 7-01 pg. 39-41.
- Note that there are two conditions under which a placement prior to Resource Family approval can be made:
    - The placement is made with a relative or NREFM on an emergency basis.
    - There is a compelling reason for the placement based on the needs of the child. (A compelling reason may include, but is not limited to: the unique needs of the child, the best interests of the child to maintain his or her family, or family-like connections with the Resource Family.)
- Placement does not ensure Approval and the relative/NREFM/caregiver is not eligible for AFDC-FC until the RFA process is complete and the family is approved as a Resource Family. (Discuss different payment options with your supervisor.)



☐ Activity 7B: Emergency Placement with a Relative or NREFM

<u>**Trainer Note**</u>: Remind trainees that while there are timelines to complete each component for emergency placements, this process is also supposed to be Family-Friendly and Child-Centered.
Example: Inspection of home and grounds (Immediate) is NOT the full Home Environment check (5 days). It is designed to ensure the immediate safety of a child so you are checking for things like guns and knives lying around, etc. Please don't leave a child in the office all night because the Relatives/NREFMs didn't have replacement batteries for their smoke detectors at 3 am or have the family test each smoke detector at 3 am and wake up all the children in the home. That is not the intention.

- Immediate: Steps in the process for pre-approval placement
- Criminal Records Check (CLETS)

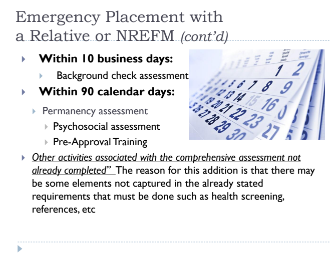


- Child Abuse Central Index check
- Inspection of home and grounds (different from the Home Environment check)
- Within 5 business days: Steps in the process for pre-approval placement

<u>Trainer Note:</u> The initial f2f in the home within the 5 days is with ALL adults but the interview does not have to be as in depth as the psychosocial if time is a concern.

☐ Activity 7C: Emergency Placement

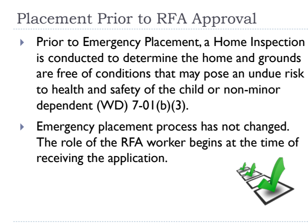
- Within 10 business days: Steps in the process for pre-approval placement
  - Background check assessment—looks at all the records together
  - Within 90 <u>calendar</u> days
  - Permanency assessment



☐ Activity 7D: Conducting the Emergency Placement Visit

- Placements prior to approval do not do a home environment assessment; it's an inspection of "the home and grounds and determine that they are free of conditions that may pose an undue risk to health and safety of the child or non-minor dependent." WD 7-01 pg. 39-41.

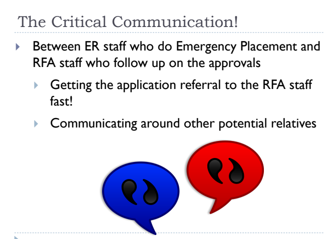
<u>Trainer Note</u>: While as statutes and directives may define children/adults as foster youth or nonminor dependents, let's think about the terms we use with families,



☐ Activity 7E: Critical Communication

- Review slide.

<u>Trainer Note</u>: Remember "Family-Friendly, Child-Centered!"



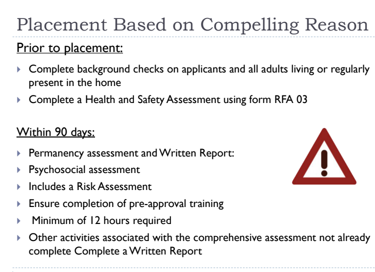
☐ Activity 7F: Placement Prior to Approval is for Compelling Reasons

<u>Prior to placement:</u>

- Complete background checks on applicants and all adults living or regularly present in the home
- Complete a Health and Safety Assessment using form RFA 03

<u>Within 90 days:</u>

- Permanency assessment and Written Report:
- Psychosocial assessment
- Includes a Risk Assessment
- Ensure completion of pre-approval training



• Minimum of 12 hours required • Other activities associated with the comprehensive assessment not already complete Complete a Written Report	

Day 2, Segment 8: Pre-Approval Training

Segment Time:	20 minutes
Materials:	Trainee's Guide: *Enhancing Permanence Through Pre-Approval* , pg. 72 Trainee's Guide: *Addressing Barriers Role Play* , pg. 73 Supplemental Handout: Written Directives Version 4 Effective 2/6/2017 Post-it Notes Chart pad paper Markers
Slides:	27-34

Purpose:

Ensure trainees understand the pre-approval training process for Resource Families

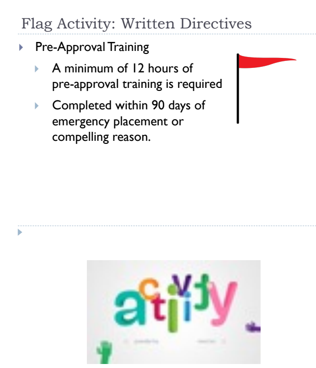
During the training (what to do):

☐ Activity 8A: Pre-Approval Training

- A minimum of 12 hours of Pre-Approval Training is required.
- Within 90 days for emergency placement families.

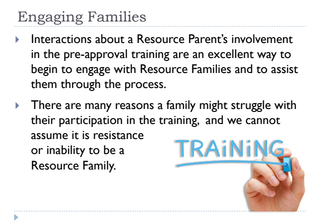
<u>Trainer Note</u>: Currently no funding available after 30 days until completion of all pre-approval requirements. Orientation is included in 12-hour training minimum. CPR/First Aid is NOT included in 12- hour training minimum. (Trainee's Guide: *Enhancing Permanence Through Pre-Approval* , pg. 72)

- Counties will determine the subject, type, and curriculum for the Pre-Approval Training. There is a 12-hour minimum but counties can choose to exceed 12 hours.
- Per RFA06-06 Written Directive, pg. 35, topics such as: Trauma-Informed Care and Attachment, Core Practice Model, Crisis Intervention, Behavior management, School support, Alcohol and Drug Issues, Psychotropic Medications, Emancipation, and ILS Topics such as: Orientation Agency policies and procedures, Overview of the CPS System, Roles and Responsibilities of Resource Families, Child and Adolescent Development and Parenting Techniques, Behavior Management and Appropriate Methods of Discipline, Cultural Sensitivity and Responsiveness, Health Issues and Psychotropic Medications, Accessing Health and Education Services, Personal Rights for Youth, Options for Permanency, Birth Parent Relationships and Connections, Safety at School, Others to be determined by each County.



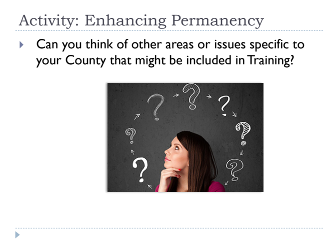
☐ Activity 8B: Engaging Families

- Interactions about a Resource Parent's involvement in the Pre-Approval Training are an excellent way to continue to engage with Resource Families, to assist them through the process.
- However, there are many reasons a family might struggle with their participation in the training. We cannot assume it is resistance or inability to be a Resource Family. It's important to engage the family in a conversation, using engagement skills to have a respectful conversation. For example, perhaps an applicant is late to the meeting. You might assume they have problems with time management. However, after a conversation you find out they are having car trouble. Through problem-solving, you find another family with whom this family can carpool.



☐ Activity 8C: Enhancing Permanence through Pre-Approval Training

- Facilitate a discussion. Can you think of other areas or issues specific to your county that might be included in Pre-Approval Training? Chart answers: examples:
  - Helping a child cope with attachment, bonding, separation, and loss issues
  - Home and child safety
  - Caring for a child with special needs
  - Changing roles and relationships when the child and caregiver prospective know each other
  - Impacts on the family
  - Working with Tribal families
  - Self-care
  - Prevention of caregiver burnout

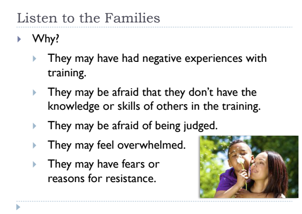


Trainer Note: Examples:

- How to help the Resource Family (RF) and the child develop resilience
- How to help the RF and child manage behaviors effectively
- How to provide RF with information on current issues for children and how to respond to today's challenges
- How to create permanency for the child and youth
- How to foster healthy attachment
- How to keep the children safe
- How to meet the child's special needs
- How to help the child maintain cultural and familial connections
- How to help the child deal with grief and trauma
- How to insure the child's personal rights
- How and who to ask for help
- How to understand the current child welfare system
- What to expect from the court and foster care team members

☐ Activity 8D: Listen to the Resource Families

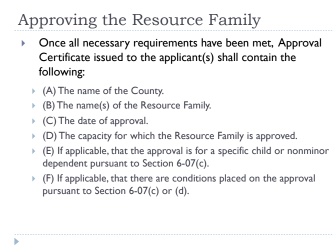
- May be offended that they are being asked to attend, they have raised other children successfully, and why do they have to come?
- Discuss with trainees the importance of talking to the Resource Family about professional and peer local support groups, where they will be able to get together with other caregivers to share experiences and talk with others who understand the challenges and rewards of foster care.



☐ Activity 8E: Approving the Resource Family

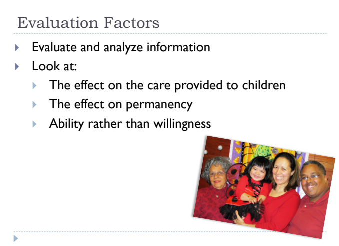
- Written Report determines if the family can be approved or not; nothing in the Written Report should ever be a surprise to a family; conversations should be occurring all the time.
- Approval will be denied when the results of the Written Report indicate the applicant is not suited to providing care for children in foster care. Some specific grounds for denial include:
  - The applicant does not meet the written directives.
  - The home appears to be unsafe.
  - The Resource Family is unable to provide for the needs of the child.
  - The child's personal rights cannot be ensured by the Resource Family.

The Resource Family cannot pass the background or criminal history checks.



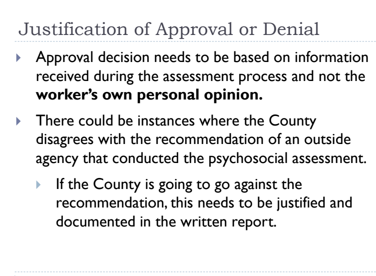
☐ Activity 8F: Evaluation Factors

- Discuss how to evaluate the responses received and the overall evaluation of the applicant.
- Once the information is received from the applicant, it is up to the assessor to evaluate and analyze the information. **The assessor needs to make a determination if any of the information gathered will have an effect on the care provided to the child(ren) or youth and if the applicant will be able to provide safe, nurturing and stable permanency, even if they are not interested in providing permanency.**



☐ Activity 8G: Justification of Approval or Denial

- Discuss how to justify approval or denial
  - The assessing worker needs to make an informed decision as to whether the applicants will be able to be a Resource Family. This is based on a compilation of information gathered through interviews, observations, reference checks, family visits, etc.
  - Based on this information and once a decision is made, the worker needs to be able to justify why they either approved or denied a Resource Family. This decision needs to be based on information received during the assessment process and not the worker's own personal opinion.



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Additionally, the assessing worker must take into consideration whether extra support, training or education would assist the family in meeting the approval standards. Additionally, any documentation supporting a denial such as non-exemptible criminal history should be clearly referenced.
In the case where a county has contracted part of their work to an outside agency, the contracted agency’s assessment information should be incorporated into the decision. In particular, this is to include if the county disagrees with the agency’s recommendation if an outside agency completed the assessment.

There could be instances where the county disagrees with the recommendation of an outside agency that completed the assessment. If the county is going to go against the recommendation, this needs to be justified and documented. It could occur with an approval or a denial of a family. The county should consider why the agency recommended approving or denying the applicant and ensure the county is not imposing their own biases or opinions on the applicants.

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☐ Activity 8H: Role Play: Addressing Barriers (Trainee’s Guide, pg. 73)

Divide the trainees into triads. Each member will play one of these roles: Resource Parent, RFA or social worker, and observer. Trainer Option: depending on time, either each triad can rotate through all three scenarios or trainer can assign scenarios to triads.
Instruct triads to role play for 2 minutes a conversation between a worker and Resource Parent about an issue that came up during the Psychosocial Assessment. The social worker needs to practice being collaborative in finding a solution to addressing the barrier. The Observer is to provide feedback at the end of the role-play. After the completion of the 2-minute role-play, have triad rotate into another character and continue the conversation. Rotate until all trainees have played the different roles.
Ask trainees to be sure to address how to approach the parent. What do you need to know? What are your worries? What needs to happen next?
The trainees should use the scenarios on the PPT slide.
If Trainer decides to rotate all triads through each scenario, after each scenario, each group should process how it felt to be in each role. Then move to next scenario and process again. If trainer choices to assign each triad with a scenario, the group should process how it felt to be in the different roles at the end of the exercise.

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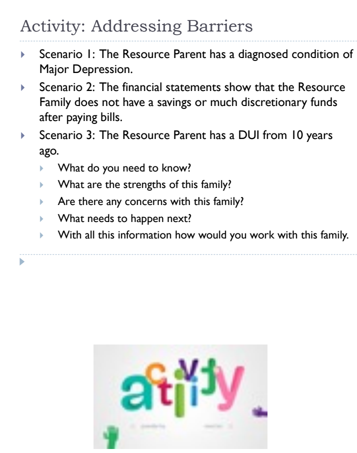

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Day 2, Segment 9: CWS/CMS Placement Prior to Approval Data Entry

Segment Time:	40 minutes
Materials:	Supplemental Handout: Written Directives Version 4 Effective 2/6/2017 Post-it Notes Chart pad paper Markers
Slides:	35-44

Purpose:

Ensure trainees understand the Resource Family Applicants and Placements into CWS/CMS.

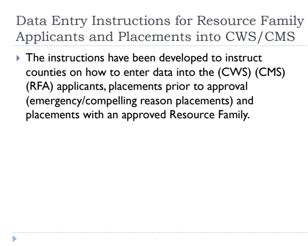
During the training (what to do):

☐ Activity 9A: Data Entry for CWS/CMS

- Orient trainees to the instructions that have been developed on how to enter data into CWS/CMS RFA applicants prior to placement.

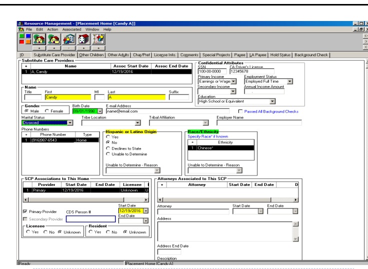
Trainer Note: The instructions have been developed to instruct counties on how to enter data into the (CWS) (CMS) (RFA) applicants, placements prior to approval (emergency/compelling reason placements), and placements with an approved Resource Family. Remind trainees that CWS/CMS is in the process of a complete system improvement, which will result in new instructions in the future. In addition RFA tracking requirements are also ever-changing.

- Supplemental handout with full details of the instructions. http://www.childsworld.ca.gov/res/RFA/pdf/CWSCMSDataEntryIntructions.pdf

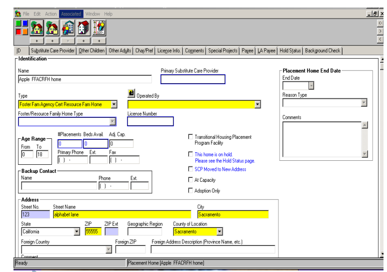


☐ Activity 9B: Instructions Examples within CWS/CMS

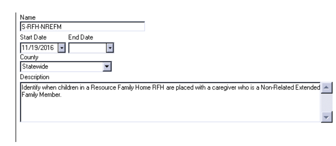
- When an application is received, enter all necessary information to create a Placement Home in Resource Management, even if there is no current placement. Select Facility Type of "Resource Family Home" for all applicants, including relatives. Additional information regarding entry for relatives and other **Emergency/Compelling Reason Placements** is on page 8. Enter all information you have available in the Substitute Care Provider tab.
    - NOTE: All applications are entered for applications received by the county. For RFs approved by a Foster Family Agency, only approved RFs are entered into CWS/CMS.
    - If the county is processing an application for a RFH in a different county, the user can select the county in which the home is located. This is specific to the RFH facility type.

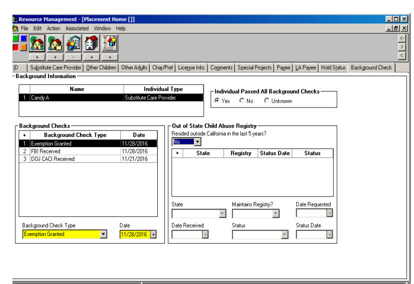


- Note: If the RFH is located in another county, the correct county of location must be used to retrieve the home when using the search function.
- If you have a Resource Family approved by a Foster Family Agency (FFA), the data entry process for those RFs remains the same as previously certified foster homes except you select the Facility Type “Foster Fam Agency Cert Resource Fam Home” (FFACRFH). The **Operated By** field will become mandatory. The binoculars can be used to search for the associated FFA. The blue read only fields for which there is corresponding data will auto-populate when the FFA is selected. Enter all the available information in the Substitute Care Provider tab displayed in the previous step.



- Placement Home/Special Projects Page: the Special Project Codes (SPCs) “S-RFH-NREFM” and S-FFACRFH-NREFM” have been created to help identify NREFM homes for county reporting purposes. This is an optional SPC. As it is possible for a RF to be a NREFM to one child but not to another, counties have discretion in developing their policies on the use of this SPC.



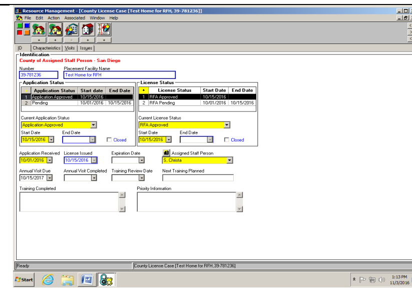


- Placement Home /Background Check Page & Other Adults Page Add background check information. Exemptions: Background Check tab, under **Background Check Type** add row for “Exemption Granted” or “Exemption Denied” from dropdown and enter date. Other Adults: Use the Other Adults page to add information about the other adults who live in the home or would have regular presence in the home, but are not living in the home.

- County License Case Notebook/ID Page A County License Case (CLC) will need to be created for all applicants. The following steps are for applicants who do not have an Emergency/Compelling Reason Placement. See page 8 for Emergency/Compelling Reason Placements. Although the CLC is being utilized for documentation of the RFA process, RF are approved not licensed. Enter date in **Application Received** field to identify when the application was received. Under **Application Status** add row for “Pending.” Under

License Status add row for “RFA pending.”

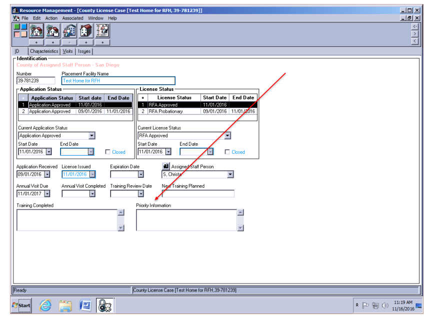
- Enter the applicant/RF identification (ID) number in the **Number** field on the ID page of the CLC. The applicant/RF ID number **must begin with the county numeric code.** The field allows for nine (9) alpha/numeric characters; the county may determine the rest of the numbering convention. Note: Existing RFHs may keep their current ID numbers, but all new ID numbers need the specified numbering convention to prevent duplicate ID numbers among counties. Once the applicant is fully assessed and approved, update the CLC by adding a row for “Application Approved” under **Application Status** and under **License Status** add a new row for “RFA Approved” and enter the date. The annual visit due date will auto fill. (b) If application is withdrawn, under **License Status** add a new row for “RFA Withdrawal.” **Application Status** does not need to be updated**.** In the **Priority Information** briefly state the reason (e.g. other relative selected). If application is denied, under **License Status** add a new row for “RFA Denied.” **Application Status** does not need to be updated. This is also used for homes that have an approval rescinded. Denied should only be used for homes in which a written report documenting the denial occurs which affords the family due process rights. In the **Priority Information** text box write “denied” or “rescinded” and briefly state the reason (i.e., home environment; non-exemptible crime, etc.).
- The values of “RFA Approved” and “RFA Probationary” are the only values that allow for placements to be made in the home. The “RFA Probationary” value is **only** to be used for emergency/compelling reason placements.
- The values of RFA Denied, RFA Discontinued and RFA Withdrawal all close the CLC and will result in the “Closed” checkbox being checked.
- “RFA Denied”–should only be used for a denial in which a written report is completed that affords the family due process rights. This can be when an applicant is denied due to not meeting a specific standard or when an approved RF has the approval rescinded. In the **Priority Information** box note whether denied or rescinded.
- “RFA Withdrawal”–should be used when an applicant decides to no longer continue the approval process. This may also include when the applicant is unresponsive to requests to provide information that doesn’t rise to the level of a denial. This will close out the CLC.
- “RFA Discontinued”–should be used when an approved RF determines they no longer want to maintain their



approval.

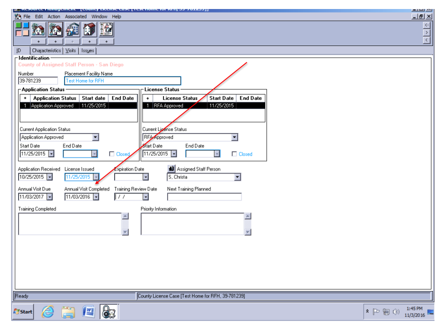
- "RFA Suspended"–This status does not close the home. This can be used when an approved RF wants to take a temporary, short break from accepting placements, but not discontinue their approval. This status does not allow for an extension of any requirements, including the annual update. If an annual update is due, it still must be completed in the time frame.

  NOTE: This is not the same as an inactive status. which is in the process of being developed through new legislation.



- Emergency/Compelling Reason Placements In these placements, a child is placed with a caregiver prior to obtaining full approval. Refer to the Written Directives to see the requirements that must be met prior to placement. Placement Homes and CLCs are created; although the applicant is not fully approved, the License Status of "RFA Pending" cannot be used. It will not allow for a placement to be made in the home. For an Emergency/Compelling Reason Placement, in the CLC:
  - Under **Application Status** add row for "Application Approved" and date, even if the application has not been received. Under **License Status** add row for "RFA Probationary." The "Application Approved" must be selected in order to add the license status row.
    NOTE: Per the Written Directives, you have five (5) days from the date of placement to receive the application from the caregiver. The system will not currently allow an **Application Received** date to be after the **Application Status** date. The 90-day timeline for approval starts from the date of placement. Placement cannot be entered without first documenting an approved application. Approved application does not mean that applicant has been approved. If the applicant does not become approved, that will be documented via the **License Status** field.
  - If the applicant for an Emergency/Compelling Reason Placement withdraws, prior to approval, **ONLY** update the **License Status** field by adding a row for "RFA Withdrawal" and date. Similarly, if the applicant is denied, add a row for "RFA Denial." In the Priority Information text box state provide a short explanation, e.g., "child returned home."
    NOTE: adding an additional row in the **Application Status** to note a withdrawal or denial sometimes results in system error messages. It appears this problem is unique to the placement prior to approval scenarios.
  - Once the applicant is fully assessed and approved, under **Application Status** add a second row for "Application Approved" and date AND under **License Status** add a new

row to change license status to “RFA Approved” and date. The system requires another application approved row in order to change the status from “RFA Probationary” to “RFA Approved.” I**f the assessment/approval exceeds the 90-day time frame** under the **Priority Information** text box briefly document the reason it was not completed on time (e.g., relative cancelled three meetings). The annual visit date will auto-fill based on full approval date. **Regarding the identification of relative homes**: CDSS and the California Child Welfare Indicators Project (UC Berkeley dynamic website) will identify relative Resource Family placements by using the “Care Provider Relationship to Child” field along with the RFA facility type. Note: This does not capture NREFM placements.. Changes are being proposed to CWS/CMS to be able to add NREFM to the Substitute Care Provider drop down list.



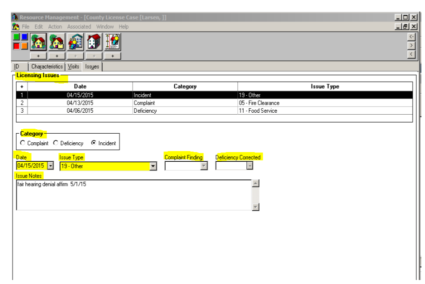
- Annual Update. Once an annual update is completed, in the CLC enter date in **Annual Visit Completed** box. The annual update process should be completed no later than 30 days of the due date. Once completed, enter the date (this will auto fill the next annual due date).

  Under **License Status**:

  § If no changes in the RFH status–no further actions are needed.
  § If family decides they do not want to continue to be a RF–add row for “RFA Discontinued” and date.
  § If approval is being rescinded–add row for “RFA Denied” and date.

  In **Priority Information** box write “rescinded” and provide a brief explanation.

  NOTE: When the **Annual Visit Completed** date is entered the next **Annual Visit Due** date auto fills based on the date of completion, not original approval. Visits related to the annual update can be added to the Visits tab.



- County License Case notebook/Issues page. Complaints/State Hearings
  - To record a complaint–under **Category** click “Complaint,” enter **Date**, **Issue Type** and **Complaint Finding**.
  - To record a due process State Hearing or Office of Administrative Hearing–under **Category** – click “Incident”; enter **Date** of the hearing; for **Issue Type** select “Other.”
  - In the **Issue Notes** box–write “State Hearing” or “Office of Administrative Hearing.” Identify if the hearing is due to a complaint against the family/applicant or due to the denial of an applicant by writing “complaint” or “denial.” Also

include

the outcome–“affirm” or “reverse” and date.

- The Placement Process Move can only be completed by the county assigned to the CLC. The move only works for CLCs which have a status that does not close the CLC.
  - To create a new address for a RFH. This function works for a RFH the same as it does for a FFH. Be sure to choose the correct **Resulting Home Type**. The Resource Family ID number can remain the same when making an address change. The **License Status** for the original home will be set to “RFA Discontinued.”

    NOTE: For early implementing counties using this process, ensure that the Resource Family ID number meets the new numbering convention that includes the county code.
  - To transfer an existing licensed FFH to a RFH. This cannot be completed on the facility type Relative/NRFEM at this time. The change to a RFH can only be done once all requirements have been met to convert the licensed foster parent to a Resource Family per the Written Directives (an ACL will be released in January 2017). The process is completed the same way as an address change except in **Resulting Home Type** choose “Resource Family Home”. When converting to a RFH, note the following information:

    § Address, and application received date must be re-entered.

    § You must use the new RFA ID numbering convention for the “license number” field.

    NOTE: History of the family home is maintained in the system and can be found searching the Substitute Care Providers (SCPs) under the SCP’s Facility History.

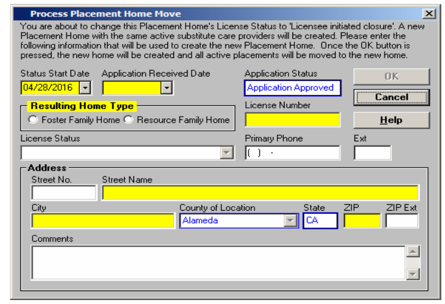
    § All SCPs and other adults will be transferred to the new home.

    § All children placed in the current home will be moved to the new home. This will not count as a placement move.

    § Holds on the home will be transferred. If there is a hold on a home that you want to use as a RFH be sure to remove the hold before it is converted.

    § The license status for the old FFH will be automatically set to “Licensee Initiated Closure” and dated as of the transfer date.

    § This will automatically check the box **SCP moved to new address** on the Placement Home ID page even though the address remains the same. There is no way to uncheck this box.



Day 2, Segment 10: Wrap up

Segment Time:	15 minutes
Materials:	Video (:40 sec): [Let Go of the Day's Stress: Koala]
Slides:	45-46

Purpose:

Reminder of intent of RFA

Wrap up the day and end on a light note

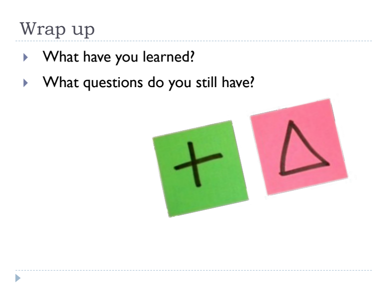
Preparation:

Ensure the training room has internet access and preview the video

During the training (what to do):

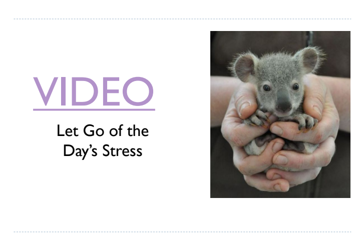
☐ Activity 10A: Wrap up

- Engage trainees in a large group conversation by asking volunteers to share key knowledge gained during the day.
- Chart any feedback about the day.
- Remind the group regarding the intent of RFA. Encourage trainees to use their skills to make individualized assessments rather than finding an exact answer for everything in the WD. Remind the trainees of the philosophical shift and understanding this may be a difficult transition for folks coming from other areas with that subject matter expertise.



☐ Activity 10B: Video: Baby Koala

- Show the video (:40 sec) Baby Koala https://youtu.be/Eg9hNl_6e5o



Day 3, Segment 1: Welcome and Introductions

Segment Time:	15 minutes
Materials:	Trainee's Guide: *Learning Objectives*, pg. 5-6 Trainee's Guide: *Agenda: Four-Day Overview*, pg. 7 Chart pad paper Markers
Slides:	1–2

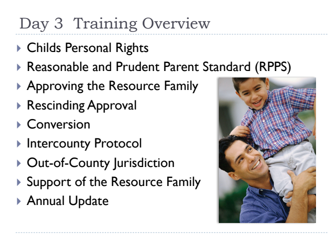
Purpose:

Welcome trainees

Preparation:

Post the ground rules

During the training (what to do):

☐ Activity 1A: Welcome Back: • Reminder logistics	
☐ Activity 1B: Review Day 3 Agenda • Check in with trainees regarding Group Agreements. Are the current Group Agreements still working? Any changes needed, either agreements added or removed? • Trainer to do a brief overview of topics covered the previous day and ask if trainees have any questions.	

Day 3, Segment 2: Learning Objectives

Segment Time:	30 minutes
Materials:	Trainee's Guide: *Learning Objectives*, pg. 5-6 Trainee's Guide: *Agendas: Four Day Overview*, pg.
Slides:	3

Purpose:

Orient trainees to learning goals for the day.

During the training (what to do):

- [ ] Activity 2A: Learning Objective Review
  - Trainer can choose between several options when reviewing LOs on a daily basis
    - **<u>Option 1</u>** (recommend using this option on Days 2 and 4 as brief overview). Refer trainees to the Trainee's Guide: *Learning Objectives,* (pg. 5-6 Trainee's Guide), and review the Learning Objectives for the training. If using the Learning Objectives posters, using a dry erase marker, circle the LOs groups have identified to focus on. This can be used as a visual for the future training days.
      - Engage the trainees in an activity to identify key Learning Objectives. Refer them to the Trainee's Guide: *Learning Objectives Activity*, page 7.
      - Instruct trainees to read all Learning Objectives and initial two in each area that resonate with them.
      - Ask them to discuss their selections among the table groups and select one that interests the majority of the group.
      - Facilitate a large group report out.

<u>Trainer Tip</u>: Do not just read through each of the Learning Objectives

- **<u>Option 2</u>**: (recommend using this option for Day 1). Refer to Ice Breaker Activity above with reference to Review of Learning Objectives

- **<u>Option 3</u>**: (recommend for Day 1 and/or 3) – 1-2-4 Activity.
  - Ask the trainees to review the Learning Objectives individually (pg. 5-6, Trainee's Guide). As the trainees are reviewing the Learning Objectives, ask them to pick TWO Learning Objectives that they have down pat. Also, ask the trainees to underline TWO Learning Objectives that they need to learn the most about.

– Instruct the trainees to markup the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished. – Walk around the room and watch for when about 80% of the class seems to have made their choices. – Prompt the class to turn to a partner and share with each other their choices. Walk around the room to monitor progress. – Allow 60 seconds and prompt the trainees to switch so both people get to share. In another 60 seconds, ask the trainees to stop this discussion and give you their attention. – Ask everyone to stand up. Then tell them that each pair needs to find another pair from another table. In groups of 4, ask the trainees to discuss what commonalities and differences there are amongst their group. Ask each team to identify what is emerging as the most important Learning Objective to cover during the training. Walk around the room and listen for participation and allow 4 minutes for this process. – Regain the trainees' attention. Ask each group of 4 to introduce themselves to the rest of the group and then report out what emerged as the top priority for the day from their group, with the trainer charting the responses. Allow 5-10 minutes for this process. After the activity, check with the group to clarify information and check if there are any questions. This activity will identify the top priorities for the training day.	

Day 3, Segment 3: Children's Rights

Segment Time:	20 minutes
Materials:	Trainee's Guide, *Child's Rights Activity*, pg.74
Slides:	4

Purpose:

Reminder of intent of RFA

Preparation:

Ensure the training room has internet access and preview the video

During the training (what to do):

☐ Activity 3A: Child's Personal Rights

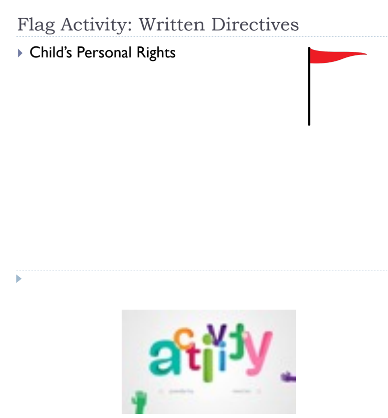
- Flag activity: Have trainees find Child's Personal Rights in the Written Directives; review them together. WD 11-08, pg. 69.
- A Resource Family shall ensure a child or a non-minor dependent is verbally notified of his or her rights and provided with a written copy of these rights and information regarding agencies a child or a nonminor dependent may contact concerning violation of these rights:
    - Upon placement in the home
    - Upon the request of a child or a non-minor dependent

Trainee's Guide, *Child's Rights Activity*, pg. 74

Trainer Note: Share importance of RFA worker to cover in detail the Child's Personal Rights. Share with resource families the majority of regulation violations (Licensing/RFA) are personal rights violations.

Trainer can choose between two options:

- Have a little competitive fun! Prize for winning table (lottery tickets; choice from snack basket, etc.)
    - Activity that allows for five minutes at tables for trainees to read the personal rights in Written Directives, focusing on rights of minor dependents.
    - Instruct participants to set WD aside and, as a group, capture all they can remember.
    - Repeat for five- minute review of personal rights of nonminor dependents, with capture of all they can collectively remember.
    - Read lists of both categories and reward participant table that recalls and records most correct personal rights.



Deeper dive to compare and contrast personal rights of minor children versus nonminor dependents. Have participants complete a comparison table after reading the WD, listing the personal rights that are alike for each age cohort, and those that are different. Have tables report out their answers, prompting discussion focused on nature of differences and why differences are appropriate/needed.	

Day 3, Segment 4: Reasonable and Prudent Parent Standard

Segment Time:	15 minutes
Materials:	Trainee's Guide, *Article: Free-Range Parenting*, pg. 75-76 Video (4:16 min): Free Range Parenting Chart pad paper Markers
Slides:	5-7

Purpose:

Provide an overview of the Reasonable and Prudent Parent Standard

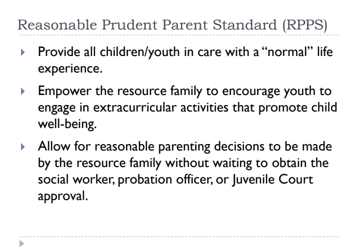
Preparation:

Ensure the training room has internet access and preview the video

During the training (what to do):

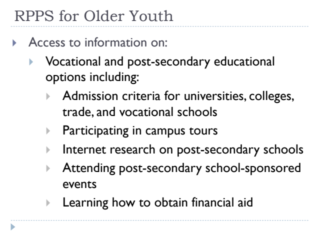
☐ Activity 4A: Reasonable and Prudent Parent (RPP) Standard:

- The Goals of the Reasonable and Prudent Parent Standard (RPPS) ***applies in specified situations***: allows youth in care to participate more freely in extracurricular, social, and enrichment activities and have access to household items and information in preparation for adulthood, allows for Resource Families to approve participation in activities best suited for the children in their care and select substitute care providers using RPPS. The RPPS may not be used to violate the child's personal rights (i.e. child cannot be forced to attend a religious service, withheld from participation in sports activities due to refusal of chores etc.).
- Remove barriers to recruitment and retention of Resource Families.
- Reduce the need for social workers to either give permission or to obtain Juvenile Court approval for reasonable care giving activities, should be care-giving.
- Respect the rights of youth in out-of-home care.



☐ Activity 4B: RPPs for Older Youth

- Explain that the RPP standard is characterized by careful and sensible parental decisions that maintain the child's health, safety, and best interest.
- It outlines the requirements a Resource Family must adhere to in utilizing Alternative Caregivers***:***
  - Child's conditions: emotional, behavioral, medical, and/or physical
  - Medications child needs and physician's instructions
  - Name and phone number of child's SW or PO
  - Resource Family's emergency contact information
  - *Prior to the absence from the home, the Resource Family must*
  - *Inform the SW/PO of the following:*
  - Dates Resource Family will be away from home
  - Name, address (if applicable), and phone number of the alternative caregiver
  - Emergency number for the Resource Family



☐ Activity 4C: Free Range Parenting

- Refer trainees to the Trainee's Guide, ***Article: Free-Range Parenting,*** pg. 75-76
- Show the video. (4:16 min) (https://www.youtube.com/watch?v=9MbVxSLZasM)
- Facilitate a discussion of how this applies to the RPP standard.

Day 3, Segment 5: Approving the Resource Family

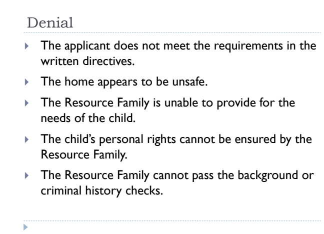
Segment Time:	10 minutes
Materials:	Chart pad paper Markers
Slides:	8-10

Purpose:

Provide an overview of the approval and denial reasons and procedures

During the training (what to do):

☐ Activity 5A: Non-Approval / Denial

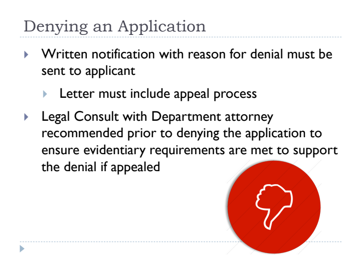


<u>Trainer Note:</u> Clarify that if during the process the family is not going to meet the qualifications for one component with a legal consult you do not need to continue to the process just to have a completed process. Approval will be denied when the results of the family study indicate that the applicant is not suited to providing care for children in foster care.

Review slides.

<u>Trainer Note</u>: Note that the intent of RFA is that the worker really works with and supports the family to help them become approved; this is when that has been attempted and not successful.

Appealing the Denial If the applicant appeals the denial, the County must send an appeal acknowledgement letter to the applicant.



Day 3, Segment 6: Rescinding Approval

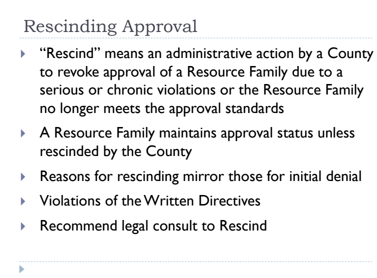
Segment Time:	5 minutes
Materials:	Chart pad paper Markers
Slides:	11

Purpose:

Describe the process for rescinding approval

During the training (what to do):

- ☐ Activity 6A: Rescinding Approval
  - Review slide.



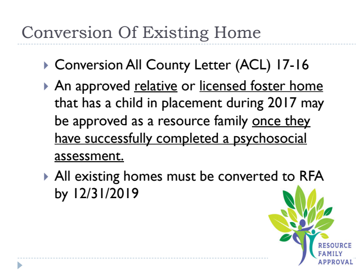
Day 3, Segment 7: Conversion

Segment Time:	**40 minutes**
Materials:	**Trainee's Guide: *ACL 17-16*, pg. 77-80**
	Chart pad paper
	Markers
Slides:	**12-16**

Purpose:

Describe the process for Conversion

During the training (what to do):

☐ Activity 7A: Conversion of Existing Home • Refer to the Conversion ACL 17-16 Handout (trainee's guide pg. 77-80). • An approved <u>relative</u> or <u>licensed foster home</u> that has a child in placement during 2017 may be approved as a resource family <u>once they have successfully completed a psychosocial assessment.</u> • All existing homes must be converted to RFA by 12/31/2019. • The next few slides will address the state requirements for conversion of existing foster and relative families.	
☐ Activity 7B: Conversion • If a home does not have a placement between January 1, 2017 and December, 31, 2017, the family's license or relative approval will be forfeited. • If this happens and a family wants to take a new placement in the future, they will need to re-apply and be approved under the new RFA process. • This does not apply to families with approved adoption home studies. For example, if a family has an approved adoption home study and they are waiting for placement of a child, they will not lose their approval if a child is not placed in their home during 2017.	

☐ Activity 7C: Conversion of Relatives/NREFMs with a Current Adoption Home Study • Review the requirements on the slide for converting a relative/NREFM who already has a current adoption home study. These would usually be families who are already on your caseload and in the process of adopting a relative or NREFM in their care. • For the RFA case file, the names of the foster children or NMDs must be redacted from the adoption home study for confidentiality reasons. • Refer to Attachment A on Conversion ACL. • Review Handout RFA-00 Release of Information Form. This Release of Information is signed by the family to allow the home study and other confidential documents to be copied and used as part of their RFA file. • RFA-05A will be reviewed later in the training.	Conversion of Relatives/NREFMs with a current adoption home study ‣ RFA-00 Release of Information ‣ Approved adoption home study (foster children's redacted) ‣ SOC 815, 817, 818 (ASFA Approval Forms) ‣ Criminal Background Check information on all adults ‣ RFA-05A Resource Family Approval Certificate RESOURCE FAMILY APPROVAL
☐ Existing Caregiver with Approved Adoptive Home Study • **DOES NOT MATTER IF CAREGIVER HAD A PLACEMENT IN 2017** • Deemed a Resource Family if home study and any updates was completed pursuant to Title 22, Division 2, Adoptions Manual section 35183.1 *prior* to 1/1/18.	
☐ Activity 7E: Conversion of Licensed Foster Homes with a Current Adoption Home Study • These may also be families who are currently on your caseload adopting a child in their care.	Conversion of Licensed Foster Homes with a current adoption home study ‣ RFA-00 Release of Information ‣ Approved adoption home study (foster children's names redacted) ‣ RFA-05A Resource Family Approval Certificate RESOURCE FAMILY APPROVAL

Day 3, Segment 8: Out Of County Protocol

Segment Time:	30 minutes
Materials:	Chart pad paper Markers Video (2:49 min): Treat Me Like a Normal Child
Slides:	17-20

Purpose:

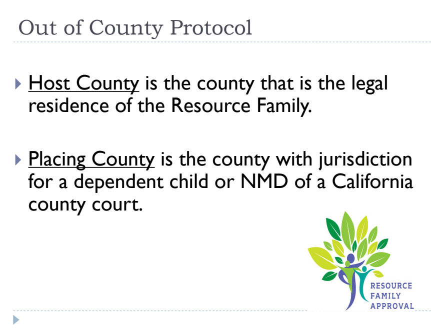
Describe the training the Out Of County Protocol

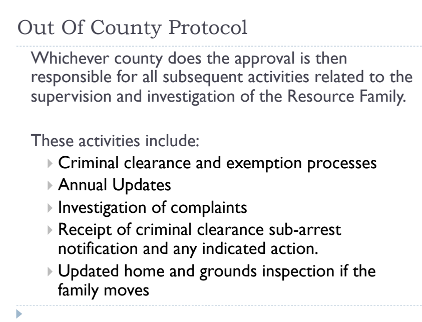
During the training (what to do):

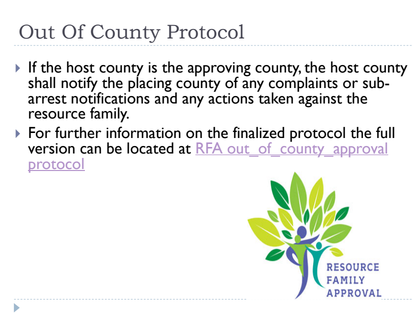
☐ Activity 8A: Out of County Protocol

- CWDA County Welfare Directors Association has developed a protocol to be used when a prospective relative/NREFM placement resource resides in a county different from the child's jurisdiction.
- Whichever county does the approval is responsible for monitoring and supporting the family. If the children return home, the family can continue being a resource family for the county of residence (host county).
- Once a relative or NREFM is approved as a Resource Family that home shall be available to be considered for placement of relative or nonrelative child(ren) under the jurisdiction of any county.
- Any county intending to place with a Resource Family approved by another county will contact the approving county prior to placement to discuss their intention.
- If you are a CMS worker for a family that is caring for children from another county, you will need to stay in contact with the primary CSWs for those children.
- The CMS worker will also be responsible for contacting the placing county if there are any complaints or administrative actions on the home.

Trainer Note: The Out of County protocol document agreed upon by CWDA is currently in effect and will be attached to the newly revised Written Directives, due out sometime in May 2017. The current version is attached to both the trainee and trainers guide.







☐ Activity 8B:Video: Treat Me Like a Normal Child • Video (2:49 min): Treat Me Like a Normal Child https://youtu.be/km0GILVLOB8 • We are going to hear from one youth who was in a group home about what he feels he missed by growing up in congregate care. (Play video.) • Brandon is a 21-year-old alumnus of the foster care system. He was in the foster care system for about 10 years. He has worked in State government for about 3 years and has served as a foster care advocate for the last few years. He feels that normal activities for all youth in foster care should include getting a driver's license, going on out-of-State and overnight trips, and participating in sports. • How can RPPS create more of a sense of normalcy for kids in care? • What can resource parents and social workers do to better prepare foster youth for adulthood?	VIDEO "Treat me like a normal child"

Day 3, Segment 9: Funding

Segment Time:	20 minutes
Materials:	Trainee's Guide: *CW2219 Application*, pg.143-146 Chart pad paper Markers
Slides:	21-22

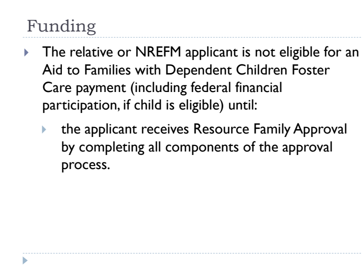
Purpose:

Describe key funding issues for Resource Families

During the training (what to do):

☐ Activity 9A: RFA Funding:

- Review slide.

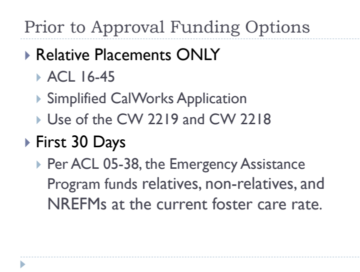


☐ Activity 9B: Prior to Approval Funding Options

The CW 2219 application and CW 2218 form have been developed for non-needy caretaker relatives applying for CalWORKs on behalf of relative foster children who have been temporarily placed by the county child welfare agency The simplified CW 2219 application asks for the child's information, such as income or property of the child. A separate application is required for each child for whom the non-needy relative caretaker is applying The CW 2218 (Rights and Responsibilities) is specific to non-needy caretaker relatives Normal CalWORKs rules apply, with the exception of SFIS. Non-needy caretaker relatives who fill out the CW 2219 are exempt from fingerprint and photo-imaging requirements. SFIS is required if the caretaker relative subsequently applies for CalWORKs for themselves and/or other children in the home who are not relative foster care children.

First 30 Days

- Q. Can a county place a child in a relative's home on an emergency basis prior to Title IV-E relative approval of that home and claim ESC to EA? A. Yes. If the SW has completed an assessment on the home per W&IC Section 309 (d)(1) to temporarily place the child in the relative's home, the placement would be considered an ESC placement and would be claimable to EA. However, when the relative's home is approved



and the child meets all eligibility criteria for Title IV-E Foster Care, counties should no longer claim EA. The CDSS protocol dictates that a county claim Title IV-E first, if the child is eligible. The EA is used for non-federally eligible cases/costs only. • Q. Does EA fund ESC provided by a relative? A. Yes. A child placed with a relative may receive EA-ESC for a period of 30 days, after which time there is no federal or State funding for relatives in ESC. (Refer to CFL No. 93/94-38 dated March 18, 1994). If a county decides to keep a child placed with a relative in EA-ESC beyond 30 days the county may utilize county-only funds for that placement or may refer the relative to CalWORKs for needy or non-needy relative caretaker assistance.	

Day 3, Segment 10: Post-Approval Activities

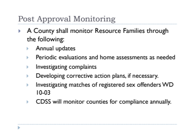
Segment Time:	5 minutes
Materials:	Chart pad paper Markers
Slides:	23

Purpose:

Provide an overview the training and monitoring to be completed after approval

During the training (what to do):

- [ ] Activity 10A: Post-Approval Monitoring
  - A County shall monitor Resource Families through the following:
    - Annual updates
    - Periodic evals and home assessment as needed
    - Investigating complaints
    - Acknowledging successes
    - Developing corrective action plans
    - Investigating matches of registered sex offenders (ACI 13-64) (http://www.cdss.ca.gov/lettersnotices/EntRes/getinfo/acl/2013/13-64.pdf)
    - CDSS will monitor Counties for compliance



Day 3, Segment 11: Annual Updates

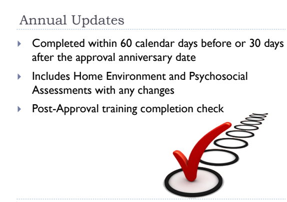
Segment Time:	10 minutes
Materials:	Chart pad paper Markers
Slides:	24

Purpose:

Describe the requirements for annual updates

During the training (what to do):

- [ ] Activity 11A: Annual Updates
    - Per RFA09-02, pg. 44, all Resource Family homes are required to have an annual update (based on their approval date) to maintain compliance with Resource Family Approval [Welfare and Institutions Code section 16519.5(g)(6)]. An update can be completed at any time prior to the annual review date if there are circumstances which may warrant an update.
    Examples of some circumstances include the following: change in marital status, significant change in health, a move to a new location, new adult living in the home, and/or birth of a child to the Resource Family. Please note any changes require an update in the comment area.
    - Completed within 30 days of approval anniversary date.
    - Include Home environment and Psychosocial Assessments with any changes.
    - Post-Approval Training completion check.
    - Complete RFA06—family and agency—the final write up (Trainee's Guide)



Day 3, Segment 12: Successes and Accomplishments

Segment Time:	20 minutes
Materials:	Trainee's Guide: *ACL 16-37*, pg. 119-122 Chart pad paper Markers
Slides:	25-28

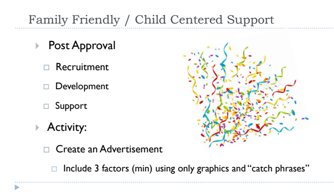
Purpose:

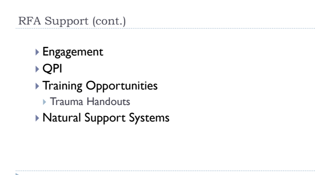
Discuss ways to highlight successes and accomplishments of Resource Families

During the training (what to do):

- ☐ Activity 12A: Successes and Accomplishments
  - Facilitate group discussion: How do you ensure you acknowledge your Resource Families successes and accomplishments? Chart answers and ideas. Why is this important? (i.e., retention, providing support, parallel process with support SWs should provide to birth parents and Resource Families toward youth and birth parents, etc.)
  - ACL 16-37 provides resource families with training to address the authorization, uses, risks, benefits, assistance with self-administration, oversight and monitoring of psychotropic medications, trauma and substance use disorder and mental health treatments, including how to access those treatments. (Trainee's guide, pg. 119-122)

Trainer Notes: We just completed reviewing the requirements for Post Approval Monitoring and Annual Updates. Going back to the core ideological shift of RFA is the focus and being Family Friendly and Child Centered. What does being Family Friendly and Child Centered look like after approval? With CCR and RFA there is a major focus on recruitment, development, and support of resource families.
Activity: Assign each table group a topic (recruitment, development, support). Allow 15-20 minutes for the groups to create an advertisement of their county plan focusing on their assigned topic. What would be the 3 most important factors you would want to share with resource families in your advertisement. Use only graphics and "catch phrases." Have each group share their advertisement; explaining their plan to provide ongoing recruitment, development, and support of approved resource families. Debrief with the trainees the expectations and the importance of these topics on improving the quality of our resource families and ultimately the well-being of youth in care.





- [ ] Activity 12B: Language Reflects Thinking: Words Matter
    - Note that we must change language as our thinking changes.
    - Facilitate discussion with group on how our choice of words impact the perceptions of Resource Families. We need to be cognizant of how those perceptions may drive the responses of Resource Families in positive or negative ways. This can greatly impact how a case proceeds. Parallel process: SWs with birth families, resource parents with youth in their home. Have group identify words that have been used throughout the training that could bring forth anxiety and negative perceptions for Resource Families and discuss alternative language. Examples include:
        - Revocation, rescind
        - Conduct inimical
        - Violation
        - Deficiency
        - Compliance
        - Corrective Action Plan
        - Non-compliance conferences —Conformance conferences
        - Complaints
        - Citation
        - Appropriate
        - Concern
        - Issues
        - Assess
        - Foster Child/Foster Parent
        - Client
    - "Problem" = an energy drainer, carries shame, blame, guilt; leads to taking one-up positions, labeling, making negative assumptions when people are hesitant to share "problems." (TDM Facilitator's Guide 2011)
    - Try "worries," rather than "problem"; it can take discussion to a more workable level and open avenues to the good will behind difficulties that families experience.
    - "Options" rather than "advice"; options provide choices and choices empower (when families choose own solutions, they bring special energy and commitment).
    - "Families," not "cases" or "clients." Consider using "person-first" language when talking about families and children.
    - "Child" or "Young Person," not "minor"; "alleged offender," not "perp."

Trainer Tip: As we continue to consider how we support resource families, we need to evaluate how we communicate with families.

Language Reflects Thinking: Words Matter

We must change language as our thinking changes.

- Words Matter Activity

Day 3, Segment 13: Wrap up

Segment Time:	15 minutes
Materials:	Video (1:02 min): Let Go of the Days Stress: Dog Chart pad paper Markers
Slides:	29-30

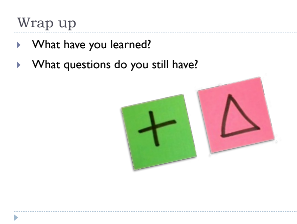
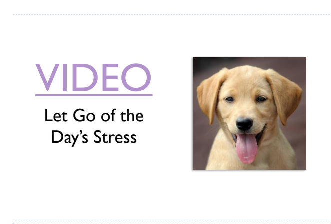
Purpose:

Review what information was covered throughout the day
Frame the training with values and theoretical underpinning

Preparation:

Ensure the training room has internet access and preview the video

During the training (what to do):

☐ Activity 13A: Wrap up • Engage trainees in a large group conversation by asking volunteers to share key knowledge gained during the day. • Chart any feedback about the day.	
☐ Activity 13B: Video*:* Lost Dog • Show Video (1:02min): Lost Dog https://www.youtube.com/watch?v=TPKgC8KPBMg	

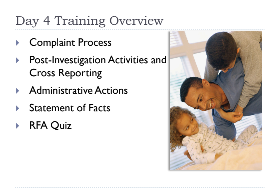
Day 4, Segment 1: Welcome and Introductions

Segment Time:	15 minutes
Materials:	Trainee's Guide *Agenda: Four Day Overview*, pg. 7 Chart pad paper Markers
Slides:	1-2

Purpose:

Set the stage for the day

During the training (what to do):

☐ Activity 1A: Welcome Back	
☐ Activity 1B: Review Day 4 Agenda • Check in with trainees regarding Group Agreements. Are the current Group Agreements still working? Any changes needed, either agreements added or removed? • Trainer to do a brief overview of topics covered the previous day and ask if trainees have any questions.	 

Day 4, Segment 2: Review Learning Objectives

Segment Time:	15 minutes
Materials:	Trainee's Guide: *Learning Objectives*, pg. 5-6
Slides:	3

Purpose:

Orient trainees to learning goals for the day

During the training (what to do):

☐ Activity 2A: Learning Objective Review

- Review the Learning Objectives for the day. Trainer can choose between several options when reviewing LOs on a daily basis.
- **Option 1** (recommend using this option on Day 2 and 4 as brief overview). Refer trainees to the Trainee's Guide: *Learning Objectives,* pg. 5-6 and review the Learning Objectives for the training. If using the Learning Objectives posters, using a dry erase marker, circle the LOs groups have identified to focus on. This can be used as a visual for the future training days.
    - Engage the trainees in an activity to identify key Learning Objectives. Refer them to the Trainee's Guide: *Learning Objectives Activity,* pg. 7.
    - Instruct trainees to read all Learning Objectives and initial two in each area that resonate with them.
    - Ask them to discuss their selections among the table groups and select one that interests the majority of the group.
    - Facilitate a large group report out.

<u>**Trainer Tip**</u>: Do not just read through each of the Learning Objectives.

- **Option 2**: (recommend using this option for Day 1). Refer to Ice Breaker Activity above with reference to Review of Learning Objectives
- **Option 3**: (recommend for Day 1 and/or 3) – 1-2-4 Activity.
    - Ask the trainees to review the Learning Objectives individually (pg. 5-6, Trainee's Guide). As the trainees are reviewing the Learning Objectives, ask them to

pick TWO Learning Objectives that they have down pat. Also, ask the trainees to underline TWO Learning Objectives that they need to learn the most about. ◦ Instruct the trainees to markup the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished. ◦ Walk around the room and watch for when about 80% of the class seems to have made their choices. ◦ Prompt the class to turn to a partner and share with each other their choices. Walk around the room to monitor progress. ◦ Allow 60 seconds and prompt the trainees to switch so both people get to share. In another 60 seconds, ask the trainees to stop this discussion and give you their attention. ◦ Ask everyone to stand up. Then tell them that each pair needs to find another pair from another table. In groups of 4, ask the trainees to discuss what commonalities and differences there are amongst their group. Ask each team to identify what is emerging as the most important Learning Objective to cover during the training. Walk around the room and listen for participation and allow 4 minutes for this process. ◦ Regain the trainees' attention. Ask each group of 4 to introduce themselves to the rest of the group and then report out what emerged as the top priority for the day from their group, with the trainer charting the responses. Allow 5-10 minutes for this process. After the activity, check with the group to clarify information and check if there are any questions. This activity will identify the top priorities for the training day.	

Day 4, Segment 3: Complaints

Segment Time:	45 minutes
Materials:	Trainee's Guide: *Complaint Scenarios*, pg. 81-83 Trainee's Guide: *ComplaintIntake Report*, pg. 84-85 Trainee's Guide: *Take the Complaint Activity*, pg. 86 Supplemental Handout: Written Directives Version 4 Effective 2/6/2017 Post-it Notes
Slides:	4-17

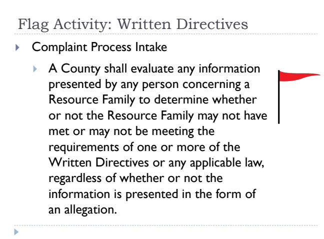
Purpose:

Discuss the process for ensuing complaints are addressed properly

During the training (what to do):

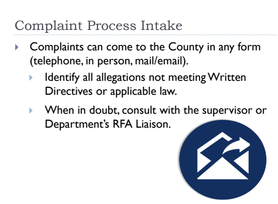
☐ Activity 3A: Complaint Process Intake

- Flag activity: Identifying Complaints and Determining Response
- Ask trainees to find the Complaints section of the Written Directives. 9-06A, pg. 47.
- Review slide.
- Emphasize the purpose of the complaint process:
  - Safety of child
  - Support the family, not compliance for compliance sake, how can we assist the family, educate them for lasting changes, what can you the worker or agency learn from complaint process? (For example, maybe not enough training offered on SOGIE issues so family wasn't aware of how to respond when those issues arose.)



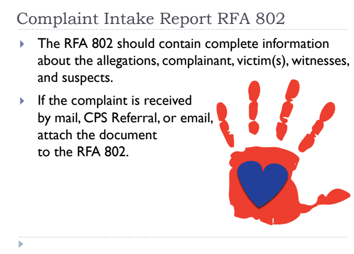
☐ Activity 3B: Identifying Allegations

- Complaints can come to the county in any form (telephone, in person, mail/email).
- Identify all allegations not meeting Written Directives or applicable law.
- When in doubt, consult with the supervisor or Department's RFA Consultant.



☐ Activity 3C: Complaint Intake Report—RFA 802

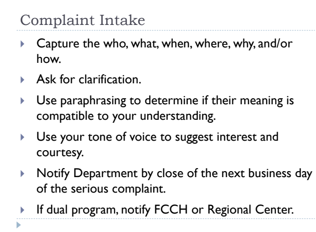
- Review slide.



☐ Activity 3D: Complaint Intake Report—RFA 802

- Capture the who, what, when, where, why, and/or how.
- Ask for clarification. Use paraphrasing to determine if their meaning is compatible to your understanding.
- Review slide.

<u>Trainer Note</u>: Clarify FCCH and regional center for all allegations.



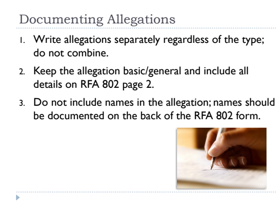
☐ Activity 3E: Who Makes the Complaint? Mandated Reporter

- For abuse allegations, the complainant must be asked if an abuse report was filed. If not, RFA staff is required to report the abuse.
- When required, the RFA staff must complete an SS 8572 "Suspected Child Abuse Report".
- A copy of this form is to be submitted to law enforcement and Child Protective Services.
- Anonymous callers.

☐ Activity 3F: Documenting Allegations

- Review slide

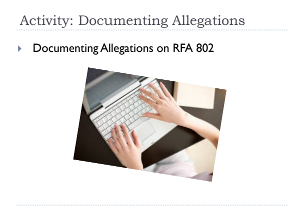
<u>Trainer Note</u>: Spanking own children is not a personal rights violation only if foster child witnesses the spanking (see, hear, or hear about it) "own children," i.e. guardianship, adopted.



☐ Activity 3G: Taking a Complaint

- Divide room in half and then assign group/table with 5 different allegations. Each table will review the provided allegations (activity A, group B) and document allegations on blank 802. (provided in the Trainee's Guide, pg. 81-83
- Documenting Allegations on RFA 802

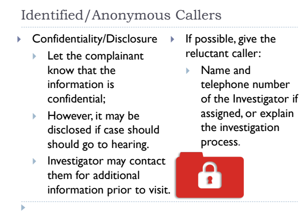
<u>Trainer Note</u>: Refer to allegation scenarios and write RFA 802.



☐ Activity 3H: Confidentiality/Disclosure

- Let the complainant know that the information is confidential; however, it may be disclosed for a hearing.
- Investigator may contact them for additional information prior to visit.
- If possible, give the reluctant caller...
- Name and telephone number of the Investigator or explain the investigation process.

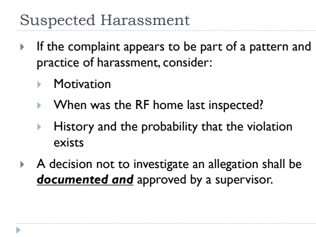
Trainer Note: Per WD 9-06A(e)– county should consider identity of every complainant as confidential. Provide the reluctant caller with the investigators name a telephone number if the investigator has been assigned. Check with county policy.



☐ Activity 3I: Suspected Harassment

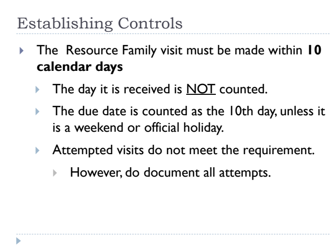
- If the complaint appears to be part of a pattern and practice of harassment, consider:
  - Motivation
  - When the RF home was last inspected?
  - History and the probability that the violation exists
  - A decision not to investigate an allegation shall be approved by a supervisor

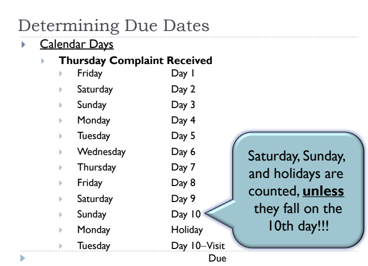
Trainer Note: This is a good time to talk with your supervisor to advise him or her of the suspected harassment.



☐ Activity 3J: Establishing Controls

- The RF visit must be made within **10 calendar days.**
- The day it is received is NOT counted.
- The due date is counted as the 10th day... unless it is a weekend or official holiday.
- Attempted visits do not meet the requirement.
- However, do document all attempts.
- Determining due dates: Review slide.
- Calendar Days
- Saturday, Sunday, and holidays are counted **unless** they fall on the10th day!!!

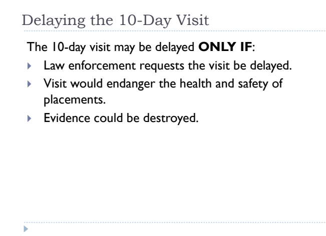


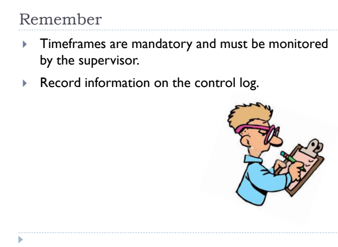


☐ Activity 3K: Delaying the 10-Day Visit

- The 10-day visit may be delayed **ONLY IF**:
  - Law enforcement requests the visit be delayed
  - Visit would endanger the health and safety of children in care.
  - Evidence could be destroyed

<u>Trainer Note:</u> **Important:** Review slide.





Day 4, Segment 4: Investigation and Cross Reporting

Segment Time:	120 minutes
Materials:	Chart pad paper Markers
Slides:	18-38

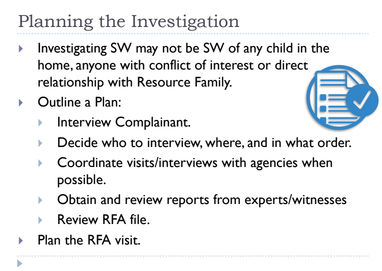
Purpose:

Provide an overview of what happens following a complaint

During the training (what to do):

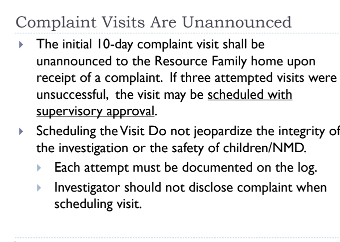
☐ Activity 4A: Planning the Investigation

- Usually interview alleged victim first, alleged perpetrator, when applicable.
- Evaluate the area you are going to.
- Who might be present?
- Should you take someone with you?
- Bring a cell phone!

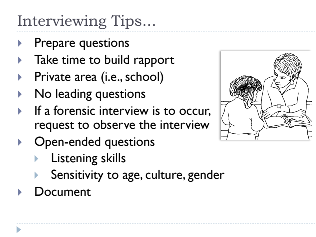
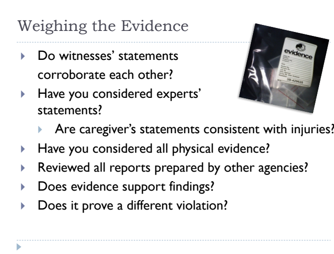


☐ Activity 4B: Visiting the Home

- Notwithstanding subsection (j), if a County has, on three separate occasions at different hours of the day, unsuccessfully conducted an unannounced visit to the Resource Family home, and it appears that further attempts to make an unannounced visit will not be successful, then the County may schedule the visit with the Resource Family home under the following circumstances:
  - Doing so would not have a significant adverse effect upon the investigation or jeopardize the health and safety of any child or NMD placed with the Resource Family.
  - The County has documented each attempt to make an unannounced visit to the home.
  - A supervising staff member approves the scheduling of the visit.
  - When scheduling the visit, the County may not disclose to the Resource Family that a complaint has been received concerning the Resource Family.
  - If the County schedules the visit, the County shall document, in the complaint log maintained pursuant to subsection (u), the unsuccessful unscheduled visits and the supervising staff member's approval to schedule the visit.



• **State nature of allegations, not always the details or specifics.**
    o Can state it is a personal rights issue which is still being investigated. May or may not discuss details until completed. Will be concluded within (up to 60) days.
    o Tour RFA, review records, take photos.
 	
Trainer Note: Different times of the day—may be one day but not 8:00 AM three different days	

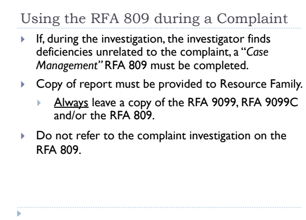
☐ Activity 4C: Interview Alleged Perpetrator/Caregiver • Obtain brief preliminary statement. • Be prepared, objective, thorough. • Interviewing Tips: Review slide. **Trainer Note:** Witnesses will include Direct/Indirect. Obtain contact info of witnesses in case of going to hearing.	 
☐ Activity 4D: Additional Allegations in the Course of an Investigation • Example: The original allegation is a personal rights violation and while talking to one of the FC he tells you there is inadequate food in the home. **Trainer Note:** If occurs at the RF home, the visit can be counted as 10-day visit.	
☐ Activity 4E: Preponderance of Evidence • Evidence should support all findings • One body of evidence has more convincing force than the evidence opposed to it • Different than criminal standard • Beyond a reasonable doubt • Different than CPS standards • Visible injury not necessary for county to substantiate physical abuse/corporal punishment allegations	

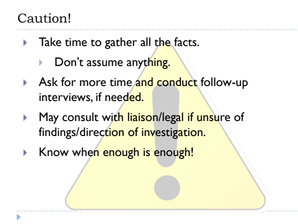
☐ Activity 4F: Using the RFA 809
Refer to Trainee's Guide handout.

Trainer Notes: Case management visits **unrelated** to the investigation must not indicate a complaint control # and or investigation in RFA 809. **(Stand-alone visit/document)**

Scenario: During an open investigation, a broken window is noted and home is cited. By referencing the investigation in the RFA 809, we have now disclosed to the public of an investigation on the RFA home. The report if unfounded will then need to be amended to redact the complaint information from the case management visit.

Review Caution slide.





☐ Activity 4G: Documenting Complaint Investigation

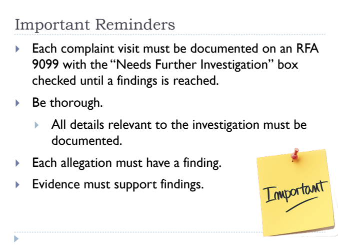
- Documenting the Complaint Visit
- RFA 9099 and/or 9099C Complaint Investigation Report are always used to document initial and subsequent complaint investigation visits
    - Unannounced
    - Within 10 calendar days
    - Insure RF knows their rights
    - Not complete?
    - Pending allegations are written on an RFA 9099
    - Check the "Needs Further Investigation" box and complete the "Estimated Days of Completion"-up to 60 days

☐ Activity 4H: Important Reminders

Trainer Note: Best practice:

- When children and youth are in care with the Resource Family, allegations of abuse are generalized on the RFA 9099 as personal rights violations until a finding is determined or the children are removed.
- No details check "Needs Further Investigation."

- Review Also Remember slide.



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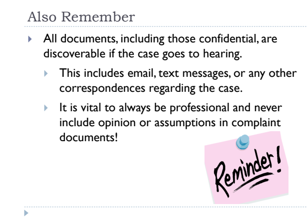

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☐ Activity 4I: Complaint Timeframe

- If the complaint cannot be resolved within 60 days after the 10-day visit, a notation that further investigation is required must be documented on the Complaint Log
- Examples of possible delays include:
  - Ongoing police investigation
  - Necessary legal consultation
  - Inability to locate a key witness/victim, however, a real possibility the person may be located soon
  - Waiting for medical or police reports to be completed

<u>**Best practice:**</u> **Cross-communicate any delays with other investigating agencies**

Review slide.

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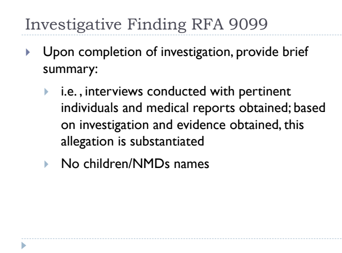

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☐ Activity 4J: Abuse Complaints

<u>Best practice</u>:

- For physical and sexual abuse allegations that appear to have Inconclusive or Unfounded findings, the County may consult with the Department's Legal Division prior to delivering the findings to the Resource Family.

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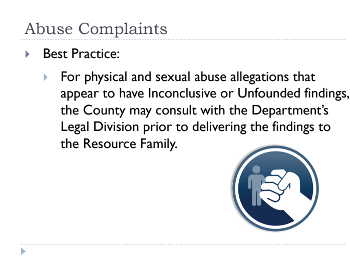

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☐ Activity 4K: Finish It Up

Review slide.

<u>**Trainer Notes:**</u>

- Discuss confidential forms/reports—what are confidential documents?
- Be specific as to which forms are confidential and which are public (RFA809 evaluation report can be released).
- Ensure trainees are aware CDSS is "the Department of Social Services."

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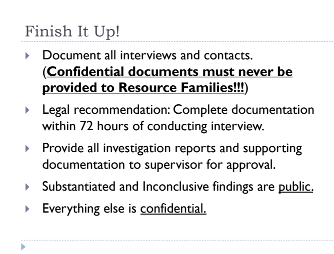

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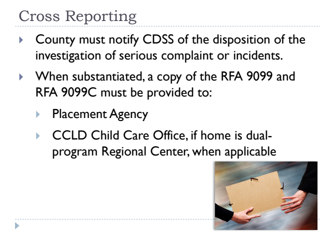
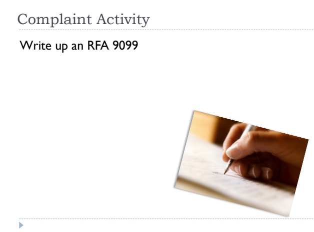
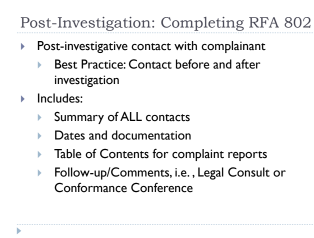
☐ Activity 4L: Cross Reporting • Review slide.	
☐ Activity 4M: Write Up an RFA 9099 • Document the allegations using RFA 9099 • When completed, process experience in class. Share answer sheet. What questions do they have? **Trainer Tip:** Have trainees complete RFA 9099, 10-day visit, with allegations from Activity 3F "Documenting Allegations". Go over "Report Content Check List." Activity requires 9099 Form to do.	 
☐ Activity 4N: Post investigation: Completing RFA 802 (pg. 86-87, Trainee's Guide). **Trainer Note**: Go over RFA 802, pg.2.	

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☐ Activity 4O: Reporting Requirements

<u>Trainer Notes:</u>

Reporting Protocol

1. Notify RFA in box and cc to Department RFA Liaison via email or telephone by close of next business day. Ensure that you obtain a verbal or email receipt of confirmation.
2. **Be prepared to provide the following information:**
   a. Date, time, and location of complaint/incident
   b. Resource Family name(s) and address (identifying ID number?)
   c. Names and birthdates of child(ren), youth, and non-minor dependents (NMD) who are party to the complaint/incident
   d. Type of allegations/incident (i.e., sexual abuse, neglect, willful harming or injuring or endangerment, corporal punishment or injury)
   e. Other agencies notified (CPS, law enforcement)
   f. Complaint/Incident details

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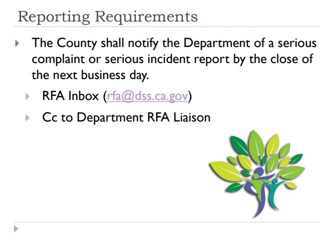

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☐ Activity 4P: Complaints

- Engage trainees in a large group discussion by asking:
  - How would it feel for you to have someone come out to your home to respond to a complaint about the level of your care of your child?
  - Have you ever had this experience? Parent in law, Neighbor, etc.?

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☐ Activity 4Q: Video: 5 Tactics for Handling Complaints Effectively

- Show Customer Service Video—5 Tactics for Handling Complaints Effectively (2:04) https://youtu.be/NsErCieYmxE?t=15

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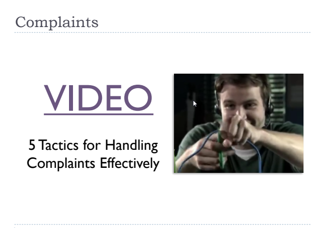

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Day 4, Segment 5: Administrative Actions

Segment Time:	20 minutes
Materials:	Supplemental Handout: Written Directives Version 4 Effective 2/6/2017 Post-it Notes
Slides:	39-41

Purpose:

Provide an overview of the Administrative Actions

During the training (what to do):

☐ Activity 5A: Administrative Actions, Due Process, Types of Actions

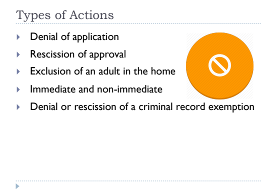
- Flag activity: Ask trainees to find Administrative Action, etc.., in the Written Directives and note the following content. 12-01, pg. 87:
    - Administrative Actions Defined
    - Types of Actions
    - Statement of Facts (SOF)

☐ Activity 5B: Administrative Action Hearings

- AA Hearings use Preponderance of the Evidence as standard of proof
- Cases often settled prior to a hearing
- County Staff, Liaison, CCLD Program office and CDSS Legal all review and approve proposed settlement
- May also end with a default
- RFA staff may be called to testify
- May be appealed to Superior Court

  Defined as:
    - AA include the steps necessary to take a case to an Administrative Hearing
    - Administrative Hearings are where an Administrative Law Judge makes legal decisions on approval issues
    - Use after utilizing all other enforcement actions or an incident so significant occurs to necessitate an approval recision.
    - Most all actions occur after being recommended during a legal consultation.

Types of Actions: Review slide.

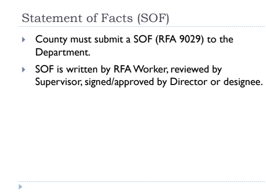


Day 4, Segment 6: Statement of Facts

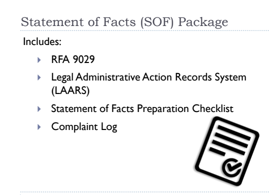
Segment Time:	20 minutes
Materials:	Chart pad paper Markers
Slides:	42-50

During the training (what to do):

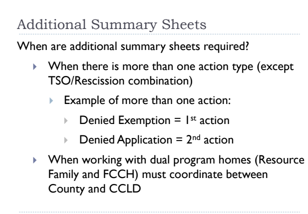
- Activity 6A: Statement of Facts (SOF):
  - Timeframes in which the case gets to OAH hearing varies depending on seriousness of case and type of action sought
  - Preparing and Routing the Statement of Facts (SOF) Package:



Overview of Forms Used in SOF Package;



RFA 9029-Statement of Facts includes: Is the document used to transmit requests for administrative action to Legal. Includes summary sheet with Approvals and Comments, Case Summary, Special Issues/Pertinent Information, Informal Meetings/Licensee Interviews, and Witnesses. The summary sheet is pages 1 and 2.
Legal Administrative Action Records System (LAARS) Notification: is used to provide administrative action information to DOJ. Complete one for each respondent. If only the adult son is the respondent, then complete one for that individual.
Complaint and Immediate Deficiencies Violation Log: A tool to assist RFA Worker to identify the most serious violations in the case and in writing the case summary. This tool also assists managers to assess the seriousness of the case.
Statement of Facts Preparation Checklist: A tool to assist supervisors and managers in reviewing SOF packages



All of these forms are available in the CCLD intranet Common Library. Your County Liaison has access to the CCLD intranet Common Library and will provide copies for you.

When are additional summary sheets required?

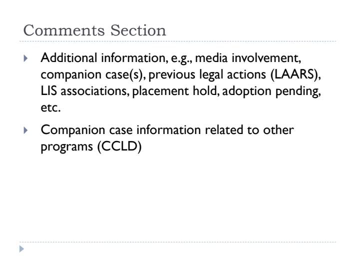
- More than one action type (except TSO/Rescission combination)
- Example of more than one action:
  - Denied Exemption = 1st action
  - Denied Application = 2nd action
  - Dual approved Resource Family homes (Resource Family and FCCH) must coordinate between County and CCLD
  - More than one action type

- The only exception to this rule is the TSO/ Rescission combination. Rescission must always be marked when requesting a TSO. Example: TSO/ Rescission of home and exclusion of caregiver spouse – TSO/ Rescission is on one summary sheet, Exclusion of Resource Family is on a separate summary sheet. For other cases, for each additional action, an addition face sheet (summary sheet 1 & 2) is required.
- **Dual-program homes or caregivers with more than one home type:** Usually dual-program homes cross programs, for example FCCH and Resource Family homes. When taking an action against a dual-program home the lead program obtains the legal case number and the secondary program is a “B or subsequent” number. Coordination, cooperation, and communication are key to ensuring actions against dual-program home are timely. Approved SOFs should be shared with all programs involved.
- If dual program the lead case is the first one, which means that the county or state is to notify the district office about the action and the legal case number (so that 2 different legal case numbers are not given to both cases).
- The “B” case becomes the companion case.

☐ Activity 6B: Comments Section

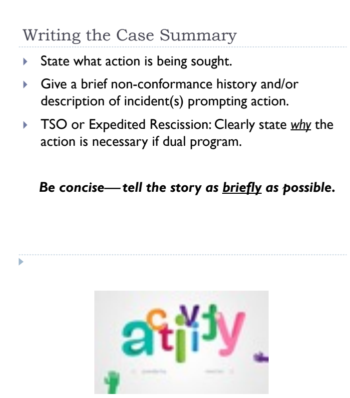
- Additional information (e.g., media involvement, companion case(s), previous legal actions (LAARS), LIS associations, placement hold, adoption pending, etc.)
- Companion case information related to other programs—(CCLD)
- Comments section is the place to put additional information that you want management and legal to see up front. County Program Managers or the Program Office often use this section to add comments about willingness to stipulate for probation.

For dual-program homes, it is important to note that a companion SOF will be submitted by another program.



☐ Activity 6C: Writing the Case Summary:

- When writing the case summary, please keep the following in mind:
  - Review slide.
  - Be concise—tell the story as briefly as possible while providing enough information so management can make a decision.
  - Make sure the summary tells the reasons for the action requested.
  - Include a brief compliance history.
  - Share the example below to illustrate this issue.



<u>Trainer Note:</u> Read the information above.

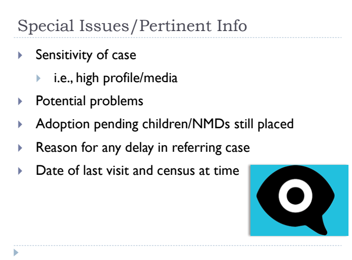
Example:
On February 3, 2003, physical abuse was substantiated against the RFA family. Caregiver slapped a 3-1/2-year-old child in care on the thigh, leaving a bruise in the shape of an adult handprint. Caregiver admitted to spanking the child.

History: This Resource Family has been approved since 1998. A personal rights violation for withholding food as punishment was substantiated in 1999. There was also one complaint in 2000 regarding spanking children in care which resulted in an inconclusive finding.

RFA family voluntarily surrendered approval. We are requesting an expedited a rescission for the record due to the seriousness of the abuse and there is concern the provider may continue to provide care. The County will monitor the RFA family to ensure care is not being provided.

☐ Activity 6D: Special Issues/Pertinent Information

- There will be times that there are special issues that need to be explained in the case summary. This section may be used to add comments or notes about the case that do not neatly fit into any of the other sections. Some of these can include:
  - Sensitivity of case, i.e., high profile/media
  - Potential problems
  - Adoption pending—children/non-minor dependent youth still placed
  - Reason for any delay in referring case
  - Date of last visit and census at time
  - Sensitivity
- Explain why the case may be particularly sensitive in your area. Example: Neighbors have contacted the County 4 times in the last year. They have formed a committee and plan to meet with local legislator.
- Share the example below to illustrate this issue, and add any other examples you might have.
- Explain any strong feelings about a case. EX. Three different RFA workers have been to this RF home over last three years and caregiver has yelled at each one. The provider then calls the County to complain about RFA workers. Serious concern about how caregiver treats children in care, however, they are too young to interview. Also concern about caregiver's inability to cooperate with the county.
- Explain any potential problems with the case, i.e., visits missed,

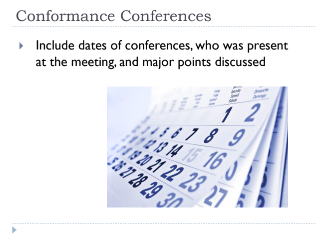


POCs not followed up, incorrect information provided to RF.

☐ Activity 6E: Conformance Conferences

Trainer Note: Emphasize using a family friendly approach to convening a conformance conference; you going to the family's home rather than being "called in" good example to carry forward.
Include dates of conferences, who was present at the meeting, and major points discussed.

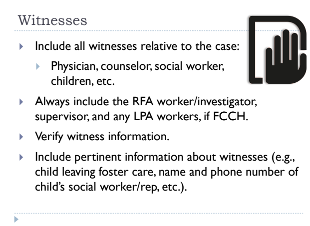
Summarize any conferences held with the Resource Family and include any monitoring plans and any outcomes.



☐ Activity 6F: Witnesses

- Include all witnesses relative to the case.
  - Physician, counselor, social worker, children, etc.
- Always include the RFA Worker/Investigator, Supervisor, and any LPAs, if FCCH.
- Verify witness information.
- Include pertinent information about witnesses (e.g., child leaving foster care, name & phone number of child's social worker/rep, etc.).
- The witness list may be the most important section of the SOF. There may be multiple violations in an RFA, but without witnesses to testify about the violations, it will be impossible in most cases for Legal to prepare pleadings or to win a case.
- Always include any RFA worker, supervisors include language spoken if other than English assigned to the case.
- If witness information is old, to the extent possible, verify witness information.
- If you have special information about a witness that would be helpful to the assigned attorney, include it in the comments section for that witness. Example: Indicate if the witness is hostile and probably unwilling to testify, or that a witness may be too young or too disabled to serve as a witness.
- Do not omit a witness because you have reservations about them. It is better to include them and the Attorney will ultimately determine the witness's ability and willingness to testify.

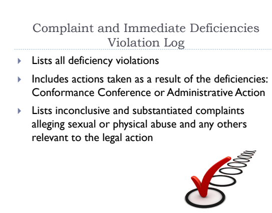
Do not omit a witness because you have reservations about them. It is better to include them and the attorney will ultimately determine the witness's ability and willingness to testify.



☐ Activity 6G: Complaint and Immediate Deficiencies Violation Log

- Lists all Immediate Deficiency violations
- Includes actions taken as a result of the deficiencies: Conformance Conference or Administrative Action

Lists inconclusive and substantiated complaints alleging sexual or physical abuse and any others relevant to the legal action.



☐ Activity 6H: Violations
• Provides a snap shot of most serious violations and any resulting action taken
  o Makes it easier to write case summary.
  o Provides a quick reference for management and legal.
  o RFA worker documents information during the file review. For deficiencies, include Written Directive section and title and a description of what was observed, found, etc. For inconclusive complaints, provide a description of complaint and why findings were inconclusive.
<u>Trainer Note:</u> Read the PPT first then the information above.
	

Day 4, Segment 7: Organizing the SOF Package

Segment Time:	10 minutes
Materials:	Chart pad paper Markers
Slides:	51-53

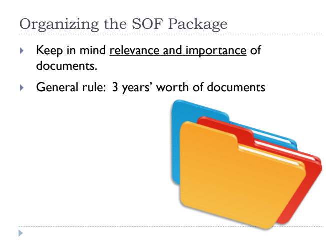
Purpose:

Provide instruction about how to package and route the SOF

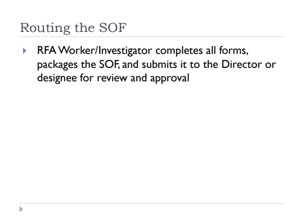
During the training (what to do):

☐ Activity 7A: Organizing the SOF Package:

- This section provides an overview of the importance of organizing the statement of facts package and how it helps.
- Keep in mind <u>relevance and importance</u> of documents.
- General rule: 3 years' worth of documents
- Best Practice: email copy of RFA 9029 to liaison for review before mailing hard copies of the entire package (PG 84 EM).
- Documents should be separated using colored paper or tabbed section dividers. The relevance and importance of documents and the ease of locating documents in the file should always be kept in mind.
- During the file review and while documenting the Complaint and Immediate Deficiencies Violations Log, the RFA worker should also identify the documents in the file that need to be copied. The support staff can then copy the documents and return them to the RFA worker to be assembled.
- RFA reports—all documents related to a single incident must be placed together; example: 802, 809, and 9099C.



- Activity 7B Routing the SOF:
- Carefully review the content on slide 53
- Director or designee approves SOF and has original and (1) copy sent to the liaison with the RFA 9029 and case file documents. County should maintain a copy for their records.
- Liaison reviews SOF for quality assurance and forwards case to CDSS's Legal Division.
- Legal will inform the county and liaison which attorney has been assigned. *It is recommended that the County contact the assigned attorney to discuss the status of the case on an on-going basis.*
- Pending case conclusion, the assigned attorney should be advised of any new activity on the case.



<u>Trainer Note</u>: The entire process is on the screen – just read it.	Routing the SOF *(cont'd)* ▸ Original and copy sent to liaison (maintain copy for records) ▸ Liaison reviews for quality assurance and forwards to CDSS's Legal Division. ▸ Legal will inform County/liaison which attorney has been assigned. ▸ County responsible for contacting assigned attorney to discuss status of case on an on-going basis. ▸ Pending case conclusion, assigned attorney should be advised of any new activity on case.

Day 4, Segment 8: Collaboration

Segment Time:	5 minutes
Materials:	Chart pad paper Markers
Slides:	54

Purpose:

Engage is a discussion about collaborating to transition and support RFA

During the training (what to do):

☐ Activity 8A: Collaboration:

- Begin to wrap up the 4-day training
- Discussion: How can RFA, Licensing, and Adoptions work together? Ask trainees to talk about how staff in their county might work together to transition to RFA.
- Facilitate discussion how might this look in their county and how might things change within their system.

Day 4, Segment 9: Challenges and Benefits

Segment Time:	5 minutes
Materials:	Chart pad paper Markers
Slides:	55-56

Purpose:

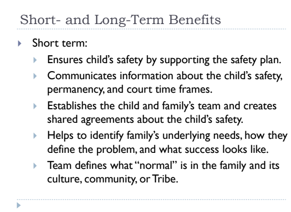
Discuss the challenges and benefits of RFA to show the value of the transition

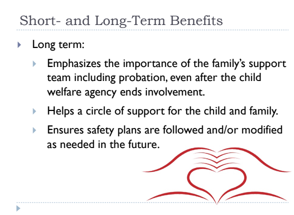
During the training (what to do):

☐ Activity 9A: Short- and Long-Term Benefits of Teaming

<u>Trainer Note:</u> Short- and long- term benefits slide used to bring everything together as a wrap up/overview. Bring back focus to goals of RFA and "Family-Friendly/Child-Centered"

- Short term: Review slide.
- Long term: Review slide.





Day 4, Segment 10: Wrap up

Segment Time:	20 minutes
Materials:	Trainee's Guide: *Learning Objectives*, pg. 5-6 Video (2:38 min):Graduation Day Chart pad paper Markers Completion of Training Certifications
Slides:	57-58

Purpose:

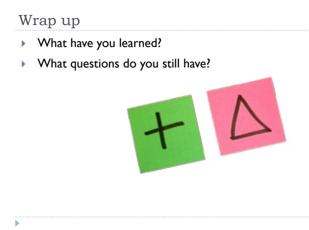
Celebrate completion of the training

Preparation:

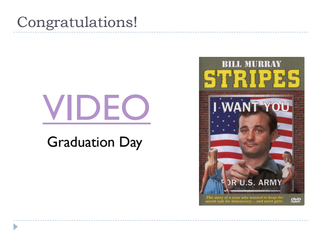
Ensure the training room has internet access and preview the video

During the training (what to do):

- [ ] Activity 10A: Wrap up:
    - Refer trainees to the Trainee's Guide ***Learning Objectives***, pg. 5-6, and review the Learning Objectives with the trainees. Ask if they have any remaining questions.
    - Engage trainees in a large group conversation by asking volunteers to share key knowledge gained during the day.
    - Chart any feedback about the day.



- [ ] Activity 10B: Video: Stripes Graduation
    - Show the video (2:38 min) Stripes Graduation https://www.youtube.com/watch?v=FOzub_ghAbM



Materials Checklist

Table Top Items

- ☑ Flag post-it notes
- ☑ Markers, Pens
- ☑ Pens/Pencils

Audiovisuals

- ☑ Chart Paper
- ☑ Markers
- ☑ PowerPoint Presentation
- ☑ LCD Projector and cables
- ☑ Laptop computer and cables (for PowerPoint presentation)
- ☑ Screen
- ☑ Speakers

Tools

- ☑ RFA FAQ Sheet Handout
- ☑ QPI Partnership Plan Handout
- ☑ Resource Family Approval Forms
- ☑ RFA out_of_county_approval protocol
- ☑ CWS/CMS data entry prior to placement approval http://www.cdss.ca.gov/inforesources/Resource-Family-Approval-Program/Forms
- ☑ RFA forms for county use:
  (1) Form RFA-01(A): Resource Family Application
  (2) Form RFA-01(B): Resource Family Criminal Records Statement
  (3) Form RFA-02: Resource Family Criminal Background Checklist
  (4) Form RFA-03A: Resource Family Home Environment Checklist
  (5) Form RFA-04: Resource Family Risk Assessment
  (6) Form RFA-05: Resource Family Written Report
  (7) Form RFA-05(A): Resource Family Approval Certificate
  (8) Form RFA-06: Resource Family Written Report Update

Videos

- ☑ Madea Foster Mother 2 https://www.youtube.com/watch?v=SSpn_Ayh5YI
- ☑ Silent Beats: https://www.youtube.com/watch?v=76BboyrEl48
- ☑ Why Moms get Nothing Done: https://www.youtube.com/?v=_bP0Uf3Shd0)
- ☑ 3 Things I Do Not Love about Being a Resource Parent (confidentiality) https://youtu.be/xBNK-RoWPag?t=22
- ☑ Just Stop it! https://vimeo.com/10880189
- ☑ 3 Things I do not love about being a Resource Parent (Rollercoaster): https://youtu.be/xBNK-RoWPag?t=332
- ☑ Dr. Beverly Ford "Assessment Process": https://www.youtube.com/watch?v=kagGIylgAnw
- ☑ Baby Koala: https://youtu.be/Eg9hNl_6e5o
- ☑ Free Range Parenting: https://www.youtube.com/watch?v=9MbVxSLZasM
- ☑ Treat Me like a Normal Child: https://youtu.be/km0GILVLOB8

- ☑ Lost Dog: https://www.youtube.com/watch?v=TPKgC8KPBMg
- ☑ 5 tactics for Handling Complaints Effectively: https://youtu.be/NsErCieYmxE?t=15
- ☑ Stripes Graduation: https://www.youtube.com/watch?v=FOzub_ghAbM

Tool Kit
An RFA Tool Kit has been established on the CalSWEC website and it serves as an information hub and provides implementation and training resources for all counties related to implementation, links to forms and ACLs, and capacity building.
http://calswec.berkeley.edu/toolkits/resource-family-approval-rfa/rules-road

Link to forms: http://www.cdss.ca.gov/inforesources/Resource-Family-Approval-Program/Forms

Master Glossary

The following definitions shall apply whenever the terms are used throughout this document.

Adoption Assistance Program (AAP): a program of financial or medical assistance to facilitate the adoption of children who otherwise would remain in long-term foster care

Adult: a person who is 18 or older

Alternative Caregiver: a person who is at least 18 years old and has a criminal record clearance who cares for a child in either the Resource Family's home or in the alternative caregiver's home when the Resource Family is away from his or her home for more than 24 hours at a time

Applicant: an individual or individuals who have submitted an application for Resource Family Approval

Birth Parent: a biological parent or, in the case of a person previously adopted, an adoptive parent

Capacity: the number of children and Nonminor dependent youth for whom a Resource Family is approved to provide care and supervision

Child: a person who is under 18 placed with a Resource Family by a placement agency with or without a court order

Child Abuse Central Index (CACI): the California Department of Justice maintained statewide, multi-jurisdictional, centralized index of child abuse investigation reports
These reports pertain to alleged incidents of physical abuse, sexual abuse, mental or emotional abuse or severe neglect. Each child protection agency (police, sheriff, county welfare, and probation departments) is required by law to forward to the California Department of Justice a report of every child abuse incident it investigates, unless an incident is determined to be unfounded.

Compelling Reason: a decision to place a child with an applicant prior to approval as a Resource Family based upon the best interest of the child, to include maintaining a child's family-like connections

Comprehensive Assessment: an evaluation of an applicant using the home environment assessment, background check, psychosocial assessment and any other factors set forth in the Written Directives for purposes of determining the applicant's suitability as a Resource Family

County: the county that enters into a Memorandum of Understanding with the Department for the operation of the Resource Family Approval program within that county's geographic area

Department: the California Department of Social Services (CDSS)

Documented Alternative Plan (DAP): a written plan, pursuant to 07-04, approved by the County describing a Resource Family's use of an acceptable alternative to a specific requirement

Emergency placement: a placement of a child or nonminor dependent with a relative or nonrelative extended family member prior to the Resource Family approval in an emergency situation

Foster Care: 24-hour out-of-home care provided to children or nonminor dependents whose families are unable or unwilling to care for them and who are in need of temporary or long-term substitute parenting

Home environment assessment: a component of the Resource Family Approval process which requires an applicant to meet standards that include, but are not limited to, home and grounds, outdoor activity space, storage requirements, fire clearance, and capacity determination

ICPC: the Interstate Compact on the Placement of Children

Infant: a child under 2 years of age

Kinship Guardianship Assistance Payment Program (Kin-Gap): a program of financial assistance or medical assistance (Medi-Cal) to facilitate the achievement of permanency for foster children through legal guardianship by a relative caregiver

Memorandum of Understanding (MOU): the contract that contains the terms and conditions entered into between the Department and the County for the operation of the Resource Family Approval Program

Nonminor Dependent (NMD): a foster child who is at least 18 years of age and not more than 21 years of age, as defined in Welfare and Institutions Code section 11400

Nonrelative extended family member (NREFM: an adult who has an established familial or mentoring relationship with a child, as defined in Welfare and Institutions Code section 11400

Occasional Short-Term Babysitter: a person who cares for a child in or out of a Resource Family's home on an occasional basis for no more than 24 hours at a time

Permanency Assessment: a component of the Resource Family Approval process which meets standards that include, but are not limited to, an applicant's completion of the following: caregiver training, psychosocial assessment, and any other activities that relate to a Resource Family's ability to achieve permanency with a child

Quality Parenting Initiative (QPI) Partnership Plan: the document that describes the roles of a Resource Family and a county in mutually supporting a child or Nonminor dependent in care and meets the case plan objectives

Reasonable and Prudent Parent Standard: the careful and sensible parental decisions that maintain a child's health and safety, and best interests, as defined in Welfare and Institutions Code section 362.04

Relative: an adult who is related to a child by blood, adoption, or affinity within the fifth degree of kinship, including stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," great-great," or "grand," or the spouse of any of these persons even if the marriage was terminated by death or dissolution, as defined in Welfare and Institutions Code section 11400

Rescind: an administrative action by a County or the Department to revoke approval of a Resource Family

Resource Family Approval Program or **"program":** the single process for approving families for foster care, legal guardianship, and adoption

Resource Family: an individual or couple that a county determines to have successfully met the application and assessment criteria necessary for providing care for a child or nonminor dependent who is under the jurisdiction of the Juvenile Court or otherwise in the care of a county child welfare agency or Probation Department

Respite Care: temporary care for periods not to exceed 72 hours and not providing for the purpose of routine ongoing childcare as defined in Welfare and Institutions Code section16501 (b) in the home of a licensed, certified, or approved foster caregiver

Risk Assessment: a county's consideration of factors regarding an applicant that include, but are not limited to, physical and mental health, alcohol and other substance use and abuse, and family and domestic violence history

Sibling Group: a group of two or more children related by blood, adoption, or affinity through a common legal or biological parent, to include step-siblings, and half-siblings. (Wolf. & Inst. Code §§ 362.1 and 16002)

Written Report: a summary, analysis, and determination of an applicant's capacity to foster, adopt, or provide legal guardianship of a child or nonminor dependent based on all the information gathered through the Resource Family application and assessment processes

Written Directives: the written processes, standards, and requirements issued by the Department to implement the Resource Family Approval Program

References and Bibliography

The Adoptions and Safe Families Act of 1997, ASFA, PL 105-89

California Department of Social Services (CDSS): http://www.cdss.ca.gov/inforesources/Resource-Family-Approval-Program
Contact CDSS at: RFA@dss.ca.gov
CDSS: http://www.cdsscounties.ca.gov/rfa/res/pdf/FAQsRFAagencyStaff.pdf
CDSS: http://www.cdsscounties.ca.gov/rfa/res/pdf/FAQsRFA.pdf

California Social Work Education Center (CalSWEC): http://calswec.berkeley.edu/toolkits/resource-family-approval-rfa/rules-road

Improving Foster Care Licensing Standards around the United States: Using Research Findings to Effect Change. Ana Beltran, JD, Generations United, and Heidi Redlich Epstein, JD, MSW, ABA Center on Children and the Law March 2012,

Quality Parenting Initiative
QPI: www.qpiflorida.com
QPI California: http://www.qpicalifornia.org

Resource Family Approval Overview
http://www.childsworld.ca.gov/res/RFA/pdf/RFA_Overview.pdf

Title IV-E Foster Care Eligibility Reviews and Child and Family Services State Plan Reviews; Final Rule, 65 Fed. Reg. 4032 (2000). Retrieved from http://www.acf.hhs.gov/programs/cb/laws_policies/cblaws/fed_reg/fr012500.htm

Welfare and Institutions Code section 16519.5
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=16519.5.&lawCode=WIC

Written Directives: http://www.childsworld.ca.gov/res/RFA/pdf/WrittenDirectivesVersion4.pdf

RFA Jeopardy – eLearning Review

Tick-Tock

10 January 1, 2017

Response: What is the date of Statewide RFA implementation?

20 December 31, 2019

Response: What is the date for all families to be converted to RFA?

30 90 Days

Response: What is the State expectation for the length of time to complete the approval process for families that took placements prior to approval.

40 No longer than 1 year

Response Options: verification of good physical health, screen or test for tuberculosis, required annual updates

Before and After

10 Chaptered on October 11, 2015; Chapter 773, Statutes of 2015 and expanded on requirements of RFA.

Response: AB403

20 Statute requiring the California Department of Social Services (CDSS), in consultation with county child welfare agencies, including Juvenile Probation, foster parent associations, and other interested community parties to implement RFA.

Response: Senate Bill 1013

30 Mandates to follow for Resource Families approved by Counties and have the same force and effect as regulations.

Response: What are Written Directives?

40 Ensure staff have appropriate education and experience, Approve and Deny Resource Family applications, Rescind Resource Family approvals, Monitor Resource Families on a continual basis Response: County Responsibilities

It's the Law

10 Application, Home Environment Assessment, Permanency Assessment

Response: RFA approval process

20 Pre-approval training, Psychosocial assessment, "Other" activities

Response: Permanency Assessment

30 AAP, ARC, QPI, and RPPS

Response: Additional topics that are required to be reviewed with prospective resource families

40 A person under 18 placed with or who is being considered for placement with a Resource Family by a placement agency with or without a court order

Response: Definition of a "child"?

Practice Paradise

10 Intended to provide all children/youth in care with a "normal" life experience, empower the resource family to encourage youth to engage in extracurricular activities that promote child well-being, and allow for parenting decisions to be made by the resource family

Response: Reasonable Prudent Parent Standard

20 Exposure to multiple or prolonged traumatic events, Impact of this exposure on development, Begins in early childhood and occurs within the primary caregiving system *Response: Complex Trauma*

30 Can be used to facilitate conversations and guide decisions to better support children and families

Response: Teaming

40 Increase *self-awareness* of personal biases and perceptions and engage in a life-long self-reflective process about how to put these biases aside and learn from others

Response: Cultural Humility/Responsiveness

Final Outcomes Jeopardy

By providing this, resource families will be better able to meet the needs of the youth in care and get to permanence quicker through more purposeful placements.

Response: Support for Resource Families

James Family Role Play

These role plays will be demonstrated in front of the class. Ask for a trainee to volunteer to be the grandparent.

The trainer will play the role of the worker, Ms. Tolliver. The trainee will play the role of Ms. James, Grandmother, applying to be a Resource Family for her granddaughter.

Script for Poor Engagement

The grandparent, Ms. James, appears to be waiting, looks at her watch, and taps her foot.

The social worker, Ms. Tolliver, rushes up to Ms. James.

Ms. Tolliver: Oh, hello, Ms. Jones.

Ms. James: It's Ms. James, not Jones.

Ms. Tolliver: Sorry. I keep making that mistake. I'm not good at names. Now, let's talk about the pre-approval training. Did you go to the training I told you to go to? The one at Missionary Baptist?

Ms. James: No. I didn't go. I'm not Baptist and I don't want to go to classes there.

Ms. Tolliver: (Crosses arms.) You're not Baptist? Look, the sooner you jump through these hoops, the sooner I'll be able to complete your approval. I've got a lot of cases to deal with and I can't be running around finding special classes to meet every need. The classes at Missionary Baptist are approved by the agency and they are free. You've got to take what you can get.

Ms. James: I don't even understand why I need to go to pre-approval classes. I raised my other granddaughter and adopted her 2 years ago.

Ms. Tolliver: Well, it says right here in your application packet, "Resource parents to attend pre-approval training." (Flips through pages, muttering to herself as she tries to remember the facts of the file.) All applicants have to go to training.

Ms. James: That seems kind of like a waste of time since I was already a foster parent.

Ms. Tolliver: Well, you should do it and get it over with. Now what about your living situation? Did your younger sister move back in with you? I think she is a good support person but she'll need to get fingerprinted.

Ms. James: No. She didn't. My sister and I argue a lot and it stresses me out to be around her. I'm better off with my roommate.

Ms. Tolliver: Wow, Ms. Jones, you are really off the rails here. Things are looking bleak.

Script for Good Engagement

The trainer will play the role of the worker, Ms. Tolliver. The trainee will play the role of Ms. James.

The parent, Ms. James, and the worker, Ms. Tolliver, walk up to the front of the room together.

Ms. Tolliver: Oh, hello, Ms. James. How are you today?

Ms. James: I'm OK. I just left a visit with Layla. It's hard to leave her. She cries and I don't know what to do. Why can't she come home with me now?

Ms. Tolliver: I'm sorry. I know that must be hard for you. Have you discussed it in your pre-approval training class? They might have some ideas for you.

Ms. James: No. I didn't go to the group. They meet at the Baptist church and I'm not Baptist. I don't feel comfortable there.

Ms. Tolliver: Oh! I didn't realize that would be hard for you. Maybe I could find a class that would be a better fit. What kind of setting would help you feel more comfortable?

Ms. James: I guess something not in a church, maybe at the community center. I'm not religious and I don't like being around church because my uncle used to make us go. Anyway, I don't even understand why I need to go to pre-approval classes.

Ms. Tolliver: Well, remember when you talked with Ms. Nicols about becoming a Resource Family? I know you've raised your older granddaughter and the approval process was different 2 years ago. But we've moved to a new process that we believe will help you and all other families be more prepared for the children coming into your care. You remember that Layla was drug exposed and her crying is probably related to that. What do you think the class might help you with that you might not have experienced with your other granddaughter?

Ms. James: I guess I'd like to know what to expect in her development and behavior since she was drug exposed.

Ms. Tolliver: I think you might like the class at the community college. It has a group sharing time and you can bring up hot topics like raising a baby with drug exposure. I'll get you the information. How does that sound?

http://www.childsworld.ca.gov/res/RFA/pdf/RFA-07.pdf

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

RESOURCE FAMILY APPROVAL

Resource Family Approval (RFA)

Health Screening for County/Agency: ______________________

Purpose of Form: To verify applicant's physical health. Must be completed by a licensed health professional.

Applicant Name: (first, middle, last)	Date of Birth:

Please provide listing of current licensed health professionals (Name, Address, and Telephone Number)

Physician: ____

Specialist: ____

Other: ____

Release of Information: I hereby authorize ______________ (Doctor's name) to release the medical information contained on this form, to the ____________________ (County/Agency) for the purposes of determining my physical health.

Patient Signature	Date

I. Medical History: (check any that apply and provide comment):

☐ Heart Disease	☐ Impaired Sight	☐ Orthopedic Problems
☐ Cancer	☐ Heredity Conditions	☐ Chronic Medical Conditions
☐ Diabetes	☐ Hypertension	☐ Mental Illness
☐ Impaired Hearing	☐ Allergies	☐ Respiratory Condition
☐ Seizure Disorder	☐ TB screen ☐ test ☐ neg ☐ positive ☐ xray	
☐ Other-		

Comment: ____

Tobacco Usage
Do you smoke nicotine cigarettes? __________ If so, how many packs per day? __________

Alcohol Consumption
How many alcoholic beverages do you consume daily? ______________________________

Limits or restrictions on physical activity: ______________________________

II. Physical Examination:

Height: __________________ Weight: __________________ Blood Pressure: __________________

Comments and Diagnoses

____

____

____

____

III. Medications

(Please list all medications the patient is currently taking including medical marijuana. Additional medications can be listed in an attachment.)

Name of Medication	Dose and Condition Prescribed For:

IV. Additional Comments by Licensed Health Professional

(Please note any health condition that may create a risk to the health or safety of the patient, children, or others in the patient's care)

____

____

____

V. Certification

I certify that I completed the health screening on this patient for the purpose of verifying the patient's physical health.

Date Examined	Signature of Licensed Health Professional
Telephone Number	Printed Name of Licensed Health Professional
Address of Licensed Health Professional	

Reminder to Applicant: Please return the completed RFA Health Screening to your assigned RF worker.

Complaint Allegations

What's a Complaint?

Source of Info	How to handle	Forms to use	Comments
1. Third party contacts RFA unit. Includes anyone who is not the caregiver or RFA staff.	Must document allegations indicating Written Directives or Applicable Law violations as a complaint.	-Use RFA 802 to document complaint. -Use RFA 9099 to document investigation and findings. -Use RFA 9099C to cite deficiencies.	Visit is unannounced.
2. Resource Family self-reports to RFA unit either by telephone or incident report.	Determine whether the incident warrants a case management visit to address any Written Directives or Applicable law violations.	Use RFA 809 marked as "Case Management" to address and cite any violations.	Visit is announced.
3. During interviews with individuals for an existing complaint investigation from any-one other than the caregiver or original complainant.	Must document any allegations indicating Written Directives or Applicable Law violations on a new complaint with new control number.	See #1 above.	The **10-day due date** for this complaint investigation is based on the date the information was received by RFA worker, not by the 10-day due date of the initial complaint.
4. RFA worker observes violations during a complaint visit.	Cite violations under a "Case Management" visit.	Use RFA 809 marked as "Case Management" to cite any violations.	Do not refer to complaint investigation on the RFA 809. Instead state, "During a visit to the home, the following deficiencies…"

Sample RFA Complaint Allegations
Group A

1. Resource parent attempted to calm down child who was having a tantrum by slapping the child in the face and by pulling the child's pig tails down to the floor.

2. Resource parent gave away child's brand new BMX bicycle that the youth won at the state fair in New Mexico while on vacation.

3. Resource parent calls child a "smelly Melly", calls the bio parents "low life druggies" and a "whore" and the NMD "low life gang banger dirt bag".

4. While at Lego Land, Resource parent touched children's genital's using her right hand and threatened them that if they told anyone she would "break their fingers and toes". Children have multiple bruises around the left side of their face and the back of their neck.

Sample

Sample RFA Complaint Allegations
Group A- Answers

1. Resource parent attempted to calm down child who was having a tantrum by slapping the child in the face and by pulling the child's pig tails down to the floor.
   - Resource parent used inappropriate discipline on child. [11-08: Personal Rights (b)(2), page 69]

2. Resource parent gave away child's brand new BMX bicycle that the youth won at the state fair in New Mexico while on vacation.
   - Foster child's belongings were given away without permission. [11-08: Personal Rights (b)10(C) page 69-70, for non-minor dependents c(2)(C) page 70]

3. Resource parent calls child a "smelly Melly", calls the bio parents "low life druggies" and a "whore" and the NMD "low life gang banger dirt bag".
   - Resource parent makes inappropriate comments to foster placements. [11-08: Personal Rights (b)(2), page 69]

4. While at Lego Land, Resource parent touched children's genital's using her right hand and threatened them that if they told anyone she would "break their fingers and toes". Children have multiple bruises around the left side of their face and the back of their neck.
   - Resource parent touched children inappropriately. [11-08: Personal Rights (b)(2), page 69]
   - Resource parent threatened children. [11-08: Personal Rights (b)(2), page 69]
   - Foster children have unexplained bruises. [11-13: Responsibility for Providing Care and Supervision (a)(1), page 75)

Sample RFA Complaint Allegations
Group B

1. Foster youth has three round red circle bruises on right cheek and bruise on left calf.

2. Resource parent makes foster youth squat with his back against the wall in the kitchen from noon to midnight when he gets in trouble at school.

3. Resource parent is not well; she holds her head as if she in distress and in pain. She also seems to be very tired and overwhelmed.

4. Resource parent ignored foster siblings engaging in inappropriate sexual activities in the home.

Sample RFA Complaint Allegations
Group B - Answers

1. Foster youth has three round red circle bruises on right cheek and bruise on left calf.
    a. Foster youth has unexplained bruises. [11-13: Responsibility for Providing Care and Supervision (a)(1), page 75]

2. Resource parent makes foster youth squat with his back against the wall in the kitchen from noon to midnight when he gets in trouble at school.
    a. Resource parent uses inappropriate discipline on foster youth. [11-08: Personal Rights (b)(2), page 69]

3. Resource parent is not well; she holds her head as if she in distress and in pain. She also seems to be very tired and overwhelmed.
    a. **Not an allegation**. It does not show how foster child's needs or supervision are not being met.

4. Resource parent ignored foster siblings engaging in inappropriate sexual activities in the home.
    a. Resource parent failed to protect the children in care. [11-13: Responsibility for Providing Care and Supervision (a)(1) "A Resource Family shall provide care and supervision that meets the needs of a child or nonminor dependent and ensures health, safety and well-being." Page 75]

RFA Forms

STATE OF CALIFORNIA – HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

SAMPLE

JULY 22, 2016

County/Department: ______________________

Address/Contact Information: ______________________

☐ Appealed/Confidential

RESOURCE FAMILY EVALUATION – CAP

Purpose of Form: Use this form to document deficiency(ies) of Written directives and any applicable law(s). If applicable, specify the Corrective Action and Due Date.

It is the intent of the RFA worker to conduct all interactions and communications with the caregiver with courtesy and respect and to be minimally disruptive to the caregivers and the children in their care while also ensuring that the Resource Family and home is a safe and nurturing placement.

Resource Family Name: ______________________ Resource Family ID Number: ______________________

APPLICABLE WRITTEN DIRECTIVES LAW AND DEFICIENCY (IES)	CORRECTIVE ACTION PLAN	DUE DATE

I acknowledge receipt of this report and understand my appeal rights as explained on the following page of this form.*

Resource Family:

Printed Name ______________________ Signature ______________________ Date __________

Resource Family Worker: Telephone Number: (____) ______________

Printed Name ______________________ Signature ______________________ Date __________

Resource Family Worker Supervisor: ______________________ Telephone Number: (____) ______________
Printed Name

* ☐ **RFA Worker: Check this box if Resource Family Caregiver parent was not available to sign the report and immediately mail by Certified Mail to the RFA Address of records.**

RFA 809C (7/16) (Mandatory)
Distribution: Original: County/Department Copy: Resource Family (Confidential/Public: Depending on type of information)

Page ______ of ______

STATE OF CALIFORNIA – HEALTH AND HUMAN SERVICES AGENCY

SAMPLE

JULY 22, 2016

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

County/Department: ____________________

Address/Contact Information: ____________________

☐ Appealed/Confidential

Complaint Control Number: ____________________

COMPLAINT INVESTIGATION REPORT

Purpose of Form: This is an official report of an unannounced visit/investigation of a complaint received in our office on ____________ (Date received in office) and conducted by ______________________________ (Print Name and Title)

It is the intent of the RFA worker to conduct all interactions and communications with the caregiver with courtesy and respect and to be minimally disruptive to the caregivers and the children in their care while also ensuring that the Resource Family and home is a safe and nurturing placement.

Resource Family Name: ______________________________ (Print Name) Resource Family ID Number: ____________

Address: ______________________________ (Street,City, State, Zip Code) Telephone No.: (____) ____________

Capacity: ____________ Census: ____________

Met with ____________ (Print Name) on ____________ (Date) from ____________ (Start Time) to ____________ (End Time) ☐ Announced ☐ Unannounced

ALLEGATION(S): *(Use separate 9099's if additional space is needed.)*

INVESTIGATION FINDINGS: *(Use separate 9099's if additional space is needed.)*

☐ Substantiated (Public) ☐ Inconclusive (Public) ☐ Unfounded (Confidential) ☐ Needs Further Investigation

Estimated days for completion: ____________

USE RFA 9099(C) TO DOCUMENT SUBSTANTIATED ALLEGATION(S).

I acknowledge receipt of this report and understand my appeal rights as explained on the following page of this form.*

Resource Family:

Printed Name ____________ Signature ____________ Date ____________

Resource Family Worker: Telephone Number: (____) ____________

Printed Name ____________ Signature ____________ Date ____________

Resource Family Worker Supervisor: ______________________________ Printed Name Telephone Number: (____) ____________

*☐ **RFA Worker: Check this box if Resource Family Caregiver parent was not available to sign the report and immediately mail by Certified Mail to the RFA Address of records.**

RFA 9099 (7/16) (Mandatory)
Distribution: Original: County/Department Copy: Resource Family Page 1 of ____

DRAFT

Report Content Check List

REPORT CONTENT CHECK LIST

	Y/N*	At a minimum each report must state:
1.		Who (which RFA worker) conducted the site inspection
2.		Who the RFA worker met with
3.		The purpose of the site inspection
4.		What the RFA worker did at the home (home toured, files reviewed, children observed or interviewed, caregivers interviewed)
5.		How conclusion of findings were reached. Include any other forms/documents used

When citing deficiencies:

6.		Violations observed and cited
7.		Each finding requires an explanation of the immediate or potential impact on children and/or home's environment, or how a specific statute or written directive was violated
8.		Corrective Action Plan (if a violation was cited)
9.		All violations that, if not corrected, will have direct and immediate risk to the health, safety, or personal rights of children in care

*NOTE: 'N/A' if not applicable

Role Plays

Trainer Instructions:

Introduce the activity and outline the role-play instructions. Emphasize that role-playing provides trainees with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual family interactions. Let trainees know that the lead role has been designated "facilitator." Even if they never act as the team facilitator, these communication skills are critical for all CW and BH staff to develop.

Select the role-plays you will use. Each role-play has different denominations for role-play trainees. Direct the members of each group to choose who will play each role of all listed in the role-play, including one observer. Remind the groups that each participant will play each role during the activity. Review the expectations for each role with the trainees.

Distribute role-play materials to trainees taking on the family and observer roles. Give each participant a copy of the scenario information sheet that includes the description of the scenario.

Give the "observer" a scenario information sheet describing the case-specific issues they should watch for and a role-play observation checklist.

Give the groups 10 minutes to conduct the role-play. Circulate among the groups to answer any questions that may arise and provide guidance as needed.

Instruct each group to discuss the role-play. After the small groups have finished with the role play, ask the groups to take five minutes to talk about what happened during the role play. Encourage trainees to provide constructive criticism during their discussions and to take breaks as needed between role-plays. The groups should discuss the following questions among themselves:
What was going on between the facilitator and team trainees?
What did the facilitator do in this situation that was effective?
What might the facilitator consider doing differently?

Rotate roles and substitute new role-plays. Trainees should rotate roles within their small groups. If the small groups are each working on different role-plays, the groups can pass their role-play materials to the next group.

Process the activity. After the groups have completed three rounds of role plays (each team member has had an opportunity to play each role once), conduct a discussion in the large group using the following questions:

While playing the role of the facilitator:

Role Play Examples

1. Role Play—Setting
Goal—Explain RFA purpose and set ground rules
7 participants (including observer)
The facilitator is doing their first RFA for the Johnson family. In the Johnson family are Jody, Joseph, and Paul, age 8. The goal of this role-play is to act out the SW conducting the first RFA meeting with the family

3. Role Play—
Goal—How to prepare
3 participants (including observer)

5. Role Play—
Goal—Coaching for success
2 participants

6. Role Play—Engaging Culture
Goal— Infusing culture in the CFT
3 participants (including observer)
The Sampson family includes Jeremy, Sue and Patrick (age 12). The Sampson's are members of the local Tribe. The facilitator asks the family about their Tribal involvement and whom they would like at the upcoming RFA Process.

Written Directive 4.0 Key

VERSION 4 EFFECTIVE DATE: 02/06/2017

Safety Organized Practice
Module
SOLUTION-FOCUSED INQUIRY
COACHING AND SUPERVISION TIPS

1. Help workers recognize there is no formula for using solution-focused questions. They use several in a single interview. Whole conversations may be devoted just to the "worries" and whole conversations just to "what is working well." They should not feel an interview failed because they were unable to use a solution-focused question, or that it succeeded because they did.

2. Help workers find ways to explain to the family up front that they are going to ask some questions designed to help the family think critically through their current situation. Help the social worker to establish "agreements" to "facilitate" the interview (make it easy for the family).

3. Have workers describe exception questions they are trying, how families are responding, and how the information they gathered is affecting their assessment and decision process.

4. Be on the lookout for exception questions that lack detail, which often happens when people first try these out. "*He told me there was a time he was clean a few years ago."* You can help a worker remember to gather follow-up details by asking, *"What did you learn about how he was able to accomplish that? Who or what helped the most? And what else? What did you learn about the impact that period of being clean had on his child(ren)?"*

5. Have workers describe the scaling questions they asked, how families responded, and how the information they gathered affected their assessment and planning process. Identify scaling questions that worked well. (Just as in #3, listen for detail. If the scaling question is not followed up with detail, ask the worker some follow-up questions.)

6. Practice scaling questions in conversations with workers. In particular try "Safety/Danger" scales and "Progress" scales.

7. If a worker is having trouble creating case plan activities that are behavioral (actions of protection and not just a list of services), ask a scaling question such as, "What would it take for the family to move up, *but just by one?"* on a danger/safety scale. If a worker takes too big a leap, or focuses solely on services, try asking, "But what kind of *action* would you want to see the caregiver take that would bring your number up, but just by one?"

Safety Organized Practice
Module
Solution Focused Questions

Exception

While there is likely a problem situation that prompted you to sit down to talk with someone, this is a way to talk about their strengths and abilities; it is the first set of questions I start interviews with in most situations, just like TDM meetings start with Strengths; the first one listed below is a "near miss" situation, and the last is more suited to getting people talking about values and accomplishments.

Examples:

Was there a time that _______ could have happened, but it didn't?

When was a time that things were going well for you?

What are some things you've done that you are most proud of?

Preferred Future

What would they like to see for themselves or their family; many folks like to ask the Miracle Question for this information in order to get details about what would be different in the person's life.

Examples:

How would you like things to be?

What would it look like if this problem went away?

Who would be around helping you keep things on track and what would they be doing?

What do you see happening next?

Coping

Another set of strengths and resources, but closer to the problem situation and what someone does to deal with it OR who else helps them in this situation.

Examples:

How have you dealt with this situation?

What do you do that keeps things from getting worse?

Who supports you when things get tough?

Scaling

Here we are trying to get someone to notice that the situation is not as black and white as they might think, or to help them notice the difference between desire/importance score and their ability score.

Examples

On a scale of 1-10, with 10 being [*insert desirable condition, outcome, confidence, ability, or importance*], where would rate yourself?

How do you get to that number?

What makes it a __ and not a 0?

What is a small thing that could happen to make it go up by just one number?

Position

This is an attempt to get people out of their own perspective and to consider the concerns and perspectives of others.

Examples

If _________ was here, what would they say they are [*insert worried about, think about the situation, would like to see next*]?

If _________ was here, [insert any of the four previous types of questions]?

THINGS TO TRY

1. Before meeting a family for the first time, look at the reported information. Look for the empty spaces and plan to ask exception questions about times the parents were able to keep their children safe. Ask these questions with the family.

2. Set agreements up front with the person you are interviewing to explain that you are going to ask some questions to help him/her critically think through his/her current situation and look for possible solutions. Setting agreements will help you to facilitate the interview (i.e., make it easier for him/her).

3. Choose one area that most Structured Decision Making (SDM) assessments include (i.e., substance abuse, hazardous home, domestic violence). Look at the SDM definitions related to that area when assessing safety vs. risk vs. needs. What exception questions can you think of that would assist you in scoring that area? Are the questions the same? Different?

4. In supervision, create a list of any exceptions you know about or exceptions you have asked about for every identified safety threat, risk factor, or need. Decide together whether awareness of the exceptions changes your assessment (it may, but it may not).

5. Try using exception questions when talking to other professionals to enhance your understanding of their views about a family.

6. In supervision, scale child safety/danger and/or progress on a case plan (depending on the purpose of supervision).

7. In supervision, scale from the perspective of at least three people (especially the child!). Include follow-up questions ("What would X say needs to happen to go up by one?").

8. Choose one area from the SDM assessment you are about to complete with the family (i.e., safety, probability, FSNA, reunification). See if you can use the SDM definition to help you construct a scaling question to help score the item. Find out which scaling questions often work really well in this area.

9. Try using scaling questions when talking to other professionals to get their views about a family (Options: Focus on safety/danger, on willingness/capacity/confidence, or on progress).

10. Use a scaling question at each visit to talk about progress toward an overall goal or an aspect of the plan.

11. Practice position questions with the families with whom you are working. "If your child was here right now, what would he/she say worries him/her? What would your mother say is working well?"

12. Ask a new family with whom you are working to imagine that it's three months from now, and they are really increasing safety for their children. What do they think needs to happen to make this vision a reality?

Appendix A: CDSS All County Letters/Notices

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • www.cdss.ca.gov

CDSS
WILL LIGHTBOURNE
DIRECTOR

EDMUND G. BROWN JR.
GOVERNOR

July 11, 2016

REASON FOR THIS TRANSMITTAL
[ ] State Law Change [ ] Federal Law or Regulation Change [ ] Court Order [X] Clarification Requested by One or More Counties [X] Initiated by CDSS

ALL COUNTY LETTER (ACL) NO. 16-58

TO: ALL COUNTY WELFARE DIRECTORS
ALL COUNTY FISCAL OFFICERS
ALL COUNTY AUDITOR CONTROLLERS
ALL CHIEF PROBATION OFFICERS
COUNTY WELFARE DIRECTORS ASSOCIATION OF CALIFORNIA
ALL CDSS ADOPTION REGIONAL AND FIELD OFFICES
ALL TITLE IV-E AGREEMENT TRIBES
ALL CDSS COMMUNITY CARE LICENSING DIVISION (CCLD) LICENSING PROGRAM MANAGERS
ALL CDSS COMMUNITY CARE LICENSING DIVISION (CCLD) COUNTY LIAISONS

SUBJECT: RESOURCE FAMILY APPROVAL (RFA) PROGRAM - CLARIFYING INSTRUCTIONS FOR STATEWIDE IMPLEMENTATION

REFERENCE: WELFARE AND INSTITUTIONS CODE (W&IC) SECTION 16519.5
ASSEMBLY BILL (AB) 403 (CHAPTER 773, STATUTES OF 2015);
ACL NO. 16-10

The purpose of this ACL is to provide county child welfare and probation departments and other interested stakeholders with information on the RFA Program in preparation for the mandated statewide implementation on January 1, 2017. This ACL provides information on various program areas of the RFA Program that are necessary for implementation, including a fiscal year (FY) 2016-17 planning RFA fund distribution. The RFA Program areas covered in this ACL are:

- Submission of RFA Implementation Plans
- Conversion of Licensed Foster Family Homes, Approved Relative and Nonrelative Extended Family Member (NREFM) Homes
- RFA Staff Competencies
- Staff Training
- Department of Justice (DOJ) Background Check Information

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

DEPARTMENT OF SOCIAL SERVICES

744 P Street • Sacramento, CA 95814 • *www.cdss.ca.gov*

WILL LIGHTBOURNE
DIRECTOR

EDMUND G. BROWN JR.
GOVERNOR

March 28, 2016

ALL COUNTY LETTER NO. 16-13

REASON FOR THIS TRANSMITTAL

[ ] State Law Change
[ ] Federal Law or Regulation Change
[X] Court Order
[ ] Clarification Requested by One or More Counties

TO: ALL COUNTY WELFARE DIRECTORS
ALL CalWORKs PROGRAM SPECIALISTS
ALL COUNTY CALFRESH COORDINATORS
ALL COUNTY REFUGEE COORDINATORS

SUBJECT: CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS (CalWORKs): RULING BY THE U.S. SUPREME COURT REGARDING SAME-SEX MARRIAGES AND REMINDER REGARDING SAME-SEX REGISTERED DOMESTIC PARTNERSHIPS

REFERENCES: ALL COUNTY LETTER (ACL) NO. 09-05; (ASSEMBLY BILL (AB) 205 (Chapter 421; Statues of 2003): ALL COUNTY WELFARE DIRECTORS LETTER (ACWDL) NO. 09-03, ACWDL No. 09-04; AND MPP SECTIONS 63-402.143; 42-711.413; 42-709.231; 42-711.412; 42-709.22; 42-709.221(a); 42-708.53; 42-708.41 AND 42-708.3

The purpose of this ACL is to provide policy direction regarding eligibility of same-sex married spouses and registered domestic partners (RDPs) to the CalWORKs, CalFresh and Refugee Cash Assistance programs.

Background on Same-Sex Spouses

Marriages between individuals of the same sex are treated the same by both state and federal law, and in all state and federal programs.

Marriages in California between two people of the same sex are valid if the marriages occurred during two time periods. The first time period was between June 16, 2008, and November 4, 2008. In June 2008, the California Supreme Court ruled *In Re Marriage Cases* that it was a violation of the California state constitution to discriminate between same sex and opposite sex couples on the right to marry. In November 2008, voters passed Proposition 8, amending the state constitution to prohibit marriages between individuals of the same sex.

February 17, 2016

ALL COUNTY LETTER NO. 16-10

TO: ALL COUNTY WELFARE DIRECTORS ALL
CHIEF PROBATION OFFICERS
COUNTY WELFARE DIRECTORS ASSOCIATION OF CALIFORNIA ALL FOSTER
FAMILY AGENCY DIRECTORS
ALL CDSS ADOPTION DISTRICT OFFICES
ALL CDSS COMMUNITY CARE LICENSING LIAISONS
ALL CDSS COMMUNITY CARE LICENSING PROGRAM MANAGERS SUBJECT:
RESOURCE FAMILY APPROVAL PROGRAM

REFERENCE: WELFARE AND INSTITUTIONS CODE (W&IC) SECTION 16519.5; HEALTH AND SAFETY CODE (H&S) SECTION 1517;
ASSEMBLY BILL (AB) 403 (CHAPTER 773, STATUTES OF 2015), AB 340 (CHAPTER 464, STATUTES OF 2007); SENATE

BILL (SB) 1460 (CHAPTER 772, STATUTES OF 2014), SB 1013 (CHAPTER 35, STATUTES OF 2012)

The purpose of this All County Letter (ACL) is to provide counties, licensed foster care providers and other interested stakeholders with information on the Resource Family Approval (RFA) Program in preparation for the mandated statewide implementation on January 1, 2017. This Program will directly impact county welfare and probation departments and licensed foster care providers by creating a new foster caregiver approval process that replaces multiple existing processes of licensing or certifying foster homes, approving relatives, nonrelative extended family members (NREFMs), prospective adoptive parents, and legal guardians.

Background/Overview

The RFA Program was enacted by legislation sponsored by the County Welfare Directors Association (CWDA) in 2007 and expanded through SB 1013 (Chapter 35, Statutes of 2012). The statute requires the California Department of Social

Services (CDSS), in consultation with county child welfare agencies, including juvenile probation, foster parent associations, and other interested community parties to

implement a unified, family-friendly and child-centered RFA process. Per statute, the new process was required to be tested in up to five early implementing counties prior to statewide implementation.

Five volunteer counties from varying geographic locations were selected by CDSS to be early implementers: Kings, San Francisco, San Luis Obispo, Santa Barbara and Santa Clara. The five counties began early implementation between November 1, 2013 and August 1, 2014. Since their implementation, the five counties, CDSS, and other stakeholders have collaborated on creating policies and procedures, developing implementation guidelines, assessing challenges and barriers, and establishing processes for data collection and review.

A second cohort of eight early implementing counties is scheduled to implement their RFA Program between January and July of 2016. These counties include: Butte, Madera, Monterey, Orange, San Joaquin, Stanislaus, Ventura, and Yolo.

What is RFA?

RFA is a new foster caregiver approval process that improves the way caregivers (related and non-related) are approved by preparing families to better meet the needs of vulnerable children, youth and NMDs in the county child welfare and/or probation systems. The RFA Program replaces the existing processes for licensing foster family homes, certifying homes of licensed foster family agencies, approving relatives and NREFMs as caregivers, and approving legal guardians and adoptive families by combining the best elements of all the processes into a single approval standard. The process is streamlined and unifies approval standards for all caregivers regardless of the child's case plan, thereby eliminating the duplication of existing processes such as background checks.

RFA creates a framework for all families, including relative and NREFM caregivers, to receive the same information, training and opportunities for support. A resource family completes one approval process, and once approved, may choose to provide care on a short- or long-term basis. Once a resource family is approved, they will not have to undergo any additional approval or licensure if they choose to adopt or be appointed a guardian for a child in foster care. Approval of a family, however, does not guarantee placement of the child with that family. The child's worker will continue to make placement decisions based on what is in the best interest of the child. Through the RFA process, approved resource families are better equipped to support and prepare a child for permanency.

Resource Family Comprehensive Assessment and Approval Process

The RFA process involves completion of a comprehensive assessment that includes assessing the applicant's ability to honor a child's or NMD's natural connections; parent a child/NMD in a family setting; provide a safe, nurturing and stable home; and provide permanence or prepare a child/NMD for permanence. The primary components of the comprehensive assessment include:

Home Environment:

This component requires an applicant to meet standards that include, but are not limited to, building and grounds, storage requirements, capacity determination, and background checks.

Background Checks:

Comprehensive criminal records check combines components from the current separate approval processes. Resource family applicants will complete one background check, and once assessed and cleared, will not have to repeat the process if the family chooses to adopt.

Psychosocial Assessment:

The psychosocial assessment creates a comprehensive picture of the family by exploring the applicant's family dynamics and characteristics, including mental, physical, and emotional health. This assessment helps to identify the family's strengths, as well as the supports or additional training that may be needed for the family to best meet the needs of children, youth, and NMDs in out-of-home care.

Training

This component of the comprehensive assessment includes the family's completion of pre-approval training. The Written Directives (described on page five of this document) provide guidelines and requirements on training topics that must be provided to all prospective resource families and completed prior to the approval of the resource family. Pursuant to Welfare and Institutions Code section 16519.5(g)(13), a resource family applicant shall complete a minimum of 12 hours of pre-approval training. Once approved, post-approval training consists of a minimum of eight hours annually. The Written Directives are currently under revision; therefore, Version three of the Written Directives will reflect current statute regarding resource family training.

Once a comprehensive assessment is completed, in order to approve the family, a written assessment of the resource family must be completed, which includes a determination that the family possesses the following characteristics:

- An understanding of the safety, permanency, and well-being needs of children and NMDs who have been victims of child abuse and neglect, a capacity and willingness to meet those needs, including the need for protection, and the willingness to make use of support resources offered by the agency, have a support structure in place, or both.
- An understanding of children's and NMD's needs and development, effective parenting skills or knowledge about parenting, and a capacity to act as a reasonable and prudent parent in day-to-day decision making.
- An understanding of his or her role as a resource family and the capacity to work cooperatively with the County or approving agency and other service providers in implementing a child's or NMD's case plan.
- The financial ability within the household to ensure the stability and financial security of the family.
- The ability and willingness to maintain the least restrictive and most family-like environment that serves the needs of a child or NMD.

Placement Prior to Approval

The RFA process provides for placement of a child or NMD with a family prior to their approval as a resource family based on two situations:

1) In an emergency situation, a child or NMD may be placed with a relative or NREFM prior to approval if the following requirements are met:
    - An inspection of the home and grounds that indicates it is free of conditions that pose undue risk to the health and safety of the child.

- A criminal records check (pursuant to W&IC section 16504.5 and Child Abuse Central Index.
- Initiation of the RFA process within five business days if continued placement is desired including completion of:
    - Live scan background check within ten days of placement.
    - All remaining components of the RFA process within 90 days of placement.

2) If a compelling reason exists based on the best interest and needs of the child, and the family has already successfully completed the home environment assessment, a child or NMD may be placed in a home prior to approval. The requirements to be met post placement include:
    - Completion of a psychosocial assessment within 90 calendar days of placement in the home.
    - Completion of all required pre-approval training within 90 days of placement in the home.

When a placement is made prior to approval for an emergency or compelling reason, the applicant is not eligible to receive Aid to Families with Dependent Children Foster Care benefit payments (including federal financial participation) until the applicant receives approval as a resource family by completing all components of the approval process, including pre-approval training, and meets any other Title IV-E criteria.

Written Directives

Section 16519.5 of the W&IC gives CDSS the authority to temporarily administer the RFA Program through "Written Directives." The CDSS has issued Written Directives and forms for implementing the RFA Program to ensure consistent standards among all counties and approving agencies. The Written Directives contain the processes, standards, and requirements of the RFA Program and have the same force and effect as regulations.

Version two of the Written Directives is currently in effect for all early implementation counties. With ongoing collaboration among early implementing counties and other stakeholders, revisions will continue to be made as RFA moves towards statewide implementation. The Written Directives can be found on the CDSS website at http://www.childsworld.ca.gov/PG3416.htm.

Key Information

- By January 1, 2017, all counties and licensed foster care providers statewide must implement the RFA process for all new applicants.
    - All early implementation counties were required to enter into a Memorandum of Understanding (MOU) with CDSS. For all counties beginning implementation on January 1, 2017, this will not be required.
- Once implemented, counties shall ensure all new related and non-related applicants participate exclusively in the RFA Program, including families being considered for probation placements.
- Prior to January 1, 2017, counties will need to prepare a comprehensive Implementation Plan for submission to CDSS per W&IC section 16519.5(g)(1).
    - The purpose of the plan is to provide guidance to counties by preparing for implementation of the RFA Program in their county through thoughtful planning and collaboration with key partners both internally and externally. It will also allow CDSS to provide feedback, guidance, and technical assistance to the county

to aid in a smooth transition to the RFA Program.

- A template providing details on what is required in the Plan and examples of early implementing county plans can be found on the CDSS website at http://www.childsworld.ca.gov/PG3416.htm.
- Counties will need to review W&IC section 16519 et seq. and the Written Directives in their entirety to prepare their proposed RFA Program implementation plan.

- By December 31, 2019, all existing licensed foster family homes, all certified family homes, and all approved relatives and NREFMs who wish to continue to care for a foster child must be an approved resource family.
  - Licensed foster family homes, certified family homes and approved relatives and NREFM's with an approved adoption home study completed prior to January 1, 2018, shall be deemed to be a resource family.
  - A licensed foster family home, a certified family home, and an approved relative and NREFM who had a child in placement at any time between January 1, 2017 and December 31, 2017, may be approved as a resource family on the date of successful completion of a psychosocial assessment.
  - A license, certificate of approval, and relative and NREFM approval will need to be surrendered at the time of approval as a resource family so the family is not required to comply with different laws.
  - All foster family licenses, certificates of approval for certified family homes, and approvals of relatives and NREFMs shall be forfeited by operation of law on December 31, 2019.

- More information regarding the conversion procedures for all existing families will be forthcoming in a future ACIN.

Preparing for Implementation – Resources and Recommendations

- County welfare departments should engage and consult with county probation partners and other affected parties early on to collaborate on implementation of the RFA Program.
- Although Tribes are not required to implement the RFA process for Tribally approved homes, it is important to include them as valuable stakeholders in the RFA Program.
- As training is a critical piece of RFA implementation, it is recommended that counties begin assessing their training capacity, curricula, and space needs to include all families in the process.
- A Readiness Assessment tool has been created as a resource for counties to begin preparing for implementation of RFA. The readiness tool can be found on the CDSS website at http://www.childsworld.ca.gov/PG3416.htm.
- Counties are encouraged to visit the California Social Work Education Center (CalSWEC) http://calswec.berkeley.edu/toolkits/resource-family-approval-rfa to access an RFA Toolkit with information and tools for counties to use as they prepare to implement RFA. Templates and tools continue to be developed to assist counties with implementing RFA and to provide guidance on the assessment processes. These resources will also be included on the CalSWEC and the CDSS RFA websites as they become available.
- Training modules are currently in development by CDSS and CalSWEC for statewide use by county RFA staff. The training will be piloted with early implementing counties and statewide roll out is projected for late 2016. The trainings will be provided by the Regional Training Academies in collaboration with CDSS.
- The CDSS will be providing on-going technical assistance and training to counties to assist in preparation for full implementation through means such as All County Information Notices (ACINS), county visits, and regional convening's.
- The first five early implementing counties have a wealth of knowledge and experience that can be a valuable resource for other counties as they begin preparing for implementation. Counties are encouraged to connect with early implementing counties for guidance and support.
- The CDSS will also be developing plans to provide technical assistance to licensed foster care providers and will continue to provide information through ACLs, ACINs, and Information Releases.

It is anticipated that the RFA Program will result in better outcomes for children and families by simultaneously addressing the safety of children in foster care and the length of time it takes for them to achieve permanency when they cannot return to their parents. The goal is to improve caregiver standards and better prepare families to meet the needs of children in the foster care system by providing increased support and training. Families who are better prepared and supported will mean that children in their care will experience less placement changes and exit foster care in less time than under the current processes.

If you have any questions regarding this ACL, please email the RFA Program Unit at RFA@dss.ca.gov.

Sincerely,

Original Document Signed By:

GREGORY E. ROSE

Deputy Director

Children and Family Services Division

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • www.cdss.ca.gov

CDSS
WILL LIGHTBOURNE
DIRECTOR

EDMUND G. BROWN JR.
GOVERNOR

REASON FOR THIS TRANSMITTAL

[ ] State Law Change
[ ] Federal Law or Regulation Change
[ ] Court Order
[ ] Clarification Requested by One or More Counties
[x]Initiated by CDSS

October 15, 2013

ALL COUNTY LETTER NO. 13-64

TO: ALL COUNTY WELFARE DIRECTORS
ALL CHILD WELFARE SERVICES PROGRAM MANAGERS
ALL CHIEF PROBATION OFFICERS
ALL TITLE IV-E AGREEMENT TRIBES

SUBJECT: REGISTERED SEX OFFENDER (RSO) ADDRESS MATCHES OF RELATIVE/NONRELATIVE EXTENDED FAMILY MEMBER (NREFM) APPROVAL AND COUNTY CHILD WELFARE RESPONSIBILITIES

REFERENCE: CALIFORNIA STATE AUDITOR CHILD WELFARE SERVICES OCTOBER 2011 REPORT 2011-101.1
http://www.bsa.ca.gov/reports/summary/2011-101.1

This All County Letter provides clarifying instructions to counties regarding procedures to protect minor and Nonminor Dependents (NMD) from having contact with an RSO in a relative or Nonrelative Extended Family Member (NREFM) or court specified placement. Community Care Licensing is responsible for RSO investigations involving licensed facilities, and counties that license foster homes are responsible for investigating homes which they license.

BACKGROUND

In October 2011, the California Bureau of State Audits (BSA) compared the addresses of sex offenders in the Department of Justice California Sex and Arson Registry (CSAR) database against state and county licensed and approved homes contained in the Child Welfare Services/Case Management System (CWS/CMS), and found address matches indicating the possible presence of an RSO in the facility or placement home.

As a result, the California Department of Social Services (CDSS) has developed an administrative process to continue the cross-matching of addresses between the CSAR and CWS/CMS databases. On an ongoing monthly basis, an encrypted county-specific file containing matched address data is distributed electronically to each county child welfare agency, with the exception of nonminor dependents identified in CWS/CMS as living in a "Supervised Independent Living Placement".

THE RSO INVESTIGATION AND REPORTING PROCESS

Whenever a new file is electronically distributed to the county, a document entitled "Instructions for Investigating and Reporting Suspected Registered Sex Offender and CWS Placement Associations" is provided (see attachment). These monthly instructions are the culmination of the testing and county feedback that occurred throughout 2012.

Counties are directed to refer to the instruction document when completing the investigation and reporting process. The process for investigating and reporting back to CDSS must be completed no later than 45 days from the date of the electronic transmission of the file to the county. County workers will be investigating address matches for approved relative/NREFM homes with placement, and without a placement.

<u>Approved Home With Placement</u>

Following receipt of the electronic file with address match information for an approved home where a juvenile court minor or NMD is placed, the county worker must investigate and take the following actions:

- Determine if the individual is still residing there. If the person is still residing on the premises, the approved caregiver must decide whether they intend to allow the individual to remain as a part of the household.
- To ensure that a dependent will not reside with an individual who is an RSO or has a non-exemptible crime, the new individual or RSO associated to the address of the approved home must immediately be checked through the California Law Enforcement Telecommunications System and submit to Live Scan fingerprinting and be exempted, if appropriate.
- The individual cannot reside in the home if a dependent child is living there until the criminal background check process has been completed. The relative caregiver/home remains approved pending completion of the criminal background check. A designation of "At Capacity" should be applied in the CWS/CMS pending completion of the criminal background check. Applying the "At Capacity" designation in the CWS/CMS will not allow the home to be available as a placement option (see Appendix, page 2, item 3).
- If the individual's conviction cannot be or is not exempted, and the caregiver chooses to allow the RSO or non-exempted individual to remain in the home, the county must remove the minor or nonminor dependent. The county must rescind the approval, and provide the caregiver with notice and an opportunity to appeal the rescission of approval.

Approved Home Without Placement

Before placement can occur, the home must be assessed to ensure that the caregiver continues to meet all statutory and regulatory relative approval standards. For example, the county must ensure:

- Household Composition
  All residents of the home have successfully cleared criminal background checks or have received the appropriate criminal record exemptions. Provided the county has in place the proper criminal records rap-back reporting from the Department of Justice, the county need only focus on the status of any new individuals who reside in the home, which includes conducting the required criminal background check.
- Health and Safety
  All physical plant issues and clearances for health and safety have been met.
- Caregiver's Ability to Meet the Minor's/NMD's Needs
  The minor's or NMD's needs, as well as the caregiver's abilities and capacities, may have changed since the date of the caregiver's initial approval. The caregiver's ability to meet the minor's/NMD's current and anticipated needs must be reassessed to ensure that the caregiver has the ability to meet those needs.

When all residents are cleared and the home is appropriate for placement, the "At Capacity" designation can be removed with a notation as to when it was removed and the reason why it meets child welfare standards for dependent care.

If you have questions about the relative approval process, please contact the Kinship Care Policy and Support Unit at (916) 651-7465 or at kinship.care@dss.ca.gov. For questions about RSO address matching, please contact the Outcomes & Accountability Bureau at (916) 651-8099 or at CDSSRSOResponse@dss.ca.gov.

Sincerely,

Original Document Signed By:

GREGORY E. ROSE
Deputy Director
Children and Family Services Division

Attachment

(Note: Attachments not included in Trainee's Guide; for full ACL http://www.cdss.ca.gov/lettersnotices/EntRes/getinfo/acl/2013/13-64.pdf)

DEPARTMENT OF SOCIAL SERVICES
744 P Street, Sacramento, California 95814

December 5, 2005

ALL COUNTY LETTER NO. 05-38

REASON FOR THIS TRANSMITTAL

[ ] State Law Change
[ ] Federal Law or Regulation Change
[ ] Court Order
[X] Clarification Requested by One or More Counties
[ ] Initiated by CDSS

TO: ALL COUNTY WELFARE DIRECTORS
ALL CHIEF FISCAL OFFICERS
ALL CHIEF PROBATION OFFICERS
ALL COUNTY LICENSING PROGRAM MANAGERS

SUBJECT: **THE EMERGENCY ASSISTANCE PROGRAM**

The purpose of this All County Letter (ACL) is to provide County Welfare Departments (CWDs) and County Probation Departments (CPDs) with information and guidance on the Emergency Assistance (EA) Program. This ACL will also provide a general overview and background information on the EA Program with a section dedicated to answering Frequently Asked Questions (FAQs). In addition, the FAQs portion of this ACL will reference applicable ACL's, All-County Information Notices (ACINs), and County Fiscal Letters (CFLs) issued by the California Department of Social Services (CDSS) governing each EA subject area.

EA PROGRAM OVERVIEW

The EA Program in California is a federally-funded program under the Temporary Assistance to Needy Families (TANF) Block Grant. Federal financial participation (FFP) is available to provide short term aid to children/families in emergency situations who meet certain specified criteria. There are two main components of the program that were initially implemented in two phases.

Phase I focused on county probation and includes juvenile assessment centers, residential treatment facilities, foster care for wards deemed ineligible for Title IV-E, and after care services. This component is known as EA Probation; additional information regarding this component can be found in CFL No. 93/94-04, dated July 13, 1993 and ACIN No. I-02-98, dated January 5, 1998. For children served by Probation Departments, an emergency is defined in California's Title IV-A State Plan as a child's behavior that results in the child's removal from the home and a judicial determination that the child must remain in out-of-home care for more than seventy-two hours.

Phase II represents the EA Child Welfare Services (EA-CWS) component that provides services to children who are determined to be at risk of abuse, neglect, abandonment, or exploitation. The EA-CWS includes Emergency Shelter Care (ESC) and foster care benefits for dependents and voluntary placements that have experienced a qualifying episode that caused removal from the home. Funding is available for no more than one episode in a

12-month period. Costs and services funded under this component include foster care maintenance payments EA-FC, ESC, crisis resolution services and case management. Please refer to ACL No. 95-06, dated February 8, 1995; CFL No. 94/95-10, dated August 25, 1994; and ACL No. 93-64, dated September 1, 1993, for specific information on crisis resolution, EA-FC, and EA case management, respectively.

Phase II also includes maintenance payments provided to qualified aliens. Expenditures made on behalf of these recipients are referred to as EA-General Assistance (EA-GA). Costs are reported separately to identify the caseload and to accommodate a difference in sharing ratio from the FC cases. For additional information please refer to CFL No. 97/98-51, dated March 26, 1998, and CFL No. 99/00-52, dated January 28, 2000.

BACKGROUND

Prior to the passage of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) Public Law 104-193 enacted on August 22, 1996, the EA Program was an optional federal open-entitlement program under Title IV-A of the Social Security Act. It allowed states to obtain 50 percent FFP to reimburse for the cost of short-term assistance and or services, once the recipient was deemed ineligible for Title IV-E funds and met all EA eligibility requirements. On January 1, 1996, the federal Department of Health and Human Services (DHHS) terminated FFP under the EA Program for the cost of services to children in the juvenile probation system.

When PRWORA was passed in 1996, it repealed Title IV-A and eliminated EA as a separate, open-ended federal entitlement program. Federal statutes provided that TANF funds may be used for such programs that were receiving Title IV-A funds as in effect on September 30, 1995 or, at the State's option August 22, 1996. Federal Title IV-A funds that were previously used for the EA Program were subsumed into the TANF Block Grant.

California opted to continue the EA Program in effect on September 30, 1995, which included the Title IV-A Probation Program. Subsequently, in 1997 the California Legislature passed the Comprehensive Youth Services Act (CYSA) which provided TANF funds to County Probation Departments for the purposes of providing services previously provided under the old EA probation component. While the past several years TANF funds have been used for the TANF Probation Program, the program is no longer under CDSS as it is now being administered through the California Board of Corrections.

The TANF funds are currently allocated to CWDs for those services previously provided under the EA-CWS component. The CWDs are to ensure that they follow the EA Program rules that were in effect on September 30, 1995, in administering these funds to ensure continued federal eligibility.

For regulations that govern EA Program requirements, counties should refer to the Manual of Policies and Procedures (MPP) Section 31-002(e)(3)-(11), 31-410, 31-415, and Foster Care Regulations at MPP Sections 45-200 and 45-300. The instructions in this ACL become effective immediately.

FAQ'S AND RESPONSES

1. Q. What are the federal eligibility requirements for receiving EA and where can I find them?

   A. Reference: ACL No. 93-64 dated September 1, 1993. The federal requirements state that an emergency must exist within the family in order for the child to be considered eligible for assistance. For EA Program purposes, a family is defined as head of household and anyone living with the head of household. An emergency is defined as "…a child who is at risk of abuse, neglect, abandonment or exploitation." The following federal eligibility criteria must be met before a family can be determined eligible for assistance:

   - The child is (or, within six months prior to the month in which assistance is requested, has been) living with any of the specified relatives: their father, mother, brother, sister, half-brother, half-sister, uncle, aunt, first cousin, nephew, niece, stepfather, stepmother, stepbrother, stepsister, adoptive parent, or any such person of a preceding generation denoted by the prefixes grand, great, or great-great. This can include the spouse of any person named above, even after the marriage has been terminated by death or dissolution.

   - The family has not been authorized for EA during the previous 12 months in California. If the family had received EA during the previous 12 months, the next eligibility period begins 12 months after the beginning date of the previous period.

   - Based on child specific eligibility, each "eligible needy child" is considered a family or a family of one for the purposes of EA assistance and/or services provided under the EA Program. Therefore, when determining a child's income eligibility only the child's income is considered. Reference ACL No. 94-90 dated October 27, 1994, and ACIN No. I-04-95 dated January 19, 1995. The child's income cannot exceed 200 percent of California's Median Family Income, as certified by the applicant. Based on official data from the U.S. Department of Housing and Urban Development (HUD), the California Median Family Income for Fiscal Year 2005 is $62,100. This amount when multiplied by 200 percent results in a median income of **$124,200**. The amount is recalculated every fiscal year. For more information on the median income you may wish to visit the HUD website at: http://www.huduser.org/search/search.asp

   - The emergency did not arise because an adult family member refused without good cause to accept employment or training.

2. Q. Does EA fund ESC provided by a relative?

   A. Yes. A child placed with a relative may receive EA-ESC for a period of 30 days, after which time there is no federal or State funding for relatives in ESC. (Refer to CFL No. 93/94-38 dated March 18, 1994). If a county decides to keep a child placed with a relative in EA-ESC beyond 30 days the county may utilize county-only funds for that placement or may refer the relative to CalWORKs for needy or nonneedy relative caretaker assistance. A relative, non-relative, or a Nonrelative Extended Family Member (NREFM) must have their home licensed and or approved to current standards before a child is placed in the home. For current information on license or approval standards for relatives, non-relatives, or NREFMs refer to ACL No. 05-13, dated June 16, 2005.

3. Q. What rate will be paid to relatives in ESC?

   A. The foster care rate will be paid to relatives, non-relatives, and NREFMs who are in ESC. This is a change from previous policy and supercedes instructions issued in CFL No. 93/94-38, dated March 18, 1994.

4. Q. Does EA fund ESC provided by a non-relative or a NREFM?

   A. Yes. EA will fund ESC when a child is placed with a non-relative or with a NREFM. Per Welfare and Institutions Code (W&IC) Section 362.7 the term NREFM is defined as "*any adult caregiver who has an established familial or mentoring relationship with the child.*" This may include, but not be limited to such persons as a teacher, neighbors, family friends, or medical professionals. A non-relative is a person who would not meet the definition of a relative found in MPP Section 45-101(r)(1)(A). A relative, non-relative, or a NREFM must have their home licensed and or approved to current standards before a child is placed in the home. For current information on license or approval standards for relatives, non-relatives, or NREFMs refer to ACL No. 05-13 dated June 16, 2005.

5. Q. What are the funding ratios for EA-FC, EA-CWS, and EA-ESC?

   A. The sharing ratio for **EA-FC**, which pays for foster care maintenance payments is 70 percent federal and 30 percent county funds for a period of up to 11 months (1 month ESC plus 11 months FC).

   EA Crisis Resolution is funded with 85 percent federal funds and 15 percent county funds. EA Crisis Resolution pays for services only and there is no time study code for social worker activities. For a more detailed listing of Crisis Resolution services refer to ACL No. 95-05, dated February 8, 1995.

EA case management is funded 50 percent federal, 35 percent State and 15 percent County for Title IV-E eligible costs. Non-federally eligible costs are funded with 85 percent State and 15 percent County funds. Section 15204.25 was added to the W&IC by AB 67, Chapter 606, Statutes of 1997 which maintains the county share of administrative costs for the EA Program at 15 percent.

EA-ESC for a relative, non-relative, or NREFM for the first 30 days is funded at 85 percent federal and 15 percent county funds. The EA-ESC for a non-relative or a NREFM over 30 days will be funded with 50 percent federal and 50 percent county funds until the county finds a suitable placement for the child. There is no EA federal funding for a child placed with a relative in ESC after the 30 day time period.

EA-GA cases which provide maintenance payments for qualified aliens, is funded with 50 percent TANF and 50 percent county funds.

6. Q. Will the Emergency Hotline Response continue as a Title IV-E claimable activity?

   A. No. As outlined in CFL No. 05/06-26, dated September 28, 2005, the investigation activities previously claimed to Emergency Hotline Response will be claimed to EA-ER which is funded with TANF. This change to CDSS policy is based on information from the federal DHHS, Region IX, that costs of investigations are not allowable for Title IV-E funding. Investigative activities will be time-studied to EA-ER and the remaining activities i.e., assessments and referrals, will be time-studied to CWS case management. All CWS investigative activities can be claimed to EA-ER.

7. Q. What is the relationship between EA-CWS and EA-ESC?

   A. The EA-CWS component includes ESC and foster care for dependents and voluntary placements. Effective August 1, 1994, the EA-CWS component was expanded to include emergency response activities and crisis resolution services. The EA-ESC is primarily associated with an emergency shelter care placement until the Social Worker (SW) finds a suitable placement for the child or the emergency has been resolved and the child returns home. The EA-CWS component provides a continuum of services such as foster care maintenance payments and Crisis Resolution services which may include, but not be limited to counseling, remedial services related to drug/alcohol abuse, or information and referrals. The services must be documented in the child's case plan.

8. Q. What are the time limitations for an EA-CWS and EA-ESC case?

   A. The EA is limited within any twelve month period to a single episode per family with a maximum duration of twelve months or less or as necessary to resolve the emergency situation. If a child is placed with a relative in ESC, the funding is limited to a 30-day period after which time there is no federal or state funding for relatives in ESC; refer to the MPP Section 31-415.2. If the child remains placed with a relative in ESC, after 30-days, the county may utilize county-only funds, find another suitable placement for the child, or refer the relative to CalWORKs, or subsequently determine that the relative's home is eligible to receive Title IV-E funds. A relative home must be approved to current standards prior to utilizing Title IV-E funds. The EA-ESC funds may be used for non-relative placements beyond 30 days at the 50 percent federal, 50 percent county rate until a suitable placement has been found or the child is returned home. The EA-CWS component for services may be utilized for 11 months.

9. Q. What is the Beginning Date of Aid (BDOA) for EA? When does the Not-to-Exceed (NTE) date end for EA?

   A. An EA application must be taken immediately or no later than 30 calendar days from the date the child is removed from the home or the date the child is determined to be at risk. (Refer to ACL No. 93-64 and ACL No. 94-90). The BDOA begins on the date the application is signed by the parent; this is consistent with the EA State Plan. The NTE date is counted 12 months from the date the application is signed. It is in a county's best interest to process EA applications immediately. If a county SW takes 30 days to process an application and an EW takes an additional 30 days to authorize payment, then FFP may be lost if the emergency ends prior to authorization of EA. Cases aided beyond the twelve month period under EA are to be funded with 100 percent county-only funds.

10. Q. Is EA-General Assistance (EA-GA), available for qualified aliens and nonqualified aliens?

   A. The term "qualified alien" is a federal term used only to define a person's immigration status for eligibility to receive federal means-tested public benefits. An alien shall only be eligible for aid if the alien has been lawfully admitted for permanent residence, or meets one of the other criteria of 8 USC §1641 which defines a "qualified alien". For additional information on qualified aliens refer to ACL No. 99-43, dated June 15, 1999. Counties should note any "qualified aliens" who entered the country after August 22, 1996, are prohibited from receiving TANF funded services for a period of five years from their date of entry, refer to CFL No. 99/00-52, dated January 28, 2000. <u>The EA-GA Program provides benefits to qualified aliens who meet the criteria above i.e., who have resided in the U.S. five years or more, and have met all other program eligibility requirements.</u> The EA-GA component is TANF funded with 50 percent federal funds and 50 percent county funds.

   A nonqualified alien or an undocumented alien is not eligible to receive EA-GA program benefits. The 1996 Welfare Reform Act barred most nonqualified aliens from receiving federal public benefits.

11. Q. Can a county place a child in a relative's home on an emergency basis prior to Title IV-E relative approval of that home and claim ESC to EA?

A. Yes. If the SW has completed an assessment on the home per W&IC Section 309 (d)(1) to temporarily place the child in the relative's home, the placement would be considered an ESC placement and would be claimable to EA. However, when the relative's home is approved and the child meets all eligibility criteria for Title IV-E Foster Care, counties should no longer claim EA. If the relative's home is not approved within 30 days and the child remains in their home, the county must shift the funding to county-only funds. The CDSS protocol dictates that a county claim Title IV-E first, if the child is eligible. The EA is used for non-federally eligible cases/costs only.

12. Q. Is the date the child was determined to be at risk the same as the date of removal?

A. Yes, for the CWS application, the date the SW determines the child to be at risk should be the same date as the removal date, refer to ACL No. 94-90 dated October 27, 1994. The date on the EA 1 Form should reflect the date the child was removed from the home. The EW must authorize or deny EA and/or services within 30 calendar days from the date of application which is the date the parent/relative or SW signs the EA application.

13. Q. What happened to the EA Probation Component and does the 4K Aid Code still exist for EA Probation?

A. On September 12, 1995, the federal Administration for Children and Families, DHHS, issued an Action Transmittal ACF-AT-95-9 which notified states that, effective January 1, 1996, FFP would be terminated under the EA Program for the cost of benefits or services provided to children in the juvenile justice system. This policy terminated federal funding for the entire Probation component of California's EA Program including juvenile assessment centers, i.e., juvenile halls, residential group care in camps and ranches, foster care, and after-care. The Aid Code 4K was eliminated. However, as stated on page two under Background, the TANF program allows California to implement the EA Program as it was operated on September 30, 1995, which included Probation. Aid Code 4K was not re-established as the TANF Probation program costs were treated as direct services passed through to the County Probation Departments via the County Expense Claim. While the past several years TANF Probation funds have been distributed by the CDSS to CWDs for EA probation, effective with the 2005-2006 Fiscal Year (FY) EA Probation funds are now administered by the California Board of Corrections.

Federal TANF funds are currently used for the CWS component of California's EA Program for ESC, foster care and crisis resolution services. The EA Crisis Resolution, EA case management, and EA-ESC are claimed on the County Expense Claim. The

EA Foster Care cases are reported on the CA 800 A FED County Assistance Claim form using Aid Code 5K.

14. Q. Can counties claim the clothing allowance for a child receiving EA-ESC? If so how would counties claim this item?

    A. Currently there is no mechanism to claim a clothing allowance for a child in ESC. Counties would be able to claim the clothing allowance cost to EA only after a FC payment has been authorized. This cost would be claimed under the 5K aid code on the Assistance Claim.

15. Q. Are there age limit requirements for children receiving EA and if so, is there a link to school attendance?

    A. In accordance with provisions in the Title IV-A State Plan and ACIN No. I-18-94, dated June 28, 1994, the EA Program provides benefits and services for children up to the age of 21. There is no link with school attendance for the EA Program.

16. Q. Are NREFMs eligible to receive EA? If so for how long?

    A. The NREFMs and nonrelatives are eligible for EA-ESC and also the services component EA-CWS. The NREFMs and nonrelatives are limited within any twelve month period to a single episode per family with a maximum duration of twelve months or less or as necessary to resolve the emergency situation.

17. Q. Who can sign the EA Application (EA 1) on behalf of the child?

    A. In order of preference, the parent, or when the parent is unavailable or unwilling to apply on behalf of a child, the EA Application may be completed and signed by a relative or a county Social Worker. Refer to ACL No. 93-64, dated September 1, 1993.

18. Q. If more than one episode occurs during the year and the second episode appears likely to result in the need for more extensive services than was required by the first episode, can the first episode be abated and the second episode claimed?

    A. Yes. For example: a child is determined to be at risk, removed and placed in ESC for approximately 3 weeks and then returned to the parents and the case is closed. Six months later the child is again abused, the parent is arrested and it appears the child will be in foster care for at least 12 months. At this point the county could abate the first EA episode. A new application must be processed and the assistance authorized for the new emergency the county is choosing to claim. The new emergency consists of a new episode and, therefore, a new twelve month period of eligibility exists. Refer to ACIN No. I-41-93, dated November 4, 1993.

Most of the ACLs, ACINs, and CFLs pertaining to the EA Program were issued years ago and as a result are not accessible on our website (www.dss.cahwnet.gov). The CDSS is working to scan these letters to make them available on our website in the near future. For your immediate needs you may request a faxed copy of an ACL, ACIN, or CFL by contacting our office using the telephone number listed below. For questions regarding this ACL please contact the Foster Care Funding and Eligibility Unit at (916) 651-9152. For questions related to EA fiscal claiming activities you may contact the Financial Services Bureau at: *fiscal.systems@dss.ca.gov*

Sincerely,

Original Document Signed By:

MARY L. AULT
Deputy Director
Children and Family Services Division

c: CWDA

CDSS
WILL LIGHTBOURNE
DIRECTOR

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • www.cdss.ca.gov

EDMUND G. BROWN JR.
GOVERNOR

May 12, 2016

ALL COUNTY LETTER (ACL) NO. 16-45

REASON FOR THIS TRANSMITTAL

[X] State Law Change
[ ] Federal Law or Regulation Change
[ ] Court Order
[ ] Clarification Requested by One or More Counties
[ ] Initiated by CDSS

TO: ALL COUNTY WELFARE DIRECTORS
ALL COUNTY CALWORKS PROGRAM SPECIALISTS
ALL COUNTY WELFARE TO WORK COORDINATORS
ALL CONSORTIA REPRESENTATIVES
ALL COUNTY CHILD WELFARE SERVICES PROGRAM MANAGERS
ALL FOSTER CARE MANAGERS

SUBJECT: CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS (CalWORKs) PROGRAM REQUIREMENTS: NEW APPLICATION AND FORM FOR NON-NEEDY CARETAKER RELATIVES WITH RELATIVE FOSTER CHILDREN PLACED IN THE HOME

REFERENCES: ASSEMBLY BILL (AB) 403 (CHAPTER 773, STATUTES OF 2015); WELFARE AND INSTITUTIONS CODE (W&IC) SECTIONS 309, 361.45, 11253.2 AND 16519.5.

The purpose of this ACL is to transmit a new simplified application and rights and responsibilities form for non-needy caretaker relatives caring for relative foster children, pursuant to AB 403, signed by Governor Brown on October 11, 2015. AB 403 will better support foster children in the homes of relatives by requiring a simplified CalWORKs application process for relative foster children placed with non-needy caretaker relatives. Effective January 1, 2016, the new application was developed to be user friendly to the non-needy caretaker relative and include questions specific to the child's information; therefore, improving program access and decreasing the administrative burden on County Welfare Departments (CWDs).

BACKGROUND

When a child is removed from a parent and placed into foster care, state law requires that preferential consideration for placement be given to a relative. Relatives must be approved, meaning they must meet health and safety standards that mirror those for a licensed foster parent.

Although placement with a relative is the preferred placement, a foster child in the care of a relative may or may not receive the same level of funding as if the same child were with a non-relative. Funding depends on whether the child is eligible to receive federal Aid to Families with Dependent Children-Foster Care (AFDC-FC). While an approved relative may receive AFDC-FC payments on behalf of a *federally* eligible foster child, an approved relative caring for a *non-federally* eligible foster child is ineligible for AFDC-FC.

The approved relative may then apply to receive CalWORKs benefits on behalf of the non-federally eligible foster child in their care by filling out a lengthy application. Relative caregivers may also apply for CalWORKs while waiting for approval or denial of foster care funding. CalWORKs grants are not a per-child payment, but are based on the size of the family as a whole, and are less than the AFDC-FC rate.

This process can be time consuming and confusing for relatives. AB 403 will alleviate this process by providing a shorter CalWORKs application for relative foster children placed with non-needy caretaker relatives. The application is centered on the child only, and will clearly identify this as a non-needy caretaker relative. A shorter application can be processed more quickly, and the relative can receive benefits to stabilize placement.

APPLICATION AND RIGHTS AND RESPONSIBILITIES FORM FOR NON-NEEDY CARETAKER RELATIVES

The CW 2219 application and CW 2218 form have been developed for non-needy caretaker relatives applying for CalWORKs on behalf of relative foster children who have been temporarily placed by the county child welfare agency under W&IC Sections 309 or 361.45, or placed in a related resource family home. The CW 2219 and CW 2218 (Rights and Responsibilities) are required, no substitute permitted forms, to be completed by the non-needy caretaker relative at initial application and redetermination. The simplified CW 2219 application asks for the child's information, such as income or property of the child. A separate application is required for each child for whom the non-needy relative caretaker is applying. The CW 2218 (Rights and Responsibilities) is specific to non-needy caretaker relatives. Although a separate CW 2219 is required for each child, one CW 2218 may be completed if the non-needy caretaker relative is applying for several relative foster children at the same time. CWDs must begin using the new CW 2219 and CW 2218 immediately, using hard stock until they are programmed into the Statewide Automated Welfare Systems (SAWS).

Caretaker relatives who wish to receive CalWORKs benefits for themselves and/or other children in the home may not use the CW 2219 and must instead use the SAWS 2 Plus.

STATEWIDE FINGERPRINT IMAGING SYSTEM (SFIS) EXCEPTION

Use of the CW 2219 and CW 2218 does not change the process and procedures for application and redetermination. Normal CalWORKs rules apply, with the exception of SFIS. Non-needy caretaker relatives who fill out the CW 2219 are exempt from fingerprint and photo-imaging requirements. SFIS is required if the caretaker relative subsequently applies for CalWORKs for themselves and/or other children in the home who are not relative foster care children.

REQUIRED FORM - NO SUBSTITUTE PERMITTED

Forms in this category are required forms that the CWD may not modify or restructure. However, overprinting or reformatting under the conditions outlined in Operations Manual Section 23.400.211, Overprinting Required Forms and Section 23-400.212, EDP Modifications, is permitted.

CAMERA READY COPIES AND TRANSLATIONS

For a camera-ready copy in English, contact the CDSS Forms Management Unit at fmudss@dss.ca.gov. You may obtain these forms from the CDSS webpage at: http://www.dss.cahwnet.gov/cdssweb/FormsandPu_271.htm.

When all translations are completed per Manual of Policies and Procedures (MPP) Section 21-115.2, they are posted on an on-going basis on the CDSS webpage. Copies of the translated forms can be obtained at: http://www.dss.cahwnet.gov/cdssweb/FormsandPu_274.htm.

For questions on translated materials, please contact the CDSS Language Services at (916) 651-8876. Until translations are available, recipients who have elected to receive materials in languages other than English should be sent the English version of the form or notice along with the GEN 1365 – Notice of Language Services and a local contact number. http://www.cdss.ca.gov/cdssweb/entres/forms/Multi/GEN1365MUL.pdf

The CWDs shall ensure that effective bilingual services are provided. This requirement may be met through utilization of paid interpreters, qualified bilingual employees, and qualified employees of other agencies or community resources. These services shall be provided free of charge to the applicant/recipient.

In the event that CDSS does not provide translations of a form, it is the CWD's responsibility to provide interpreter services if an applicant or recipient requests them. More information regarding translations can be found in MPP Section 21-115.

If you have any questions regarding this letter, please contact the CalWORKs Eligibility Bureau at (916) 654-1322.

Sincerely,

Original Document Signed By:

TODD R. BLAND
Deputy Director
Welfare to Work Division

Attachments

BACKGROUND

When a child is removed from a parent and placed into foster care, state law requires that preferential consideration for placement be given to a relative. Relatives must be approved, meaning they must meet health and safety standards that mirror those for a licensed foster parent.

Although placement with a relative is the preferred placement, a foster child in the care of a relative may or may not receive the same level of funding as if the same child were with a non-relative. Funding depends on whether the child is eligible to receive federal Aid to Families with Dependent Children-Foster Care (AFDC-FC). While an approved relative may receive AFDC-FC payments on behalf of a *federally* eligible foster child, an approved relative caring for a *non-federally* eligible foster child is ineligible for AFDC-FC.

The approved relative may then apply to receive CalWORKs benefits on behalf of the non-federally eligible foster child in their care by filling out a lengthy application. Relative caregivers may also apply for CalWORKs while waiting for approval or denial of foster care funding. CalWORKs grants are not a per-child payment, but are based on the size of the family as a whole, and are less than the AFDC-FC rate.

This process can be time consuming and confusing for relatives. AB 403 will alleviate this process by providing a shorter CalWORKs application for relative foster children placed with non-needy caretaker relatives. The application is centered on the child only, and will clearly identify this as a non-needy caretaker relative. A shorter application can be processed more quickly, and the relative can receive benefits to stabilize placement.

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Sincerely,

Original Document Signed By:

TODD R. BLAND
Deputy Director
Welfare to Work Division

Attachments

CDSS

WILL LIGHTBOURNE
DIRECTOR

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • *www.cdss.ca.gov*

REASON FOR THIS TRANSMITTAL

[ ] State Law Change
[ ] Federal Law or Regulation Change
[ ] Court Order
[X] Clarification Requested by One or More Counties
[X] Initiated by CDSS

February 14, 2017

ALL COUNTY LETTER (ACL) NO. 17-16

TO: ALL COUNTY WELFARE DIRECTORS ALL COUNTY FISCAL OFFICERS

ALL COUNTY AUDITOR CONTROLLERS ALL CHIEF PROBATION OFFICERS

ALL COUNTY WELFARE DIRECTORS ASSOCIATION ALL CDSS ADOPTION REGIONAL AND FIELD OFFICES ALL TITLE IV-E AGREEMENT TRIBES

SUBJECT: RESOURCE FAMILY APPROVAL PROGRAM – CONVERSION OF EXISTING APPROVED AND LICENSED FOSTER CAREGIVERS TO RESOURCE FAMILIES

REFERENCE: WELFARE AND INSTITUTIONS CODE (W&IC) SECTION 16519.5; ALL COUNTY LETTERS (ACL) NO. 16-10 AND ACL NO. 16-58

The purpose of this ACL is to provide county child welfare, probation departments and other interested stakeholders with information on the conversion process of all currently licensed foster family homes, approved relatives and Non-Relative Extended Family Members (NREFMs) for the mandated statewide implementation of Resource Family Approval (RFA). This ACL provides instructions on which aspects of RFA are to be completed for existing caregivers and what to include in the new Resource Family (RF) file (see Attachment "A") as well as a Frequently Asked Questions document (see Attachment "B").

This ACL describes the conversion process for the following existing caregivers:

- Approved relatives/NREFMs and licensed foster family homes with an approved adoption home study – (see page 3),
- Approved relatives/NREFMs and licensed foster family homes with placement of a child or Non-Minor Dependent (NMD) at any time during calendar year 2017 – (see page 4), and

- Licensed foster family homes and approved relatives/NREFMs without placement of a child at any time during calendar year 2017 – (see page 6).

Notification to Families

The W&IC section 16519.5 and Health and Safety Code section 1517.1 requires that *all* currently licensed foster family homes and approved relative/NREFM caregivers must be approved as RFs no later than December 31, 2019, in order to care or continue to care for a child or NMD.

Additionally, no later than July 1, 2017, each county shall provide the following information to its county-licensed foster family homes and approved relatives and NREFMs:

- A detailed description of the RFA Program;
- Notification that in order to care for, or continue to care for, a child or NMD placed by a public or private placement agency, court order, or voluntarily placed by a parent or guardian, RFA is required by December 31, 2019; and
- Notification that a foster family home license or approval of a relative/NREFM shall be forfeited by operation of law on December 31, 2019, except as follows:
  - If the caregiver has not had any children or NMDs placed in the home during the calendar year of 2017, their license or approval shall be forfeited by operation of law on January 1, 2018;
  - If the conversion to a RF has begun but has not been completed by December 31, 2019, the license or approval will remain in effect until the date of RF approval or on the date of completion of due process for a denied application; and
  - A license or approval shall be forfeited upon approval as a RF.

The California Department of Social Services (CDSS) does not have a prescribed format for this notification. It is each county's responsibility to provide this information to caregivers in a way that best meets the needs of the county and the families while fulfilling this requirement.

The Community Care Licensing Division (CCLD) of CDSS will provide the notification to all department-licensed foster family homes. If a county prefers to notify these licensees instead, it may request a list of the department-licensed foster family homes within that county by emailing RFA@dss.ca.gov by March 17. 2017.

Approved Relatives/NREFMs and Licensed Foster Family Homes with an Approved Adoption Home Study

Approved relatives/NREFMS and licensed foster family homes will be deemed to be a RF upon confirmation by the county that (one) the caregiver has an approved adoption home study that was completed prior to January 1, 2018, and (two) that the home study has been updated pursuant to Title 22, Division 2, Adoptions Manual section 35183.1. These caregivers are not required to have a placement in 2017 in order to officially change their status to a RF.

In cases where an approved relative/NREFM caregiver or licensed foster family home was referred to an Adoption Regional Office or licensed adoption agency to complete the adoption home study, the referring county will retain authority and oversight responsibilities of the RF.

The following shall occur to officially change the status of a licensed foster family home or approved relative/NREFM to that of a RF:

- The prospective RF shall submit a Conversion to Resource Family: Release of Information (RFA 00);
- Within 20 calendar days of receiving the RFA 00, the Adoption Regional Office or licensed adoption agency shall disclose an adoption home study and any updates to an adoption home study to the county;
    - The Adoption Regional Office or licensed adoption agency shall redact the names of foster children including the child to be adopted and other identifying information from the adoption home study and any updates to an adoption home study,
    - Adoption files for the family and the child(ren) should remain with the adoption agency and adhere to adoption laws and regulations pertaining to content and storage,
- See Attachment "A" for instructions on how to convert the existing file to a RF file. (Identifying information about any child or NMD shall be redacted from the documents);
- Upon approval the county shall issue a Resource Family Approval Certificate (RFA 05A or equivalent) and include the date the family was approved as a RF. The approval date begins the period for annual updates;
- Once a Resource Family Approval Certificate has been issued, the county shall notify the Adoption Regional Office or licensed adoption agency. The Adoption Regional Office or licensed adoption agency shall terminate Department of Justice (DOJ) notifications related to the family using the No Longer Interested notification

form. Licensing and approval agencies should adhere to regular record retention policies in case of an audit;

- Complete Child Welfare Services/Case Management System (CWS/CMS) instructions for conversion of the family to RF status;
- If a department-licensed foster family home informs a county of their interest in converting to a RF, the county shall notify the CCLD Regional Office (RO) that licensed the home. Upon approval of the RF, the county shall notify the RO so the licensing file can be closed; and
- Once the family is approved as a RF, their relative or NREFM approval or foster family home license is forfeited by operation of law.

Conversion of Approved Relatives/NREFMs and Licensed Foster Family Homes with Placement of a Child or NMD at Any Time During 2017

For approved relatives/NREFMs and licensed foster family homes who have a child or NMD placed in their home at any point in time during the calendar year of 2017, the following shall be completed to convert to a RF:

- The prospective RF must submit a Conversion RFA application (RFA 00A) and show proof of identity;
- Complete a Conversion to Resource Family: Release of Information (RFA 00);
- Create a RF Family File:
  - See Attachment "A", for instructions on how to create or convert the existing file to a RF file.
- Conduct a psychosocial assessment pursuant to RFA Written Directives section 6-05;
-
  - In cases in which only one member of a family was approved as a relative/NREFM or licensed as a foster family home, and another family member now wants to be approved as a RF, the unapproved or unlicensed family member will need to complete the RFA process as a new applicant,
  - It is best practice to approve both caregivers as the RF, if possible. This allows both caregivers to adopt or provide guardianship to a child in their care;

- Ensure each caregiver and adult residing in or regularly present in the home has a current criminal record clearance or exemption, and the subsequent arrest notification is still open and active. If not, then the county must complete a background check for that individual pursuant to RFA Written Directives section

- Complete a RF Written Report for conversion using form RFA 05C or an equivalent that includes the content contained in form RFA 05C;

- Upon approval, the county shall issue a Resource Family Approval Certificate (RFA 05A or equivalent) including the date the family was approved as a RF. The approval date begins the period for annual updates;

- Complete CWS/CMS instructions for conversion of the family to RF status;

- Once the family is approved as a RF, their relative or NREFM approval or foster family home license is forfeited by operation of law;

- If a department-licensed foster family home informs a county of their interest in converting to a RF, the county shall notify the CCLD Regional Office (RO) that licensed the home. Upon approval of the RF, the county shall notify the RO so the licensing file can be closed; and

- The county and CCLD shall work cooperatively to transfer the family's licensing file to the county.

If an approved relative or NREFM or licensed foster family home indicates they would like to adopt a child in their care or to adopt another prospective child, the county shall require the RF to submit fingerprints for a new federal and state level criminal record clearance pursuant to Family Code section 8712. The county must then update the Written Report to consider the criminal history of the RF, including the effects of any criminal history on the ability of the prospective RF to provide adequate and proper care and guidance to the child to be adopted.

If an approved relative or NREFM who had a placement in 2017, would like to continue to provide care for other children or NMDs, the caregiver is able to convert to a RF as long as there is a valid criminal record clearance or exemption on all adults residing or regularly present in the home and subsequent DOJ notifications about those individuals are being sent to the approving county. If subsequent DOJ notifications have been terminated, the family would need to complete the process outlined above.

If a county has approved a relative/NREFM home on behalf of another county, the approving county is responsible for the conversion of that home to a RF. A county may establish a joint agreement with the placing county for conversion of the family.

Licensed Foster Family Homes and Approved Relative/NREFMs without a Placement Of a Child or NMD at Any Time During 2017

All licensed foster family homes and approved relatives/NREFMS that do not have a child or nonminor dependent in placement at any time between January 1, 2017, and December 31, 2017, shall forfeit their license or approval by operation of law on January 1, 2018. The family's licensure or approval status will need to be updated in CWS/CMS and the county shall close out the subsequent arrest notification with DOJ related to the caregiver(s) and the other adults in the home.

On and after January 1, 2018, if the family is interested in providing care again for a child or NMD, they will need to submit a Resource Family Application (RFA-01A) and complete the entire RFA process.

Background Check Processes for Converting Existing Families

An approved relative/NREFM or licensed foster family home may transfer an existing criminal record clearance/exemption for RFA conversion purposes without having to submit new livescan fingerprints. If an individual was printed by another county or CDSS, the county converting the home for RFA purposes must (one) request a transfer of the existing clearance/exemption from the originating agency, and (two) request a transfer of subsequent criminal history notifications from the DOJ using the Substitute Agency Notification Request form (BCII 9002).

In order for a clearance/exemption to be transferred for conversion purposes subsequent disposition and arrest notifications from DOJ must be available, as well as subsequent notifications of any substantiated Child Abuse Central Index (CACI) reports. Note that if an individual was approved before January 1, 1999, the county shall complete a new CACI check for the individual in order to receive subsequent CACI reports.

Further information regarding background checks, subsequent arrest notifications and other background check- related matters will be forthcoming.

Conversion Practice Considerations

There is no requirement as to which families will be converted to RFA first; however, prioritization is helpful to ensure that all families will be converted to RF status by December 31, 2019. Each county should consider the various levels of permanency when determining the conversion priority. Families with foster children who will be moving towards permanency with the current caregiver could be converted first.

Families with placements in which reunification will not be occurring soon, could be converted next. Families who are caring for children in which reunification will be soon and the caregiver does not

The RFA program is a new approval process with new and different continuing requirements for caregivers. It may be helpful to provide information on the changes in caregiver responsibilities to families who are converted to Resource Families.

If there are any case specific situations that were not addressed in this ACL, please email the RFA Program Unit at RFA@dss.ca.gov.

Sincerely,

Original Document Signed By:

GREGORY E. ROSE

Deputy Director

Attachments

CDSS
WILL LIGHTBOURNE
DIRECTOR

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • www.cdss.ca.gov

EDMUND G. BROWN JR.
GOVERNOR

December 19, 2016

COUNTY FISCAL LETTER NO. 16/17-41

TO: ALL COUNTY WELFARE DIRECTORS
ALL COUNTY FISCAL OFFICERS
ALL TITLE IV-E AGREEMENT TRIBES
ALL CHIEF PROBATION OFFICERS
ALL COUNTY AUDITOR CONTROLLERS

SUBJECT: CONTINUUM OF CARE REFORM (CCR) HOME BASED FAMILY CARE RATE PHASE I CLAIMING INSTRUCTIONS

REFERENCE: ALL COUNTY LETTER NO. 16-79

The purpose of this County Fiscal Letter (CFL) is to provide assistance claiming instructions to the counties for the Continuum of Care Reform (CCR) Home Based Family Care (HBFC) rate structure for the first phase (Phase I) of implementation. The Phase I implements the Basic Rate (Level of Care [LOC] One) for specific placement types.

Background

Assembly Bill 403 (Chapter 733, Statutes of 2015) authorized and established the HBFC rate structure. The HBFC rate structure impacts the following placement types: Foster Family Homes (FFHs), Foster Family Agencies (FFAs), Resource Families (RF), relative guardians (Kinship Guardianship Assistance Program [Kin-GAP] and Federal Guardianship Assistance Program [Fed-GAP]), non-relative guardians, Short-Term Residential Therapeutic Program (STRTP), Group Home (GH), Adoption Assistance Program (AAP), After 18 program and relative caregiver placements. The HBFC rate structure will be implemented using a phased-in approach as stated in ACL No. 16-79. Effective January 1, 2017, FFAs, FFHs, new Kin-GAP/Fed-GAP cases, STRTPs, After 18 and relative placements may receive Phase I (Basic Rate) rates. This letter addresses Phase I assistance claiming only.

Assistance Claiming Instructions

Generally, unless noted in this CFL, implementation of the Phase I rates do not impact claiming on the County Assistance (CA) 800 claims as costs are claimed as usual for Emergency Assistance (EA) and the following placement types: FFHs, RFs, Kin-GAP, Fed-GAP, AAP and Group Homes. However, the conversion sequencing for HBFC rates does affect claiming instructions for the FFAs, relative caregivers and STRTPs. Additionally, county tracking of Wraparound will be affected. Counties will continue to use the existing CA 800 claims for the Phase I interim implementation period until full implementation of Phase II is complete in the Statewide Automated Welfare System (SAWS). Upon Phase II implementation, there will be a new CCR specific CA 800 claim to implement the remaining LOCs under the HBFC rate structure.

Foster Family Agency (FFA)

Currently, FFA assistance costs are claimed on the CA 800 “Foster Care Facility Report (FC1)” by inputting sharing ratios from the rates listing posted on California Department of Social Services’ (CDSS) website to identify the nonfederal portion of the payments. There are two additional administration components, “Resource Family Approval” and “Services and Supports”, added to the FFA rate for Phase I. These new rate components will be paid to the FFA as part of the administrative portion of the rate. These costs will be reflected under the Administrative column E on the FC1. The FFA sharing ratios will be updated and posted on the website below:

Foster Care Rates (http://www.childsworld.ca.gov/PG1343.htm)

Relative Caregivers

As stated in ACL 16-79, effective January 1, 2017, all counties including those that had not previously opted into the Approved Relative Caregiver Funding Option (ARC) Program are required to pay approved non-federally eligible relative caregivers of dependent children a per-child, per-month rate equal to the foster care rate, pursuant to Welfare and Institutions Code (WIC) section 11253.45. The payment will follow the same rules as the payment made under the ARC Program and will utilize the same funding sources as the ARC Program payment, namely a portion consisting of California Work Opportunity and Responsibility to Kids funds (if eligible) and the rest of the payment being composed of General Fund (GF). Similar to other assistance payments, there will no longer be an allocation.

Costs for all non-federal relative caregiver placements will be claimed on the CA 800 ARC claim. There are no changes to the ARC claiming instructions. The ARC claim instructions can be found in CFL No. 14/15-52. A forthcoming CFL will clarify the claiming of ARC Program (and WIC section 11253.45) overpayments and eligibility changes. Claiming instructions for Foster Parent Recruitment, Retention and Support child care, including non-federally eligible relative caregiver placements, may be found in the CFL No. 16/17-20.

Reconciliation

One of the goals of CCR is to move youth from Group Homes to lower levels of care, creating a savings to be used on services for the youth. Additional GF was invested up front to support CCR implementation, with the expectation that GH cases will step down to lower levels of care, and foster youth will have shorter stays in STRTP placements, resulting in savings that will be used to offset the initial investment. Through a process of reconciliation, the caseload movement savings (GF and 2011 Realignment) expenditures will be reconciled to determine if there is a cost increase or decrease to counties. A net increase in cost will result in additional GF being provided to counties. A net decrease will result in the GF investment being reduced. The reconciliation methodology was developed in conjunction with County Welfare Directors Association (CWDA) and the Chief Probation Officers of California (CPOC) and will use expenditures from the CA 800 and County Expense Claim to identify the amount of GF and 2011 Realignment cost impacts. Additional information regarding CCR reconciliation will be released in a forthcoming letter.

The CDSS will use Fiscal Year 2015-16 expenditures to establish a baseline and calculate the average cost per case prior to CCR. Two new tabs ("CCR Rate Adjustment Template [CA 800 CCR Rate]" and "CCR Summary By Funding Report [CA 800 CCR Summary]") have been added to the CA 800 claims to be used for reconciliation. These tabs will be used as a reference for the GF and 2011 Realignment spent on CCR. To complete the new CCR reconciliation tab, the form "Prior to CCR Base Calculation of Average Payment Per Case for FY 2015-16" will be used to calculate a prior to CCR assistance cost per case, which will then be included in CCR Rate Adjustment Template. Once CDSS completes the "Prior to CCR Base Calculation of Average Payment Per Case for FY 2015-16" form, it will be submitted to counties for verification. Upon verification, the counties' average cost per case will be programmed into the CCR Rate Adjustment Template. A forthcoming CFL will include detailed instructions for completing the "Prior to CCR Base Calculation of Average Payment Per Case for FY 2015-16."

Once the CCR Rate Adjustment Template is automated with each county's individual average cost per case prior to CCR, the templates will be linked to the existing CA 800 cells to auto populate the total costs for each specific aid code affected by CCR. Counties will only need to manually key in their Wraparound costs for the non-federal Wraparound cases. When the amount is entered into the CCR Rate Adjustment Template, the non-federal Wraparound costs will be subtracted out of the total. The CCR Rate Adjustment Template will determine the monthly total CCR costs that may result in payment adjustments between GF and 2011 Realignment.

The CA 800 CCR Summary tab will display all costs categorized by funding source, i.e., Federal/State/County 2011/County. Additionally, the CA 800 CCR Summary tab will show the shifting of costs as a result of CCR.

Short Term Residential Therapeutic Program (STRTPs)

Until Phase II automation is complete in SAWS, the STRTPs will be programmed as a Rate Classification Level (RCL) 15. Counties will report STRTPs under the GH section on the CA 800 FC1 tab.

Wraparound

Until Phase II automation is complete in SAWS, Wraparound will be programmed as an RCL 16. Counties will continue to claim Wraparound costs to the eligible aid codes on the CA 800 claim forms. Placement costs for Wraparound will be claimed on the SB 163 column in the CA 800 form "Summary Report of Assistance Expenditures Foster Care, Foster Care SB 163 Federal."

Emergency Assistance (EA)

EA is a funding source, not a placement type. A placement funded with EA will receive the rate based on the placement type. A youth placed in an FFA, FFH, RF, GH, or STRTP will be paid the respective rate for the placement utilizing EA funds.

County Clothing Allowances and the Supplemental Clothing Allowance Line

Counties should not report their clothing allowances in the main payroll or any supplementary lines in the current and prior month sections of the CA 800 claims. Any county clothing allowance provided in addition to the basic rate should be reported on the Supplemental Clothing Allowance line.

If you have any questions regarding this letter, please direct them to fiscal.systems@dss.ca.gov. Questions regarding the assistance claims should be directed to assistance.claims@dss.ca.gov.

Sincerely,

Original Document Signed By:

SALENA CHOW, Chief
Fiscal Forecasting and Policy Branch