

# RESOURCE FAMILY APPROVAL

# Module 1




## FOSTER & KINSHIP CARE EDUCATION PROGRAM College of the Redwoods

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**CR** COLLEGE OF THE  
REDWOODS

# North Coast Resource Family Approval Module 1

8/7/2023



**NORTH COAST  
RESOURCE FAMILY TRAINING  
MODULE 1**


**CR COLLEGE OF THE  
REDWOODS**

Pre-Service Training

Suspend judgement -be open!

Manage your participation

Take care of yourself

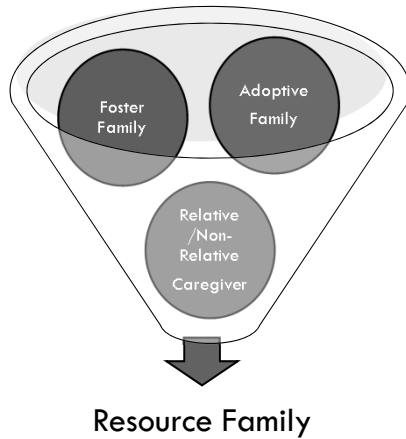


**2** Discussion of Group Agreements

How will we all work together during this training?

## Overview: Resource Family Approval

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- January 1, 2017 all California Counties changed the way we work with caregivers
- Aims to eliminate duplication, coordinate approval standards, and provide comprehensive assessments on all prospective resource families
- One time approval for fostering, legal guardianship, and/or adoption
- Enhances equity between relative/NREFM caregivers in supportive services and resources

## When Does Child Welfare Services Intervene with Children and Families?

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### □ SAFETY Concerns In Response to Life Stressors:

- Child Abuse & Neglect
- Domestic Violence
- In Utero Drug & Alcohol Exposure
- Parental Substance Abuse
- Parental Criminal Activity
- Caregiver Death
- Commercial Sexual Exploitation & Pornography
- Mental Illness\*
- Physical/Developmental Disability\*
- Homelessness & Poverty\*



# Understanding the Child Welfare Process

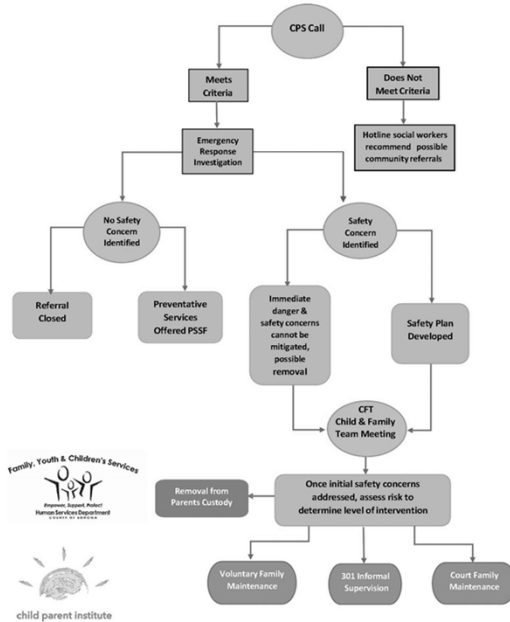


- 1. CPS Call
- 2. Meet Criteria?
- 3. Safety Concern Identified?
- 4. Child Family Team Meeting

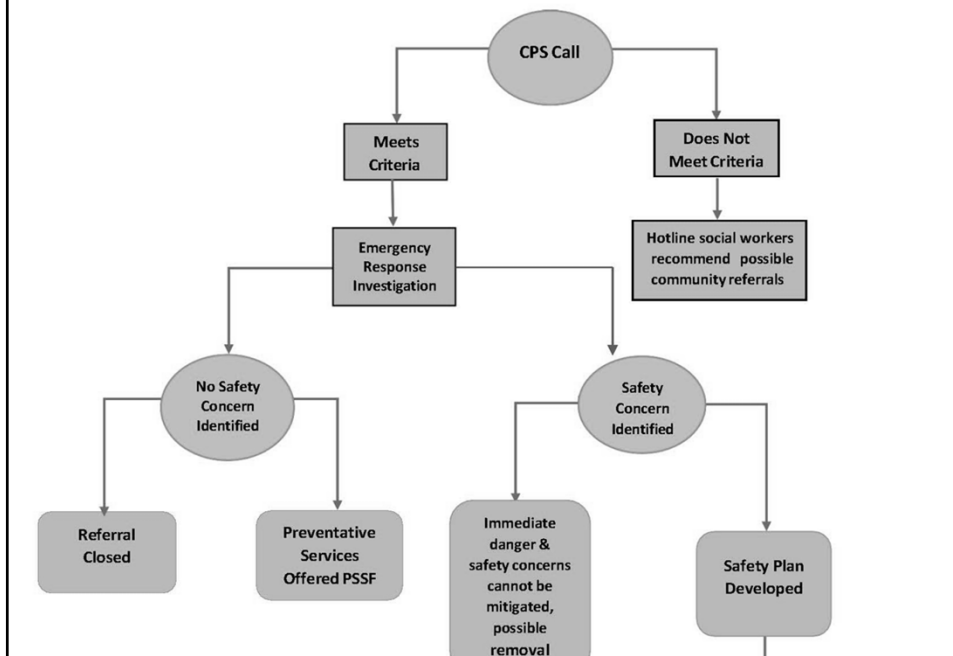
**\*Handout in packet**

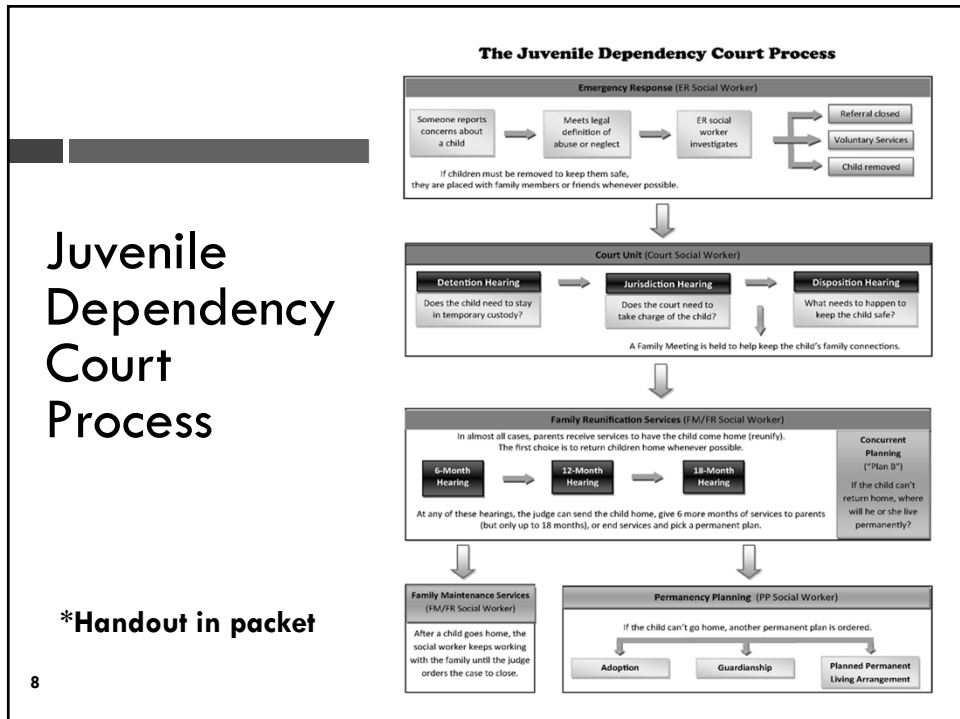
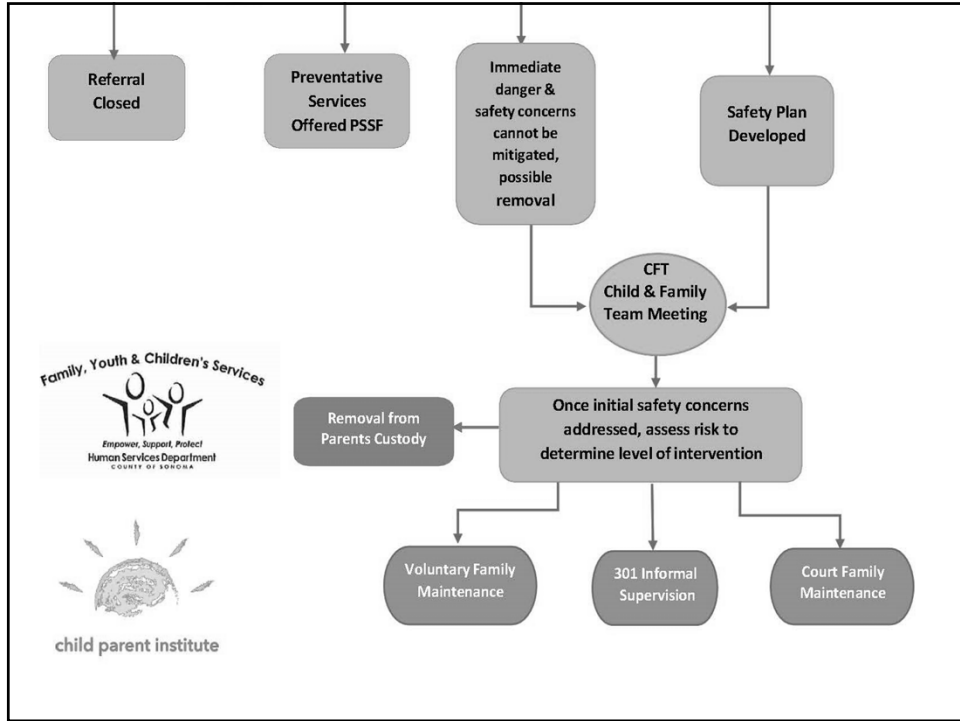
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## What Happens after a Call is made?

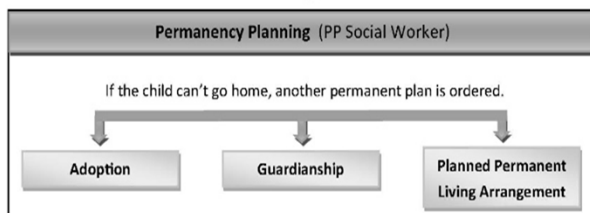
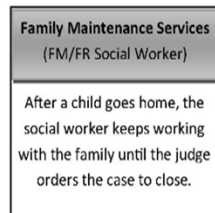
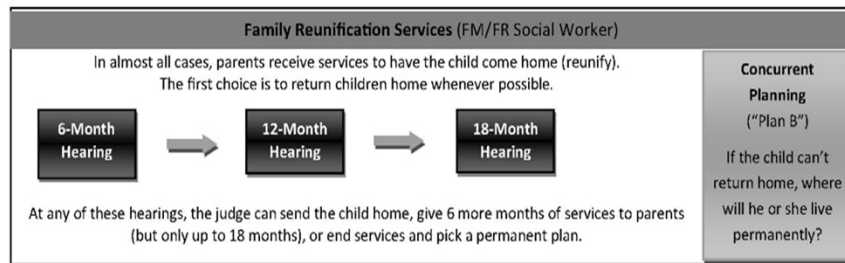
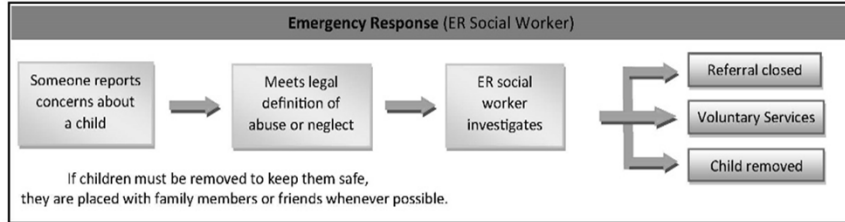


## What Happens after a Call is made?





### The Juvenile Dependency Court Process



# JV-290 Caregiver Information Form

- You may submit written information to the court
- Submit JV-290
  - Print or type clearly
  - Submit **original and 8 copies to the court**
  - Submit 5 calendar days before hearing
  - Info on: caregiver, agency, medical status, education, adjustment to living arrangements, social skills, interests, recommendation for disposition

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# JV-290 Caregiver Information Form

JV-290

SUPERIOR COURT OF CALIFORNIA, COUNTY OF STREET ADDRESS: MAILING ADDRESS: CITY AND ZIP CODE: BRANCH NAME:	FOR COURT USE ONLY
CHILD'S NAME: HEARING DATE AND TIME:	
<b>CAREGIVER INFORMATION FORM</b>	CASE NUMBER:

To the current caregiver, preadoptive parent, community care facility, or foster family agency caring for the child: You may submit written information to the court and you may attend review and permanency hearings. You may use this optional form to provide written information to the court. Please type or print clearly in ink and submit the original and eight copies of the form to the court clerk's office at least five calendar days (or seven calendar days if filing by mail) before the hearing. Be aware that other individuals involved in the case have access to this information. See form JV-290-INFO for instructions on how to complete this form and file it with the court.

1. a. Child's name: \_\_\_\_\_
- b. Child's date of birth: \_\_\_\_\_
- c. Child's age: \_\_\_\_\_
2. **Caregiver Information** (Answer only if you are a caregiver, skip #3.):
  - a. Name of caregiver: \_\_\_\_\_
  - b. Type of caregiver:
 

<input type="checkbox"/> Foster parent	<input type="checkbox"/> Relative	<input type="checkbox"/> Legal guardian	<input type="checkbox"/> Preadoptive parent
<input type="checkbox"/> Nonrelative extended family member	<input type="checkbox"/> Other (specify): _____		
  - c. The child has been living in my home for (specify): \_\_\_\_\_ years \_\_\_\_\_ months.





# Juvenile Probation



## A Different Kind of Challenge:

- ❑ Permanence for Teens
- ❑ Independent Living Skills
- ❑ Transition Age and Extended Resource Care

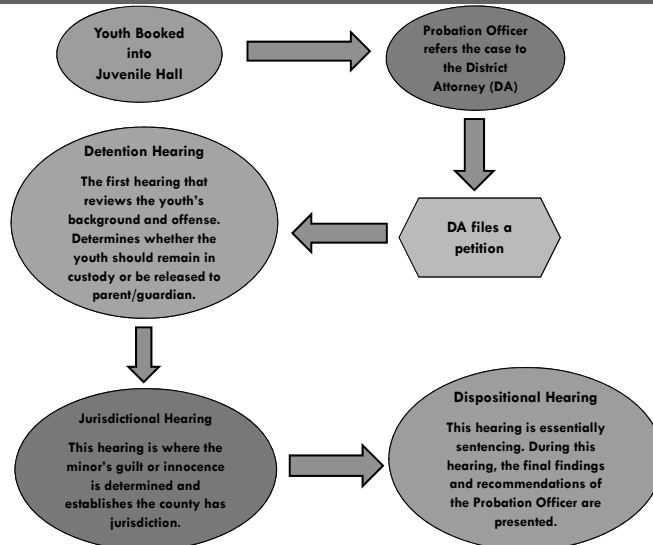
## No Pressure:

- ❑ Review files and interview the youth, take your time
- ❑ Youth is accountable to the Court and Probation Dept.
- ❑ Assigned Probation Office & On-call Probation Officer

1. No diapers to change.
2. We sleep through the night.
3. We'll move out sooner, but will come visit.
4. You don't just get a child, you get a friend.
5. We keep you up on the the latest fashions.
6. No more carpools, we can drive!
7. No bottles or burp rags required.
8. We can help you around the house.
9. We want to learn from you.
10. We're tech savvy.

# Juvenile Probation Flow

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## Del Norte Probation

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- **Lonnie Reyman** - Chief Probation Officer
- **Emily Johnson** - Juvenile Placement Officer
- Juvenile Probation (707) 464-7215 ext. 1758
- Juvenile Hall (707) 464-7243

### Hours of Operation

Probation Office: Monday – Friday

8:00am–noon and 1:00 P. M. –5:00 P.M.

Juvenile Hall: 7 days a week 7:00am –7:00pm

## Humboldt County Probation

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**Shaun Brenneman** - Chief Probation Officer

**Megan Gotcher** - Juvenile Division Director

2002 Harrison Ave., Eureka, CA 95501

(707) 445-7401      FX: 707.443.7139

### Hours of Operation

□ Monday - Friday

8:00 a.m. – Noon and 1:00 p.m. - 4:30 p.m.

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**THE GOAL OF CHILD WELFARE IS TO ACHIEVE:**



**Safety**  
**Permanency**  
**Well-Being**



**FOR ALL CHILDREN & FAMILIES**



WELLBEING4LIFE

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## Safety, Permanency, & Well-being

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### □ Safety:

Offers children and families a safe environment to heal, grow & develop in order to achieve reunification

### □ Permanency:

Attempts to restabilize families & return children home

Provides caring and supportive relationships to children and youth during time of removal and placement

Allows children and youth the opportunity for permanent life long connections through legal guardianship or adoption

### □ Well-being:

Provides for the physical, mental, social/emotional, spiritual, developmental & educational needs of children & youth during their time in placement



## Resource Family Support of Safety, Permanency & Well-being

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- Protecting and nurturing a child to relearn trust with an adult care provider
- Supporting the ongoing relationships between children & their birth families
- Advocating for supportive services to meet the developmental needs of children
- Providing lifelong support & care to children
- Working as member of professional team

# Lifel♥ng

# Competencies of Resource Families

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## Activity:

- Protecting and nurturing children.
- Meeting developmental needs and addressing developmental delays.
- Supporting relationships between children and their birth families.
- Connecting children to safe nurturing relationships intended to last a lifetime.
- Working as a member of a professional team.



## 1. Protecting and Nurturing

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1. Accepts placements of foster children and youth with abuse/neglect histories and works to learn and understand the impact of that history on the youth's emotions and behaviors.
2. Uses discretion in accepting placements in order to promote placement stability and minimize placement changes.
3. Cooperates with and promotes keeping siblings in the same placement.
4. Uses discretion in sharing information about foster youth placed in their home, within the guidelines established by the Foster Parent's Bill of Rights.
5. Works to protect the feelings of the foster child by speaking positively about all members of the Family Support Team.
6. Works with the other Family Support Team members to determine what negative information is appropriate to be shared with the foster youth and when.
7. Works diligently to provide the child with opportunities for participation in tutoring, therapy, extracurricular activities, community events, and church which offer the child the opportunity to grow and develop in cognitive and interpersonal skills,
8. Learns and applies appropriate and consistent parenting to include both nurturing activities and disciplinary techniques

**2.****Meeting Developmental Needs and Addressing Developmental Delays**

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1. Makes and keeps all medical, psychiatric, counseling, dental, and rehabilitation.
2. Requests necessary diagnostic evaluations and once diagnoses are identified, learns about the condition and course of the diagnosed conditions.
3. If needed, maintains contact with the therapist on a regular basis for each foster child placed in the home and participates in the therapy if requested by the therapist.
4. Requests additional therapy and reports additional concerns to the Family Support Team when the need arises.
5. Knows, understands, and follows the treatment plan developed by the therapist for each foster child and assists in the development if requested.
6. Documents both positive and negative examples of the foster child's behaviors at home and at school and provides the documentation to the worker and Family Support Team
7. Takes an active role in the school serving as the foster child's educational advocate.
8. Works with the biological family to help them understand and meet the special needs of the foster child including but not limited to:

**3.****Supporting Relationships Between Children and their Birth Families**

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1. Cooperates with the family and sibling visitation plan by working with all members of the Family Support Team and other resource parents involved in developing a visitation plan that considers the needs of all parties.
2. Supervises visitation between the foster child and family/siblings when necessary or requested.
3. Is respectful of the birth family by speaking about and to the birth family kindly and respectfully.
4. Works with the therapist regarding the most appropriate methods to provide difficult information regarding the parents and/or the case to the foster child.
5. Provides mentoring to the birth family to help work toward reunification.
6. Provides transportation to and from visitation with the family as needed.
7. Assists the birth family in identifying community resources, which may be useful to them in meeting their children's needs once the foster child has transitioned back home.
8. Keeps birth family informed of all appointments and school functions and invites them to these as appropriate.
9. Provides the birth family with photographs, drawings, and other souvenirs, which encourage their belief in their ongoing importance in the children's lives.

## 4. Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime

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1. Starts and maintains a life book on each child in their care to be sent with the child when they move or return home.
2. Works to develop for and with the foster child an understanding of their cultural and familial heritage, and encourages the foster child to participate in activities which help them develop their individual identities.
3. Finds opportunities for the foster child to participate in activities in the community, school, church, etc.
4. Supports the foster child's involvement in activities outside of the foster home by attending, photographing, promoting, and encouraging the foster child as he/she interacts with the larger community.
5. Supports transitions into permanent settings such as offering permanency, helping to support adoptive placement, kinship/relative placement, reunification, or an independent living arrangement by extending friendship, information, resources, and support to the other family/resource throughout the process of transition and as a support once the transition is complete.

## 5. Working as a Member of a Professional Team

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1. Attends Family Support Team Meetings and/or provides written report on the foster child to include information on the child's positive and negative behaviors, accomplishments, developmental needs, any services the resource provider believes are necessary which are not currently provided, and any reports on interactions observed between the foster youth and his/her parents, other service providers, and any other significant information.
2. Knows and follows the Human Service Agency's policies and procedures and requests clarification or explanation of policies and procedures which are unclear to the resource provider.
3. Supports the case plan developed by the Family Support Team even if they are not in agreement with the plan including but not limited to facilitating visits and appointments.
4. Expresses their concerns regarding the case plan with the child's worker and during team meetings and understands the Human Service's Department's grievance process to challenge decisions of the Family Support Team.
5. Keeps the social worker informed of all the foster child's activities.
6. **Allows items purchased for the foster child to go with the child when they move or return home (including gifts, clothing, money earned). This also includes items the child had in their possession when they arrived in care.**
7. Provides or makes arrangements for transportation for the foster child as needed

## The Annie E. Casey Foundation – Family to Family Initiative

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*"There are people  
out there  
that care"*

## North Coast Resource Families

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- Are valued & respected members of a child-centered team
- Partner with birth families when possible & maintaining the child's connections
- Provide nurturing, developmental age-appropriate parenting by utilizing available support & training
- Support the child's transitions with a goal toward permanency, including a willingness to expand their family to include the child for as long as needed





## What is Concurrent Planning?

- Considering all reasonable options for permanency at the earliest possible point following a child's entry into foster care
- Supporting the primary plan of reunification with the birth family while planning for alternate secondary permanent options
- Avoiding "Foster Care Drift"



## Concurrent Planning: Primary & Secondary Goals

- Reunification with Birth Parent(s): Primary Goal
- Alternate Options for Permanency through Resource Family Providers: Secondary Goal
  - Adoption
  - Legal Guardianship



## Types of Permanency

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### Legal Permanency

- Reunification
- Adoption
- Legal Guardianship
- Kinship Care



### Emotional Permanency

- Someone to trust
- Someone to call on when in need of help
- Someone to visit during the holidays
- Someone to provide guidance and support

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"A family to  
me is..."

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## Activity

**Case Vignette: Concurrent Planning****Case Vignette: Concurrent Planning**

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**Presenting Information**

Roberto is a 4 year old boy removed from his home due to general neglect. During the initial conversation with the child welfare social worker she states that Roberto was found home alone after a concerned neighbor contacted the child abuse hotline. You are told Roberto was found in a really bad condition—clothing too small for him, unclean with soiled underpants. The home that Roberto was living in had large piles of garbage, no running water or heat. You ask about Roberto's parents and are told that Roberto's mother is currently incarcerated and his father's whereabouts are unknown.

**Concurrent Plan:**

Roberto's social worker is taking the steps to locate relatives as a concurrent plan for permanency. Roberto has been placed in your care for 3 months and he is beginning to adjust to your family. He begins to form a connection to you and begins to call you mom. Roberto is beginning to bathe every other day, and is doing better with not having "accidents". During these three months, you are informed that mom is serving a 6 month term for prostitution. Today, you receive a call from the social worker stating that Roberto's mom has been released from jail and that reunification services will begin. You are scheduled to meet Roberto's mother at the first supervised visit.

## POLL QUESTIONS

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1. Do you have any concerns with the plan for Roberto to be returned to his mother? If so, what are they?
2. Would you be able to support the reunification plan despite the above stated neglect?
3. What are some healthy ways of coping with strong feelings towards birth parents during the concurrent planning process?

## Visitation Practice Model

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- Visitation is the most significant predictor of reunification & needs to be supported
- Visits are court ordered
- Visits are intended to preserve a child's emotional connections with:
  - Biological Parents
  - Siblings
  - Extended Family Members
  - Other Significant Persons and/or Affiliations
- The Child Welfare System encourages appropriate relationship building between Resource Families and biological families, one of these processes is called a "Meet & Greet"



## Visitation Practice Model

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### □ Visitation Practice Model accounts for all forms of contact:

- Face to Face
- Phone
- Web Chats (for example FaceTime or Skype)
- Letters
- Audio Recordings
- Attendance at familial, religious or cultural events



### □ Visits Range According to Needs of Birth Families:

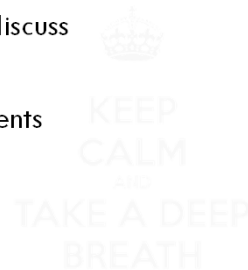
- Supervised
- Unsupervised

## Preparing for Visits

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### □ What You Should Know As A Resource Parent:

- It is normal for children's mood and behavior to change **BEFORE, DURING** and **FOLLOWING** a scheduled visit
- Birth Parents also have reactions to scheduled visits
- These changes are not a reason to stop visits—discuss your concerns with the assigned social worker
- Never allow your personal feelings and judgments to interfere with a child's visitation plan



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**Activity:****Case Vignette on Visitation****Case Vignette: Visitation**

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**Presenting Information:**

Michelle is a 7 year old girl removed from her mother due to physical abuse. Michelle and her school friends were doing cartwheels on the playground and one of the girls observed that Michelle had purple bruises on her back. She immediately told their teacher Mrs. Jones. Mrs. Jones then asked Michelle how everything was going on at home to which she replied she is always in trouble. As a mandated reporter Mrs. Jones makes a report to the CPS hotline. The CPS investigation concludes that Michelle's mother's boyfriend has in fact physically abused Michelle over the course of the last year. He is ordered not to reside in the home.

**Concurrent Plan:**

Michelle has been placed in your care for 5 months and her mother is cooperating with the reunification services, which includes complying with a restraining order against her ex-boyfriend.

As part of the ongoing reunification services, you have been transporting Michelle to and from supervised visits with her mother at the local Family Resource Center. Michelle has always looked forward to her supervised visits with her mother and you have been very impressed with her mother's consistency with the visitation plan.

Michelle and her mother have transitioned to unsupervised visits. You notice that after the first unsupervised visit Michelle is no longer excited about her visits with her mother. Michelle appears really anxious and worried. You ask Michelle how she is feeling and Michelle begins to cry and discloses that her mommy made her promise that she would not tell anyone about her boyfriend moving back in. You are scheduled to drop off Michelle for a visit with her mother tomorrow afternoon.

## QUESTIONS TO DISCUSS

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1. What safety concerns would you have in response to Michelle's disclosure?
2. How would you handle Michelle's disclosure and upcoming unsupervised visit?
3. The department has reordered supervised visitation. Michelle feels really guilty and fears her mother is mad at her. How can you support both Michelle and Mom during this transition?

## Members of the Professional Team

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Activity:



## Professional Team Participating in Child & Family Team (CFT) Meetings

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### Approved Members of the Professional Team:

- Child Welfare Social Workers
- Biological Parent(s) – Unless Mandated Otherwise
- Assigned Medical Professionals
- Assigned CASA Worker  
(Court appointed Special Advocate)
- Child’s Teacher & Other Pertinent School Personnel
- Additional Service providers Identified in Service Plan

## Confidentiality

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### □ Understanding Your Legal & Ethical Obligation for Confidentiality:

- Information about the **child AND birth family** must be held in strict confidence
- Sharing of confidential information is allowed among members of the professional team within reasonable limits & **when relevant to their role**
- Sharing of confidential information should always be handled with a **constructive purpose benefiting the safety and well-being of the child**







## Breach or No Breach



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1. A resource parent is standing in line at the grocery store and the woman behind her says that the child that is with her is cute. The resource parent replies, "Oh, she is my foster daughter".
2. A resource parent loudly complains to their social worker in a public setting about a bio parent's behavior, not realizing that the child's grandfather is employed there.
3. A resource parent is at a support group meeting with other resource families and discusses the problems that she has been having with their foster child. The foster parent uses the child's first name but does not give any other identifying information.
4. You are at a community event and the newspaper photographer has taken your foster child's picture. You then sign a release for the child's picture to be displayed in the newspaper.
5. You are friends with your next-door neighbor and they know you are becoming a resource family. You have a child placed in your home for several months and you are frustrated with the lack of progress the biological family is making. While your neighbor is at your house, you begin to tell your neighbor about the child and the abuse they sustained. You also relay the progress or lack of progress that the parents are making and that you hope that the department moves toward adoption for the child very quickly.
6. You and all of your friends are on Facebook every night discussing the details of your day. You post pictures of your children (including your foster children on your wall) showing that you all went to the zoo that day.

### The Annie E. Casey Foundation – Family to Family Initiative

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"I'm going to  
make it"

## Foster and Kinship Care Education Program

**WE JUST WANT TO SAY...  
THANK YOU!**

**Website:** [www.redwoods.edu/foster](http://www.redwoods.edu/foster)

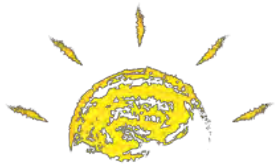
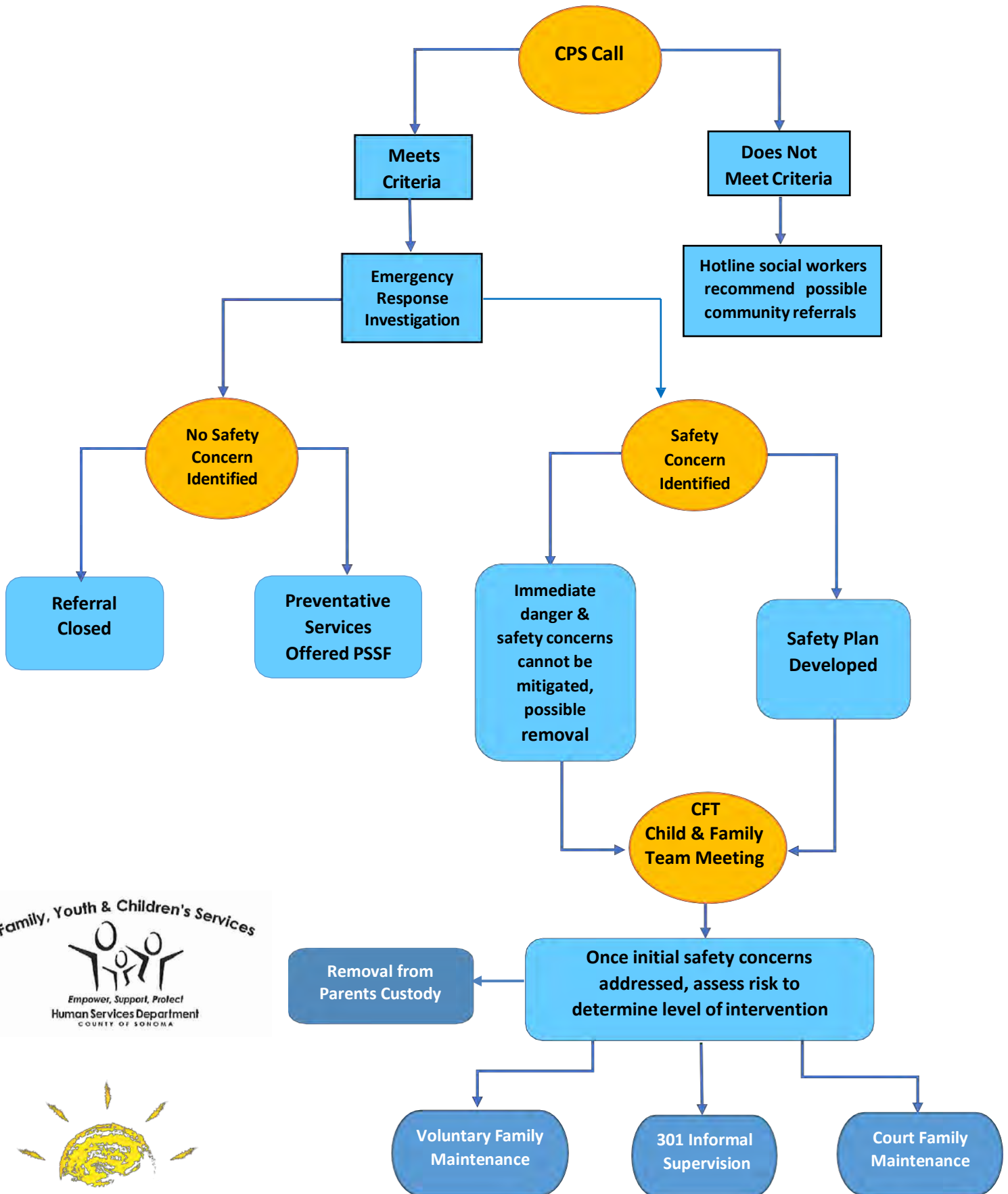
**Facebook:** Foster/Kinship Care Education Program-  
College of the Redwoods

**Phone:** (707) 476-4455

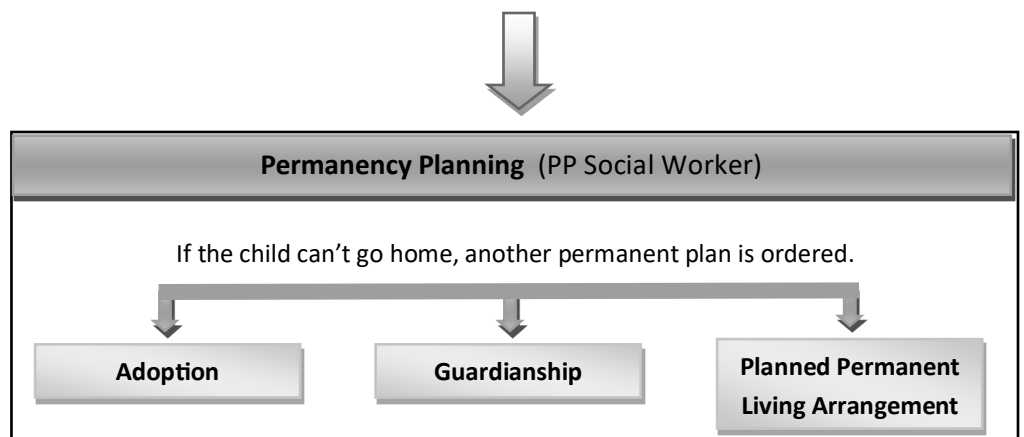
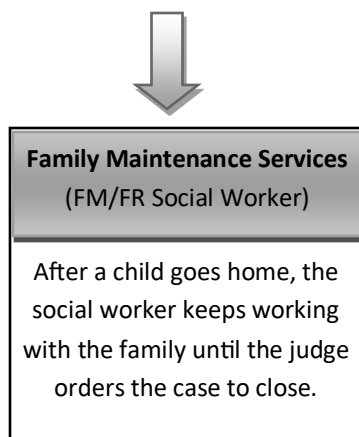
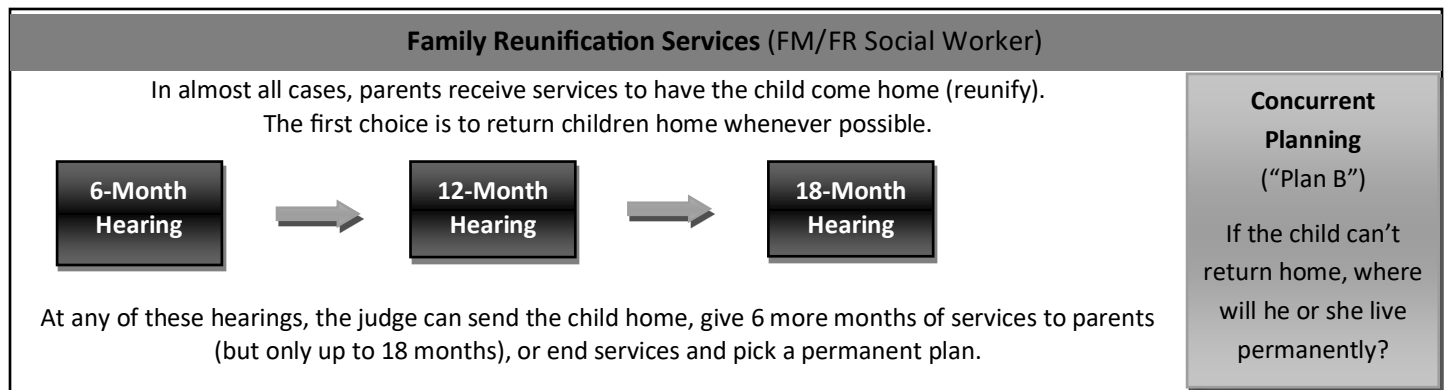
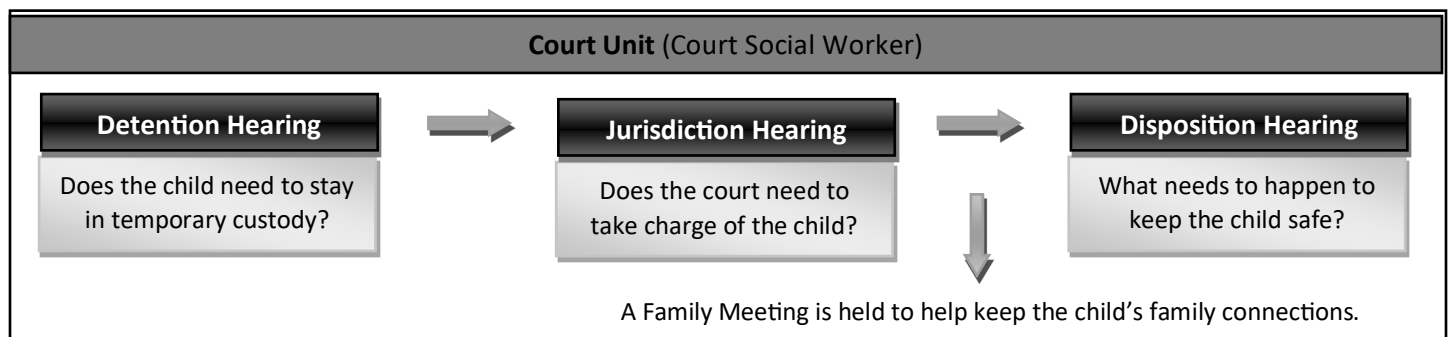
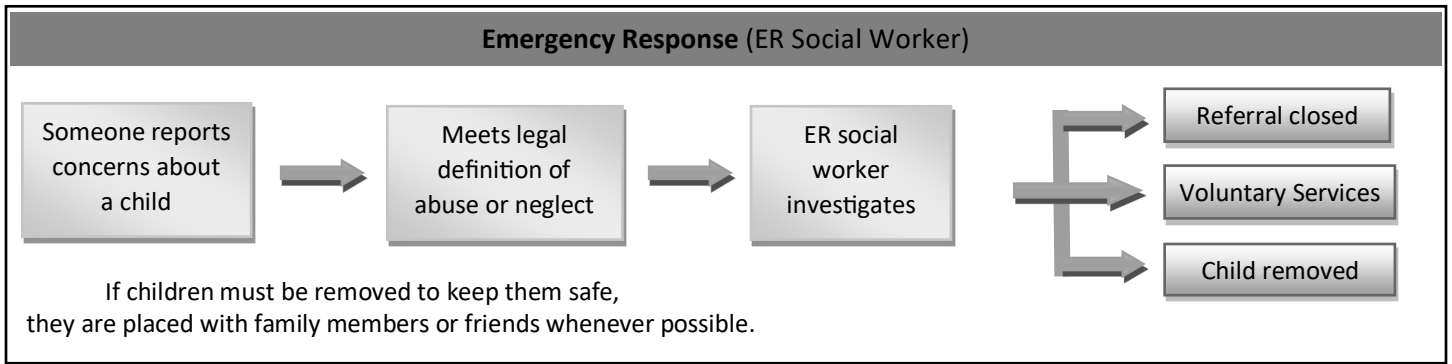
**Email:** [foster-kinship@redwoods.edu](mailto:foster-kinship@redwoods.edu)



# What Happens after a Call is made?



# The Juvenile Dependency Court Process





CHILD'S NAME:	CASE NUMBER:
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**5. Current Status of Child's Education**

- a.  There is no new or additional information since the last court hearing.
- b.  There is new or additional information since the last court hearing, as follows (*do not include the names of schools*):

**6. Child's Special Education Status**

- a.  The child is a special education student. Date of last Individualized Education Plan (IEP):
- b.  The child is not a special education student.
- c.  I do not know the child's special education status.

**7. Current Status of Child's Adjustment to Living Arrangement**

- a.  There is no new or additional information since the last court hearing.
- b.  There is new or additional information since the last court hearing, as follows:

**8. Current Status of Child's Social Skills and Peer Relationships**

- a.  There is no new or additional information since the last court hearing.
- b.  There is new or additional information since the last court hearing, as follows:

**9. Current Status of Child's Special Interests and Activities**

- a.  There is no new or additional information since the last court hearing.
- b.  There is new or additional information since the last court hearing, as follows:

**10. Other Helpful Information**

- a.  There is no new or additional information since the last court hearing.
- b.  There is new or additional information since the last court hearing, as follows:

**11. Recommendation for Disposition (*Outcome*)**

- a.  I have no recommendation for disposition (*outcome*).
- b.  I am recommending the following disposition (*outcome*):

12.  If you need more space to respond to any section on this form, please check this box and attach additional pages.  
 Number of pages attached: \_\_\_\_\_

Date:

(TYPE OR PRINT NAME)	▶	(SIGNATURE OF CAREGIVER OR FACILITY/AGENCY STAFF PERSON WHO HAS COMPLETED THIS FORM)
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# **Competencies of Resource Families**

## **COMPETENCY 1:**

### **Protecting and Nurturing**

1. Accepts placements of foster children and youth with abuse/neglect histories and works to learn and understand the impact of that history on the youth's emotions and behaviors.
2. Uses discretion in accepting placements in order to promote placement stability and minimize placement changes.
3. Cooperates with and promotes keeping siblings in the same placement.
4. Uses discretion in sharing information about foster youth placed in their home, within the guidelines established by the Foster Parent's Bill of Rights.
5. Works to protect the feelings of the foster child by speaking positively about all members of the Family Support Team.
6. Works with the other Family Support Team members to determine what negative information is appropriate to be shared with the foster youth and when.
7. Works diligently to provide the child with opportunities for participation in tutoring, therapy, extracurricular activities, community events, and church which offer the child the opportunity to grow and develop in cognitive and interpersonal skills,
8. Learns and applies appropriate and consistent parenting to include both nurturing activities and disciplinary techniques



## **Competencies of Resource Families**

### **COMPETENCY 2:**

#### **Meeting Developmental Needs and Addressing Developmental Delays**

1. Makes and keeps all medical, psychiatric, counseling, dental, and rehabilitation appointments including all required and emergency appointments, or requests timely assistance from the foster youth's case worker for appointments which cannot be kept by the resource provider.
2. Requests necessary diagnostic evaluations and once diagnoses are identified, learns about the condition and course of the diagnosed conditions and enlists the help of medical and psychiatric professionals to address the conditions identified.
3. If needed, maintains contact with the therapist on a regular basis for each foster child placed in the home and participates in the therapy if requested by the therapist.
4. Requests additional therapy and reports additional concerns to the Family Support Team when the need arises.
5. Knows, understands, and follows the treatment plan developed by the therapist for each foster child and assists in the development if requested.
6. Documents both positive and negative examples of the foster child's behaviors at home and at school and provides the documentation to the worker and Family Support Team
7. Takes an active role in the school serving as the foster child's educational advocate, including requesting evaluation for an Individual Education Plan (IEP) if necessary, attending all IEP meetings, collecting report cards and other performance indicators, providing copies of the documents to the social worker for the child's case file.
8. Works with the biological family to help them understand and meet the special needs of the foster child including but not limited to: Shares information about the foster youth's developmental and educational progress. Invites the birth family (if appropriate) to participate in school programs, back to school nights, award assemblies and teacher's conferences.

## **Competencies of Resource Families**

### **COMPETENCY 3:**

#### **Supporting Relationships between Children and their Birth Families**

1. Cooperates with the family and sibling visitation plan by working with all members of the Family Support Team and other resource parents involved in developing a visitation plan that considers the needs of all parties.
2. Supervises visitation between the foster child and family/siblings when necessary or requested.
3. Is respectful of the birth family by speaking about and to the birth family kindly and respectfully.
4. Works with the therapist regarding the most appropriate methods to provide difficult information regarding the parents and/or the case to the foster child.
5. Provides mentoring to the birth family to help work toward reunification.
6. Provides transportation to and from visitation with the family as needed.
7. Assists the birth family in identifying community resources, which may be useful to them in meeting their children's needs once the foster child has transitioned back home.
8. Keeps birth family informed of all appointments and school functions and invites them to these as appropriate.
9. Provides the birth family with photographs, drawings, and other souvenirs, which encourage their belief in their ongoing importance in the children's lives.

## **Competencies of Resource Families**

### **COMPETENCY 4:**

#### **Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime**

1. Starts and maintains a life book on each child in their care to be sent with the child when they move or return home.
2. Works to develop for and with the foster child an understanding of their cultural and familial heritage, and encourages the foster child to participate in activities which help them develop their individual identities.
3. Finds opportunities for the foster child to participate in activities in the community, school, church, etc.
4. Supports the foster child's involvement in activities outside of the foster home by attending, photographing, promoting, and encouraging the foster child as he/she interacts with the larger community.
5. Supports transitions into permanent settings such as offering permanency, helping to support adoptive placement, kinship/relative placement, reunification, or an independent living arrangement by extending friendship, information, resources, and support to the other family/resource throughout the process of transition and as a support once the transition is complete.

## **Competencies of Resource Families**

### **COMPETENCY 5:**

#### **Working as a member of a professional team**

1. Attends Family Support Team Meetings and/or provides written report on the foster child to include information on the child's positive and negative behaviors, accomplishments, developmental needs, any services the resource provider believes are necessary which are not currently provided, and any reports on interactions observed between the foster youth and his/her parents, other service providers, and any other significant information.
2. Knows and follows the Human Service Agency's policies and procedures and requests clarification or explanation of policies and procedures, which are unclear to the resource provider.
3. Supports the case plan developed by the Family Support Team even if they are not in agreement with the plan including but not limited to facilitating visits and appointments.
4. Expresses their concerns regarding the case plan with the child's worker and during team meetings and understands the Human Service's Department's grievance process to challenge decisions of the Family Support Team.
5. Keeps the social worker informed of all the foster child's activities.
6. Allows items purchased for the foster child to go with the child when they move or return home.
7. Provides or arranges for transportation for the foster child as needed.



# CONFIDENTIALITY

## Breach or No Breach Activity



1. A resource parent is standing in line at the grocery store and the woman behind her says that the child that is with her is cute. The resource parent replies, "Oh, she is my foster daughter".
2. A resource parent loudly complains to their social worker in a public setting about a bio parent's behavior, not realizing that the child's grandfather is employed there.
3. A resource parent is at a support group meeting with other resource families and discusses the problems that she has been having with their foster child. The foster parent uses the child's first name but does not give any other identifying information.
4. You are at a community event and the newspaper photographer has taken your foster child's picture. You then sign a release for the child's picture to be displayed in the newspaper.
5. You are friends with your next-door neighbor and they know you are becoming a resource family. You have a child placed in your home for several months and you are frustrated with the lack of progress the biological family is making. While your neighbor is at your house, you begin to tell your neighbor about the child and the abuse they sustained. You also relay the progress or lack of progress that the parents are making and that you hope that the department moves toward adoption for the child very quickly.
6. You and all of you friends are on Facebook every night discussing the details of your day. You post pictures of your children (including your foster children on your wall) showing that you all went to the zoo that day.

## Acronyms

### A

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AAP	Adoption Assistance Program
AB	Assembly Bill
ACA	Affordable Care Act
ACF	Administration for Children and Families
ACL	All County Letter
AFDC	Aid to Families with Dependent Children
AFDC-FC	Aid to Families with Dependent Children - Foster Care
APD	Adult Programs Division
APS	Adult Protective Services
AR/CO	Annual Reporting/Child Only
AU	Assistance Unit

### C

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CalHEERS	California Healthcare Eligibility, Enrollment and Retention System
CalWIN	California Work Opportunity and Responsibility to Kids Information Network
CalWORKs	California Work Opportunity and Responsibility to Kids
CAPI	Cash Assistance Program for Immigrants
CAPIT	Child Abuse Prevention, Intervention and Treatment
CAPP	California Partners for Permanency
CAPTA	Child Abuse Prevention and Treatment Act
CBCAP	Community-Based Child Abuse Prevention
CCC	California Community Colleges
CCI	Coordinated Care Initiative
CCL	Community Care Licensing
CCR	Continuum of Care Reform
CDE	California Department of Education
CDPH	California Department of Public Health
CDSS	California Department of Social Services
CECRIS	County Expense Claim Reporting Information System
CFAP	California Food Assistance Program
CFCO	Community First Choice Option
CFL	County Fiscal Letter
CFR	Code of Federal Regulations
C-IV	Consortium-IV
CMIPS	Case Management, Information and Payrolling System
CMS	Centers for Medicare and Medicaid Services
CNI	California Necessities Index
COLA	Cost-of-Living Adjustment
CPI	Consumer Price Index
CWD	County Welfare Department
CSEC	Commercially Sexually Exploited Children

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## Acronyms

CWDA	County Welfare Directors Association
CWS	Child Welfare Services
CWS/CMS	Child Welfare Services/Case Management System
CWS-NS	Child Welfare Services - New System

### D

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DACA	Deferred Action for Childhood Arrivals
DAPA	Deferred Action for Parents of Americans and Lawful Permanent Residents
DDS	Department of Developmental Services
DGS	Department of General Services
DHCS	Department of Health Care Services
DHHS	Department of Health and Human Services
DOF	Department of Finance
DOJ	Department of Justice

### E

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EBT	Electronic Benefit Transfer
EDD	Employment Development Department
EID	Earned Income Disregard
ER	Emergency Response
ERA	Emergency Response Assessment
ETV	Education and Training Vouchers

### F

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FBI	Federal Bureau of Investigation
FC	Foster Care
Fed-GAP	Federal Kinship Guardianship Assistance Payment
FFP	Federal Financial Participation
FFY	Federal Fiscal Year
FLSA	Fair Labor Standards Act
FM	Family Maintenance
FMAP	Federal Medical Assistance Percentage
FNS	Food and Nutrition Service of the United States Department of Agriculture
FPL	Federal Poverty Level
FR	Family Reunification
FTB	Franchise Tax Board
FTE	Full Time Equivalent
FY	Fiscal Year

### G

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GF	State General Fund
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## Acronyms

### I

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IEVS	Income Eligibility Verification System
IHSS	In-Home Supportive Services
ILP	Independent Living Program
IPW	Independence Plus Waiver
IT	Information Technology

### K

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Kin-GAP	Kinship Guardianship Assistance Payment
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### L

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LEADER	Los Angeles Eligibility, Automated Determination, Evaluation and Reporting
LIHEAP	Low Income Home Energy Assistance Program
LLC	Limited Liability Company
LRF	Local Revenue Fund
LRS	Los Angeles Eligibility, Automated Determination, Evaluation and Reporting Replacement System

### M

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M&O	Maintenance and Operations
MAP	Maximum Aid Payment
MEDS	Medi-Cal Eligibility Determination System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding

### N

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NOA	Notice of Action
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### O

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OCAP	Office of Child Abuse Prevention
OIG	Office of the Inspector General
OSHPD	Office of Statewide Health Planning and Development
OSI	Office of Systems Integration
OCAT	Online CalWORKs Appraisal Tool

### P

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PB	Prospective Budgeting
PCAB	Proposed County Administrative Budget
PCSP	Personal Care Services Program
PL	Public Law
PP	Permanent Placement
PSSF	Promoting Safe and Stable Families

### Q

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QA	Quality Assurance
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## Acronyms

QR Quarterly Reporting

### R

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RADEP Research and Development Enterprise Project  
RCA Refugee Cash Assistance  
RMR Regional Market Rate  
RNE Recent Noncitizen Entrants

### S

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SAR Semiannual Reporting  
SAWS Statewide Automated Welfare System  
SB Senate Bill  
SCI Specialized Care Increment  
SCO State Controller's Office  
SEFAP State Emergency Food Assistance Program  
SFIS Statewide Fingerprint Imaging System  
SNAP Supplemental Nutrition Assistance Program  
SNAP-Ed Supplemental Nutrition Assistance Program - Education  
SPMP Skilled Professional Medical Personnel  
SSA Social Security Administration  
SSI Supplemental Security Income  
SSI/SSP Supplemental Security Income/State Supplementary Payment  
SSP State Supplementary Payment  
SUAS State Utility Assistance Subsidy

### T

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TANF Temporary Assistance to Needy Families  
TCVAP Trafficking and Crime Victims Assistance Program  
TEFAP The Emergency Food Assistance Program

### U

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UC University of California  
UCLA University of California - Los Angeles  
USDA United States Department of Agriculture

### W

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W&IC Welfare and Institutions Code  
WCDS Welfare Client Data System  
WDTIP Welfare Data Tracking Implementation Project  
WINS Work Incentive Nutritional Supplement  
WPR Work Participation Rate  
WTW Welfare-to-Work