


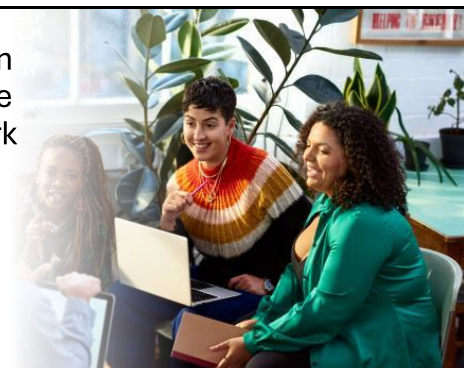
# Introduction to Resource Family Work

CWS3101W



VIRGINIA DEPARTMENT OF SOCIAL SERVICES

LTD Local Training and Development



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Meet your Trainers

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# Introductions

Name & position

How long have you worked in the Resource Family Program?

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## Class Course Structure



Two consecutive days  
3-hour classes  
Transfer-of-Learning (TOL) after class  
Survey completed at the end of class

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## Day 1 Agenda

Introduction  
Overview  
Kin-First Culture  
Recruitment  
Transfer-of-Learning post-class assignment




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## Learner Materials/ TOLs

- Learner Materials
- Resources
- Transfer-of-Learning Day 1



<https://fusion.dss.virginia.gov/wds/LTD-Home/Learner-Materials>

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## Learner Handout

Bookmark table of contents

**CWS3101W Introduction to Resource Family Work**

**LEARNER HANDOUTS**

List of handouts and resources

- A-1 Course objectives and caseworker competencies
- B-1 Strength-Based Child Welfare Work and Experiences
- B-2 Training Requirements for Resource Family Staff
- B-3 NTDC Expanding Your Parenting Paradigm course highlights
- C-1 Improving Recruitment Outcomes
- D-1 Data-Driven Recruitment: Key Data Elements on Foster and Adoptive Families
- G-1 Virginia's Foster Families Highway & Family Match
- H-1 The Essential Elements of Trauma-Informed Parenting
- I-2 Self-Assessment Tool
- I-3 Virginia NTDC outline
- J-1 Resource Family Tip Sheet: Respite Care

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## Course Objectives

1. Employ a best practice framework model to recruit and retain resource families.
2. Implement a program to prioritize kin-first culture and prioritize placement with kin when safe and appropriate.
3. Facilitate the use of the National Development Training Curriculum materials to train and assess prospective resource families.

Handout A-1

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## Overview

Overview of Resource Family Program

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## Responsibilities of home finding include:

- Integrating a model of Recruitment/Development/Support throughout the agency
- Using standardized processes and forms
- Assessing and engaging applicants
- Demonstrating cultural competence
- Conducting effective interviews




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## Resource Family Program Required classes

### Training Requirements for Resource Family Staff

Name: \_\_\_\_\_ Start Date: \_\_\_\_\_

The following on-line courses will be required to be completed within the first three (3) weeks of employment. \*These courses are **prerequisites** for many other courses including CWS1000W Resource Family New Worker Guidance Training with COMPASS (Prerequisite Learning denoted by CWS1000W).

COURSE	Resource Family Program Staff Completion Date
CWS1002 Exploring Child Welfare - online	
CWS1003 Recognizing and Reporting Child Abuse and Neglect - Mandatory Reporter Training - online	

The following **Online and Instructor Led** courses will be required to be completed no later than within the first 6 months of employment.

COURSE	Resource Family Program Staff Completion Date
CWS1000W Resource Family New Worker Guidance with COMPASS/OASIS Virtual Learning Lab (Prerequisite: CWS1002, CWS1003)	
CWS1010W Introduction to PRIDE Model (Prerequisite: CWS1002, CWS1003)	
CWS1010W Mutual Family Assessment (Prerequisite: CWS1002, CWS1003)	
CWS1000W Family Search and Engagement - online (Prerequisite: CWS1002, CWS1003, CWS1010W)	
CWS1000W Kinship Care in Virginia (Prerequisite: CWS1002, CWS1003, CWS1010W, CWS1000W)	

Handout B-2

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## Overview of Framework

### Recruitment, Development and Support of Resource Families Best Practice Framework<sup>1</sup>

"To you want to successfully recruit, assess, and partner with resource families, you must take good."

This document is not intended to be prescriptive, instead it is intended to provide a framework for assessing the effectiveness of practices that other agencies implement. Overall, the document describes what a resource family is, the role of the resource family, and the role of the resource family in the child welfare system. It also describes the role of the resource family in the child welfare system, and the role of the resource family in the child welfare system.

The term "resource family" describes all the types of families that use the children who most often in resource families are from different backgrounds and cultures.

#### Virginia Children's Services Practice Model

All tasks related to recruitment, development and support of resource families must be grounded in Virginia Children's Services Practice Model<sup>2</sup>.

- We believe that all children and adolescents deserve to be safe.
- We believe in family, child, and youth-driven practices.
- We believe that children do their best when in families.
- We believe that all children and youth need and deserve a permanent family.
- We believe in partnering with others to support child and family success in a system that is family-focused, child-centered, and community-based.
- We believe that how we do our work is as important as the work we do.



<sup>1</sup>Adapted from "Recruiting and Retaining Resource Families: Best Practices for Child Welfare Agencies" (National Children's Advocacy Center, 2010).  
<sup>2</sup>Virginia Children's Services Practice Model (Virginia Children's Services, 2010).  
<sup>3</sup>Virginia Children's Services Practice Model (Virginia Children's Services, 2010).  
<sup>4</sup>Virginia Children's Services Practice Model (Virginia Children's Services, 2010).

Resource

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## Key components

**1. Recruiting Resource Families:** Recruitment of resource families prioritizes relative identification and child-specific recruitment; regarding prospective families in the community, maximizing targeted recruitment is preferred with minimal general recruitment.

**2. Resource Family Development:** We embrace a kin-first culture along with a philosophy of "Selecting In" versus "Screening Out" when developing and assessing trauma-informed resource families.

**3. Preparing and Supporting Resource Families:** Resource families have the trauma-responsive services and supports they need to provide appropriate care for children and their families, with special attention given to the unique needs of relative caregivers.

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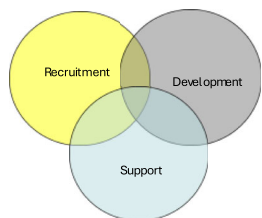
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## Recruitment/Development/Support strategies work together to create better outcomes



- More resource families
- More children achieving family placement
- Less reliance on congregate care
- Fewer disruptions and more permanency
- Less attrition of approved families
- Better community reputation and partnerships

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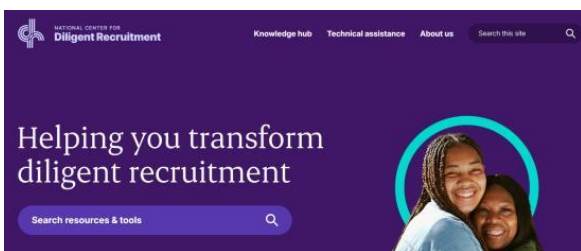
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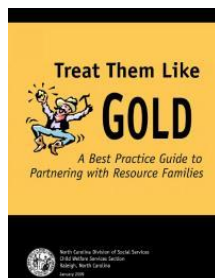
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"In truth, good foster, adoptive, and kinship families are worth more than gold—they're priceless."

Resource

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### National Training and Development Curriculum (NTDC)

A successful and stable placement for children is strongly dependent upon preparation, education, development.



<https://ntdctraining.org/>

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### NTDC online session: Expanding Your Parenting Paradigm




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Group Reflection

Why is it important to recruit and develop resource parents to be trauma-informed caregivers?

Handout B-3

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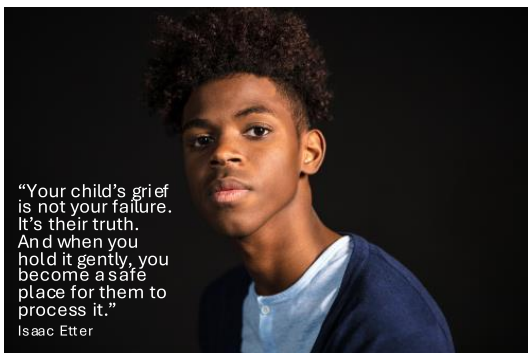
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“Your child’s grief is not your failure. It’s their truth. And when you hold it gently, you become a safe place for them to process it.”  
 Isaac Etter

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**Kin-First Culture**

Prioritizing placing children and youth with Kin

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## Kin-First Culture

In Virginia's Kin-First Culture, we **recognize** families as the experts in their own lives, **value** family-driven decision making, and **affirm** families' desire to rely on one another for support.

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## Why does Kinship Matter?

**Benefits for Children:**

- Maintains family and cultural ties
- Reduces trauma from separation
- Promotes stability and continuity

**Benefits for Families:**

- Strengthens extended family bonds
- Encourages community-based support

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## Kin Finding

“Every child deserves a family.  
The best one is theirs.”




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### Prioritizing Kin

- Identify kin networks early
- Ensure placements with kin are a priority
- Offer support to kin placements through resources like training, financial assistance, and case management

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“Our purpose in Kin Finding is to restore the opportunity to be unconditionally loved, accepted, and safe in a community and family.”

Kevin Campbell

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### Support

☐ Must be first!

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### Support- 1st

- Retain experienced resource families
- EVERYONE should be committed to supporting prospective and current resource families
- Supporting children and youth in foster care is also a community-wide responsibility

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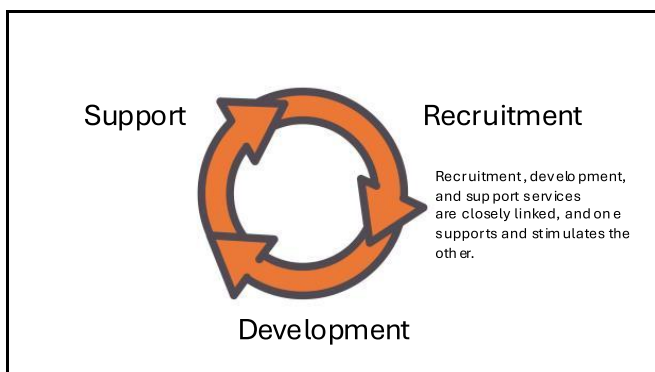
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### Improving Recruitment Outcomes

“11 Things a Practitioner Can Do”

National Recruitment Center for Recruitment and Retention of Foster and Adoptive Parents (a dcp/USGs)



Handout D-1

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Once children are placed, preventing disruptions depends in large measure on ongoing support from peers, the child welfare agency and the community.

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## BASIC PRINCIPLES FOR SUPPORT

- ✓ Treated with respect and valued as members of the child's permanency team
- ✓ Must have the services and supports that will enable them to provide the *best possible* care for children
- ✓ Support and retention of currently approved *resource* families is the single most effective recruitment strategy.
- ✓ Assess data and their needs to inform both recruitment and retention activities.

Section 5.1

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## VALUING RESOURCE FAMILIES

**Communication** - high level of overall customer service.  
**Providing timely notification** – respecting their schedules.  
**Supporting and responding to the needs of resource families in a timely manner**

Section 5.2

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Ensuring that training and support activities are driven by resource family stated and unstated needs

Collaborating with neighboring LDSS to offer a variety of supports and in-service trainings

Utilizing an ongoing process to gather information about the needs of resource families and their overall satisfaction level regarding their relationship with the LDSS

Recognizing and acknowledging resource families for their expertise and service

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## Recruitment

This phase focuses on attracting suitable families for children with various needs, moving beyond general appeals to a more targeted and culturally sensitive approach.




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## Recruiting Families Who Meet Youth Needs




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## Reflection

When children and youth can no longer be with their families, it's up to us to ensure they are joined with a family who meets their needs.

Diligent Recruitment guides more positive outcomes for children in foster care and families that care for them.

There are benefits in focusing recruitment efforts in communities where children are from.




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## Recruitment/Development/Support

### Recruitment- Child Specific

I. Recruitment of resource families prioritizes relative identification and child-specific recruitment; regarding prospective families in the community, maximizing targeted recruitment is preferred with minimal general recruitment.




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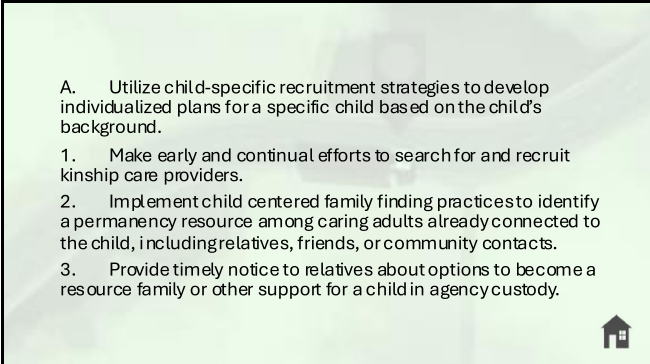
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A. Utilize child-specific recruitment strategies to develop individualized plans for a specific child based on the child's background.

1. Make early and continual efforts to search for and recruit kinship care providers.
2. Implement child centered family finding practices to identify a permanency resource among caring adults already connected to the child, including relatives, friends, or community contacts.
3. Provide timely notice to relatives about options to become a resource family or other support for a child in agency custody.




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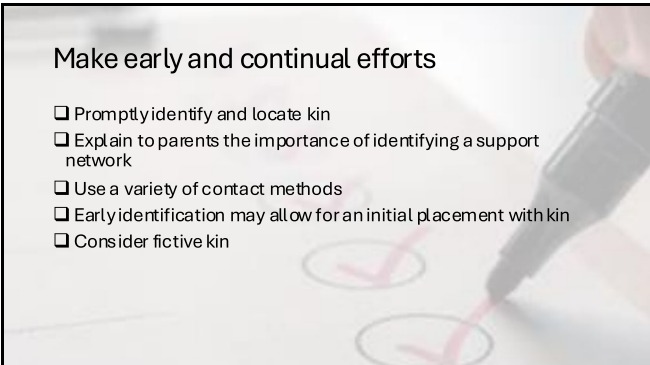
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### Make early and continual efforts

- ☐ Promptly identify and locate kin
- ☐ Explain to parents the importance of identifying a support network
- ☐ Use a variety of contact methods
- ☐ Early identification may allow for an initial placement with kin
- ☐ Consider fictive kin

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### Recruitment- Child Specific:

Child centered kin finding practices to identify a permanency resource among caring adults already connected to the child

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## Notice to relatives

Kinship Care brochure – New!



Kinship Assistance

Eligibility	Benefits	Application Process	Resources
<ul style="list-style-type: none"> <li>Must be a relative of the child</li> <li>Must be at least 21 years old</li> <li>Must be a resident of the state</li> <li>Must be financially stable</li> <li>Must have a safe home</li> <li>Must be able to provide for the child's needs</li> </ul>	<ul style="list-style-type: none"> <li>Monthly stipend</li> <li>Health insurance</li> <li>Food stamps</li> <li>Child care</li> <li>Transportation</li> <li>Respite care</li> </ul>	<ul style="list-style-type: none"> <li>Complete an application form</li> <li>Provide references</li> <li>Undergo a home study</li> <li>Attend a training session</li> <li>Sign a contract</li> </ul>	<ul style="list-style-type: none"> <li>Local child welfare agency</li> <li>State child welfare agency</li> <li>Private kinship care agencies</li> <li>Community organizations</li> </ul>

Resources

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### Create a sense of urgency for making the first placement a kin placement

“Research shows kinship foster care is more stable than non-kin care and can help prevent disruptions that harm a child’s well-being.

**Kin-first systems should invest necessary resources into making the child’s first placement a kin placement whenever possible.**

First placement with kin is key to reducing the trauma of being placed with someone the child doesn’t know, and it also helps ensure non-kin foster parents are available for children who don’t have viable extended family options for placement.”

~American Bar Association

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- A. Utilize child-specific recruitment strategies to develop individualized plans for a specific child based on the child’s background.
4. Implement strategies for recruiting “new” resource families not yet connected to the child as a permanency resource.
5. Listen to and strongly consider the voices of children and youth in planning for their own lives.
6. Educate, engage and develop effective partnerships with community organizations.




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Strategies for  
recruiting  
“new”  
resource  
families not  
yet connected  
to the child

- Consider the school district and community
- Consider hobbies and interests
- Consider clubs
- For older youth, discuss plans for their future and vocational interests

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## Youth involvement

Listen to and strongly consider the voices of children and youth in planning for their own lives.

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## Effective partnerships

Educate, engage and develop effective partnerships with community organizations.



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## Contractors

- Mutual Family Assessment (MFA) staff

### Adoption:

- Adoption Through Collaborative Agreement contracts
- AREVA (Adoption Resource Exchange of Virginia)
- Wendy's Wonderful Kids Recruiters
- Virginia's Kids Belong

Resource: Child Specific Recruitment Plan

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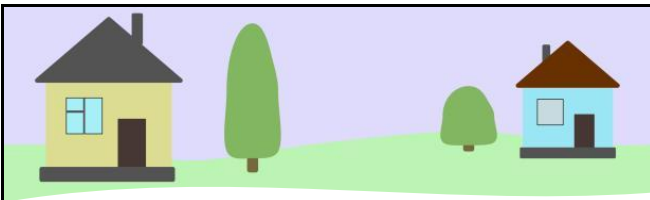
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Recruitment  
Development  
Support-  
Recruitment

Targeted=  
Strategic, data-driven, diligent recruitment

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## Diligent Recruitment

A diligent recruitment plan is a comprehensive plan that outlines how your child welfare agency will recruit, develop, support, and engage potential foster and adoptive families for children in foster care.

Diligent recruitment plans are intended to guide your agency's initiatives and activities for identifying and engaging potential foster and adoptive families who reflect the children in your agency's care and who can support their unique needs.

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- B. Direct targeted recruitment strategies on specific families or communities who are best matched to meet the needs of the children in care.
1. Develop a profile of the children in care in your locality, that includes number of children in care, how many are in each category by age group, ethnicity, and special needs (sibling group, medical, educational, or emotional needs, etc.), and where the children are placed.
  2. Conduct utilization studies on a regular basis of foster homes and capacity, including how many families there are in total, how many are in each category when broken down by ages of children accepted in the home, ethnicity, and willingness to care for special needs.
  3. Conduct a gap analysis; develop and implement a strategic recruitment plan.




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## STRATEGIC PLAN

### Strategic Recruitment, Development, and Support (Retention) Plan Virginia Template – 3/23

The overall goal of this plan is to help each agency develop a comprehensive recruitment and retention plan addressed by local data needs as well as having positive, full-family experiences.

#### I. Child Data

First, the plan will ask you to gather local data regarding the children in your locality's care, their general characteristics and needs, and their current placement status. You will use this to develop a "profile" of what kind of child you most need to find families for, to better identify areas of targeted and child-specific recruitment need.

#### II. Family Data

Second, the plan will direct you to examine your family data to see how it stacks up with your current child needs, who is being utilized, and what your current recruitment strategy is across families that are currently approved. Looking at overall number of open-to-kind homes over time will also provide useful information as you move forward in the plan.

Place two pieces of data – child, and family – one above the other to develop strategic recruitment and retention plans.

#### III. Recruitment Planning

The third section of the plan features a series of best practice strategies for three types of recruitment: general, targeted, child-specific – and offers guidelines of how to structure your recruitment campaign. A sample recruitment strategy is included, along with a blank template for your agency to create a plan. Each section will have a defined goal, potential partners, and a proposed timeline and budget.

#### IV. Retention Planning (Training, Development, and Support)

Finally, as we move forward, the plan asks you to look back at your family data to develop retention and support activities. This is a critical part of increasing long-term success in recruiting families, and includes a detailed set of support and on-boarding strategies and 12-month family retention. The plan should also include the training and support needs of new families (look back to the child profile for which you will be recruiting – what would the family of the child need to be successful?)

#### Timeline:

Child Data to be completed by:

Family Data to be completed by:

First Recruitment Plan Draft Due \_\_\_\_\_

First Training/Retention Plan Draft Due \_\_\_\_\_

Resource

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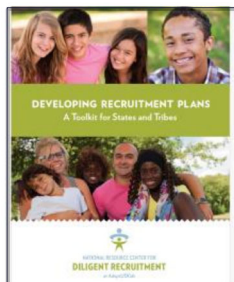
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## DEVELOPING RECRUITMENT PLANS

Toolkit from National Resource Center for Diligent Recruitment (at AdoptUSKids) includes guidance and worksheets for examples



Resource

### Section E. Child Data Analysis

In this section, you will be using local data to develop a better picture of the children and families in your system and to guide you in the best way to meet their needs through intensive family recruitment and support efforts. Potential sources of data may include recent surveys of families, OASIS data, anecdotal data from those who do placements in your agency, etc.

#### A. Breakdown of Children in Care

Information is current as of \_\_\_\_\_

Age Group	# of children (as of last placement)	Demographic Data	Waiting Group Size and Placement	Placement Breakdown
All Ages	# of children # Male # Female	# African American # Hispanic/Latino # Caucasian # Asian # Other	# One child (no siblings in care) # Two children # Three children # Four children # Five children # Six children # Seven children # Eight children # Nine children # Ten children # Eleven children # Twelve children # Thirteen children # Fourteen children # Fifteen children # Sixteen children # Seventeen children # Eighteen children # Nineteen children # Twenty children # Twenty-one children # Twenty-two children # Twenty-three children # Twenty-four children # Twenty-five children # Twenty-six children # Twenty-seven children # Twenty-eight children # Twenty-nine children # Thirty children	# General (unrestricted) homes # Child-specific (CPC/landlord etc.) # TFC # Residential Group Home # Other
Less than 1 year	# of children # Male # Female	# African American # Hispanic/Latino # Caucasian # Asian # Other	# One child only (no siblings) # Placed with at least one sibling # Placed with more than one sibling (biological children, not number of sibling units)	# General (unrestricted) homes # Child-specific (CPC/landlord etc.) # TFC # Residential Group Home # Other
1 - 5 years	# of children # Male # Female	# African American # Hispanic/Latino # Caucasian # Asian # Other	# One child only (no siblings) # Placed with at least one sibling # Placed with more than one sibling (biological children, not number of sibling units)	# General (unrestricted) homes # Child-specific (CPC/landlord etc.) # TFC # Residential Group Home # Other

## Pulling child data

Fusion <https://fusion.dss.virginia.gov/> Click Family Services

Put mouse over DFS Home, and click on Resource Family

Under bottom left subtopic Navigation, click on DFS Reporting

At the bottom of the page under Family Services, click on Foster Care

At Foster Care Reports page <https://fusion.dss.virginia.gov/crp/CRP-Home/RECURRING-REPORTS/Foster-Care-Reports>

Click on Children Demographic Report

COSTA RICA CHILDREN DEMOGRAPHIC REPORT for September 2023																					
DATA AS OF 10/01/2023																					
LOCALITY	PSS	RPN	Total Children		Breakdown by Age Groupings												Date of Birth Report	Percent Births			
			Total Children	Percent of Male	Under 18			18-24			25-34			35-44					18-24	25-34	35-44
					Age 0-12	Age 13-17	Age 18-24	Age 25-34	Age 35-44	Age 45-54	Age 55-64	Age 65-74	Age 75-84	Age 85-94	Age 95-104						
Alacranes	001	Eastern	21	0.4%	0.0%	18.0%	11	52.4%	2	9.5%	1	4.8%	1	4.8%	1	4.8%	5	23.8%	0	0.0%	
Atenas	003	Pedernales	88	1.7%	1.0%	28.8%	26.8%	16.7%	10	10.4%	11	11.6%	8	8.3%	14	14.8%	14	14.8%	0	0.0%	
Atenas	003	Pedernales	11	1.2%	0.7%	1.2%	1.2%	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Alajuela	005	Pedernales	41	0.8%	0.7%	3.7%	13.7%	12.2%	23.1%	1	2.4%	6	14.6%	6	12.2%	1	2.4%	0	0.0%		
Amorin	007	Amorin	4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Amorin	009	Pedernales	23	0.4%	1.4%	6.2%	21.2%	2.8%	3.5%	13.5%	5	21.7%	3	13.0%	3	13.0%	3	13.0%	0	0.0%	
Amorin	011	Amorin	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Aracahaca	013	Aracahaca	88	1.9%	0.9%	23.2%	23.7%	15.1%	15.1%	9	10.5%	7	8.1%	9	10.5%	16	18.6%	0	0.0%		
Aracahaca	015	Aracahaca	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Aracahaca	017	Aracahaca	7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	019	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	021	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	023	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	025	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	027	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	029	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	031	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	033	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	035	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	037	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	039	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	041	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	043	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	045	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	047	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	049	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	051	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	053	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	055	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	057	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	059	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	061	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	063	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	065	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	067	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	069	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	071	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	073	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	075	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	077	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	079	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	081	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	083	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	085	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	087	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	089	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	091	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	093	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	095	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	097	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	099	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	101	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	103	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	105	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	107	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	109	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	111	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	113	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	115	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	117	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	119	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	121	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	123	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	125	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	127	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	129	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	131	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	133	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	135	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	137	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	139	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	141	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	143	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	145	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	147	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	149	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	151	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	153	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Barro Colorado	155	Barro Colorado	0	0.0%	0.0%	0.0%	0.0%	0.													

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## General observations

Based on the data above, what are your general observations about your jurisdiction's child welfare population?

Consider not only future needs, but also the needs of your current youth who may be in more restrictive (or less permanent) placements.

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C. TEMPLATE: Utilization of currently approved families

DATE LAST UPDATED:

PERSON COMPLETING INFORMATION

Page \_\_\_\_ of \_\_\_\_

[illegible]

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## Section IV: Family Development, Training, and Support (Retention)

Having the development, training, and support needs of families in your plan **helps** they enter pre-service ensures that the groups you are targeting will gain additional skills & minimize disruptions/system-caused trauma to children and youth. This plan also allows you to consider current families who may need to increase their skills in order to remain active and meet the needs of the children the agency's custody.

#### A. SAMPLE Training & Support Plan

[illegible]

## Going Beyond Recruitment for Older Youth

Families can benefit from specific training on topics that will help them understand and address the unique needs of adolescents who have experienced abuse and neglect.



## Using Preparation of Prospective Parents to ADDRESS OLDER YOUTH ADOPTION TOPICS

[illegible][illegible]

## Resource



Recruitment  
Development  
Support-  
Recruitment

General= mass market advertising, public service announcements, community outreach

#### General Recruitment

C. Use general recruitment strategies to raise community awareness of child welfare and foster care and adoption and to address public perceptions, myths, and misperceptions.




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#### Messaging and Marketing

- Focus on marketing and community education to reframe the perception of fostering teens
- Highlight their potential and the importance of a "family-like" environment
- Offer specialized support to attract families committed to caring for older youth.

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D. Utilize the recruitment portal, Faster Families Highway, which is an online tool used for recruitment of non-relative resource parents to increase efficiency and support local recruitment efforts.

LDSS are expected to direct all non-relative inquiries to either their LDSS Faster Families Highway (FFH) or the VDSS portal and to incorporate the portal into recruitment marketing materials.




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Foster Care (FC)



**Join Virginia's Faster Families Highway**

[Register Today](#)

Foster families are needed now more than ever to support family reunification and provide children who enter foster care with opportunities to remain connected to their families and home communities. In order to connect prospective foster parents with their local departments of social services, Virginia has established the Faster Families Highway. By creating an account, you'll be put on the fastest pathway to becoming a foster parent and ensuring your ability of supporting children and families in your local community.

**Faster Families Highway**

Handout G-1

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**Directing Traffic - QR Codes**

- Print
  - Flyers, Brochures, Business Cards, Post Cards
- Displays
  - Bulletin Boards, Table/Counter Display
- Broadcast
  - Television
- Signage
  - Flyers, Clusters, Signs, etc.
- Outdoor
  - Street Signs, Digital Signs

**Directing Traffic - Web link**

- Internet
  - Website
  - Social Media
  - Email
  - Digital Flyers
- Ads
  - Phone
  - Text Messages

**Directing Traffic**

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**Collaborating**

Section 1.6-1.64

As of July 1, 2023, LDSS are required to collaborate with neighboring LDSS to increase the availability of a local foster home placement for children in foster care.

Code of VA § 63.2-900

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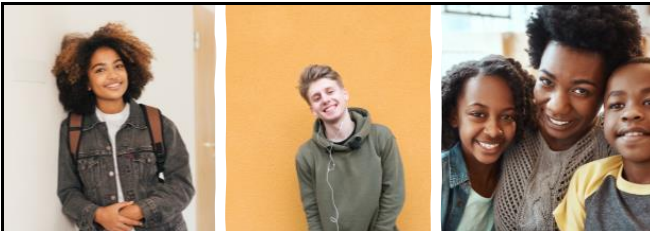
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**Recruitment**

- Child-Specific – *preferred!*
- Targeted
- General

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## Let's transfer the learning

After class today, open the Word document entitled "CWS3101W TOL 1" in the Learner Materials downloaded from Fusion. Complete the Transfer-of-Learning for Day 1. Email your answers to your trainers after class.



TOL Folder:

CWS3101W TOL Day 1

Common Roadblock and Possible Solutions (pdf)

Begin Start/Stop/Continue worksheet (Recruitment Section 1)

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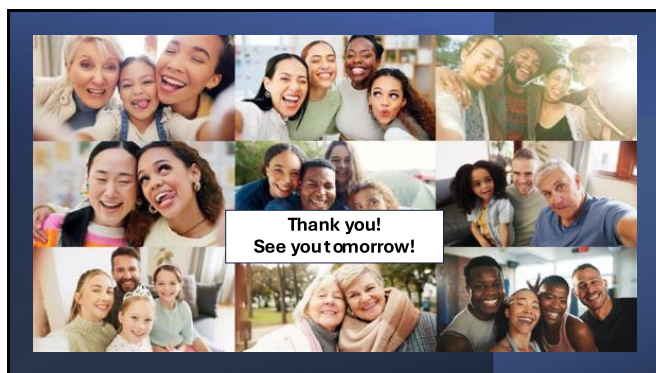
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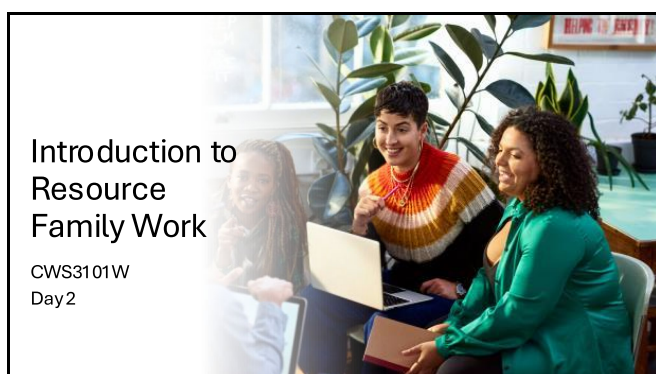
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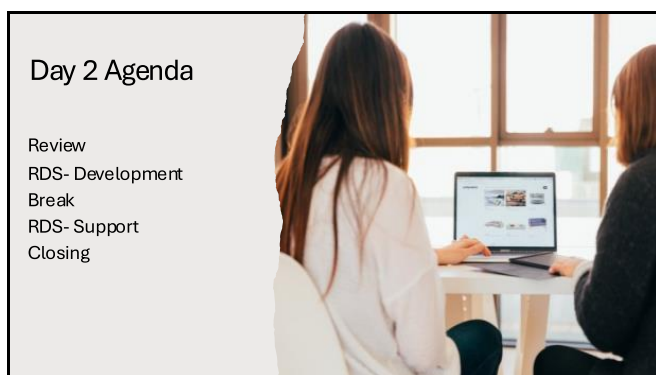
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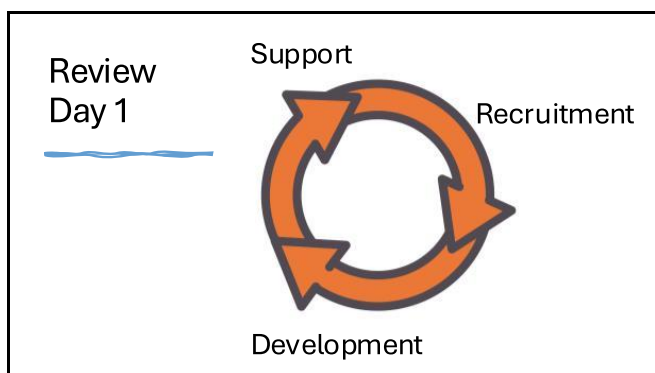
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### Knowledge Check

Placing Tabitha with her paternal aunt and uncle, who became an approved Kinship Resource Parent, allowed her to stay in the same school district.

This is an example of \_\_\_\_\_ recruitment.

- A. Child-specific
- B. Targeted
- C. General

Answer: A – Child-specific recruitment

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### Knowledge Check

Katie used the four-part recruitment and retention plan, and made a recruitment plan for pre-teens age 10-13

This is an example of \_\_\_\_\_ recruitment.

- A. Child-specific
- B. Targeted
- C. General

Answer: B- Targeted

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### Possible Solutions

Identify specific groups of children in need of foster care or adoption services

Develop materials that give a clear, accurate message, reflecting agency goals and philosophy

Identify and target individuals, groups, neighborhoods, and communities capable of meeting client needs

Create standards for immediate personal response to inquiries




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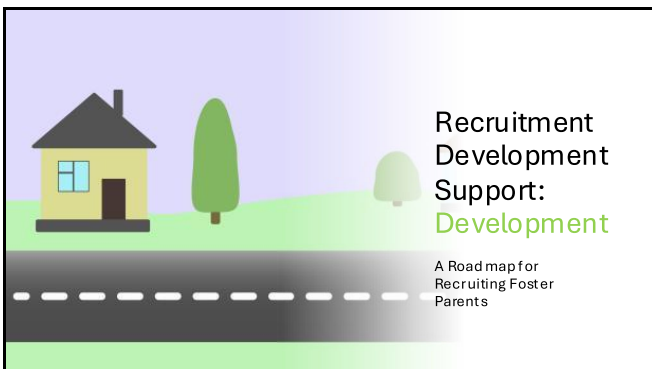
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### Recruitment Development Support: Development

A Road map for  
Recruiting Foster  
Parents




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### Development is preparing for success...

Equipping prospective resource parents with the knowledge and skills needed to care for children who have experienced trauma.

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II. Resource Family Development: A Philosophy of “Screening In” vs. “Screening Out” is utilized in Recruiting and Developing Prospective Resource Families.




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## Framework- Development

- A. Meet the special preparation needs of relative caregivers.
- B. Families who express an interest in becoming resource families receive immediate responses to their inquiries in ways that are welcoming, strengths-based, culturally appropriate, and in the language of their choice.
- C. Hold orientation (group or individual) on a regular schedule, in locations that are accessible for prospective resource families.




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## Kinship Needs

- Permanency Assessment Tool
- Support from a Kinship Worker and a Kinship Navigator Program
- Kinship-specific training

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# Inquiry to Information Session Tip Sheet

Check out the tip sheets for Resource Familywork on the Resources and Job Aids Fusion page



### Resource Family Tip Sheet

INQUIRY TO INFORMATION SESSION

The purpose of this document is to assist you in obtaining a photograph of "referred" children who are being referred to you for foster care. This document is not intended to be used as a legal document. It is intended to be used as a guide to help you understand the process of obtaining a photograph of a child who is being referred to you for foster care.

#### QUESTIONS TO ASK

1. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
2. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
3. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
4. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
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9. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
10. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?

#### QUESTIONS TO ASK

1. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
2. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?
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10. What is the purpose of the inquiry to information session? Are you interested in providing foster care to a child who is being referred to you for foster care?

## Handout-1

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## Information Meetings

Make orientation an engaging event

Follow up with a visit or call to prospective foster parents

A group of approximately eight people, including adults and children, are seated around a large wooden conference table in a modern office setting. They appear to be in a meeting or discussion. A laptop is open on the table, and a large window in the background provides natural light.

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## The application process

Applicants should receive phone calls at least every 30 days.

Be available to solve problems and provide advocacy for the applications as they move through the assessment process.




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### When Do Gaps Occur?

BETWEEN	AND
The first call .....	Orientation
Training .....	Application
Assessment .....	Approval
Orientation .....	Pre-service training
Application .....	Assessment
Approval .....	Placement

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## Tracking Template

Family Information				Contacts				Assessment Process				Comments, Quotes, Concerns
Family Name(s)	Working Name(s)	Phone Number(s)	Email Address(es)	Date of Birth (MM/DD/YY)	Primary Contact Person	Training Contact Person	Case Manager Contact Person	Assessment Date	Assessment Status	Assessment Date	Assessment Status	

Resource

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### Common Roadblocks during the application process

Failure to turn in application materials  
Unreadiness to apply  
Difficulty with reading and writing  
Paperwork is too cumbersome




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### Possible Solutions

Offer one-on-one assistance to complete application  
Provide additional information about foster care  
Follow up with phone calls  
Send out new application packet with return postage envelope  
Schedule home visit by recruitment staff  
Maintain tracking list to follow up




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### Framework- Development

D. Offer pre-service training on a regular basis and ensure that it is competency-based, includes foster/adopt parents as instructors, and birth parents, and foster/adopted youth as presenters.




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## Use Trauma-informed Pre-service & Skills Training Curricula

Most placement disruptions are caused by the lack of understanding, support, and skill that caregivers need to address difficult, trauma-related behaviors.



Handout I-2

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## NTDC, A Modern Training Tool for Parents




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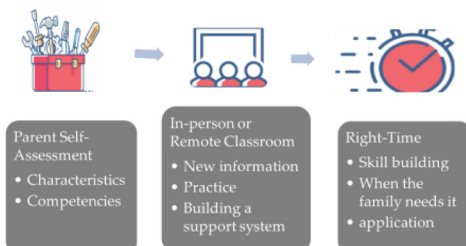
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## Three Components of NTDC




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## Self-assessment



- A self-learning tool
- Parents complete before and for consideration after the class room-based training
- Correlate to characteristics important to fostering or adopting

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The self-assessment tool allows you to learn about different competencies and characteristics that may be important when parenting children who have experienced trauma, separation, and loss.



Handout I-3

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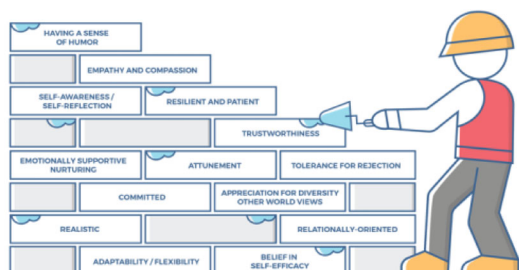
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## Characteristics of Successful Foster and Adoptive Parents




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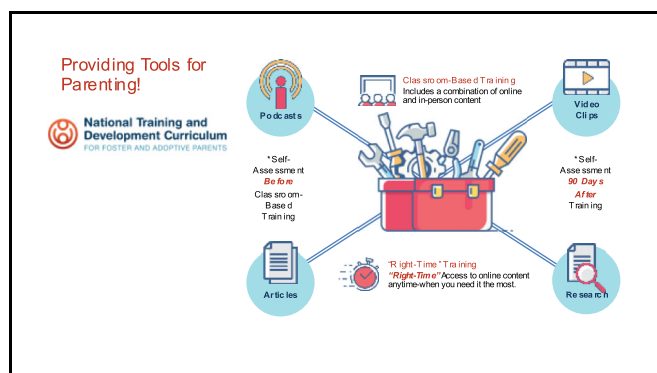
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## Eight Fundamental Principles of NTDC

1. Recognize the importance of everyday family interactions.
2. Move away from the idea of fixing the child.
3. Focus on the reasons behind the behavior and not the behavior itself.
4. Be attuned to the child's needs and being prepared to alter your routine to meet their needs.
5. Set realistic expectations for the child and yourself.
6. Celebrate the small successes.
7. Use play to connect.
8. Learn to balance between connecting and correcting.

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Resource Family  
Training and Support

Fusion  
<https://fusion.dss.virginia.gov/>

Portfolio- Choose Family Services

Hover over DFS Home

See "Resource Family" page

Choose "Resource Family Training and Support"



Handout I-4

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## Common Roadblocks during pre-service training

Attrition during training process  
 Lack of convenient time and/or location  
 Loss of enthusiasm  
 Heightened fear and anxiety  
 Potential parents feel lost in the process  
 Potential parents feel overwhelmed or inadequate




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## Possible Solutions

Have great trainers!  
 Provide fun, interactive, user-friendly, stimulating training based on the principles of adult learning  
 Have ample staff available to answer questions or concerns personally with participants  
 Vary time, day, and location to accommodate parents  
 Track attendance and offer opportunities to make up missed sessions  
 Use training as an opportunity to begin mutual assessment and information gathering process  
 Stage a Graduation Ceremony with the director as the guest speaker




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## Framework- Development

E. Develop a standardized process for conducting mutual family assessments that respect cultural beliefs and practices, include prospective families as partners, and incorporate a comprehensive assessment of the strengths and developmental issues of the family.

1. Engage in assessment as a mutual process completed with families in a way that supports openness and information sharing and that leads to joint decision making




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## Framework- Development

2. Provide information/assistance to resource families during the background checks, fingerprinting, required inspections, and physical requirements.
3. Complete home studies efficiently and effectively within 60-90 days after the application has been submitted or 30-45 days after the completion of pre-service training, whichever comes first.




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## Mutual Family Assessments

- ❖ Develop a trust-based relationship
- ❖ Build rapport by being transparent, culturally competent, and engaging families as partners

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## Common Roadblocks during the assessment process

Prospects withdraw application/drop out of process  
 Potential parent feels lost in the system  
 Potential parent feels disrespected, not needed by agency  
 Assessment process takes too long; prospect loses interest




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### Possible Solutions

Monthly follow-up phone call from recruitment staff  
 Home visit by recruitment staff  
 Strict standards for timely assessment process  
 Mutual assessment with prospective parent  
 Mutual assessment training for foster care staff  
 Exit interview of dropouts by recruitment department  
 Re-contact of dropouts by recruitment department in six months




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### Framework- Development

F. Develop relationships that support and value prospective resource families throughout the recruitment and development process.




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### Summary

In the context of foster care, "develop" means to equip foster families with the skills, knowledge, and ongoing support they need to provide a stable, healing environment for children with complex needs.

It goes beyond the initial licensing process to build and nurture a long-term, supportive relationship between the agency and the foster family.

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**Strategies that improve placement stability**

- Prioritize placement with kin
- Support kin placements and connections
- Keep siblings together
- Prioritize youth voice
- Determine the best fit
- Nurture family time
- Address children's behavioral health needs
- Train and support resource caregivers

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### Kin supports services available

- Financial Assistance
  - KinGap (Kinship Guardian Assistance Program)
  - Relative Maintenance Payment
  - TANF
  - Medicaid
- Legal Aid: Custody and guardianship support
- Training and Resources
- School Enrollment Help
- Support Groups
- Community-based services like counseling, respite care, and parenting classes
- Kinship Navigators

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### Exploring Kinship Caregiver Support

#### Caregiver Panel Conversation

#### Exploring Kinship Caregiver Support

Produced by the Fairfax County Department of Family Services



**FAMILY SERVICES**

Fairfax Area Agency on Aging  
Caregiver & Supportive Services Unit  
Fairfax County, VA  
(703) 324-2019  
[www.fairfaxcounty.gov/familyservices](http://www.fairfaxcounty.gov/familyservices)

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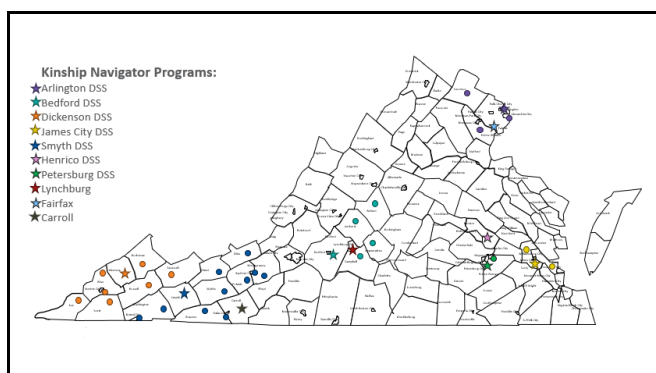
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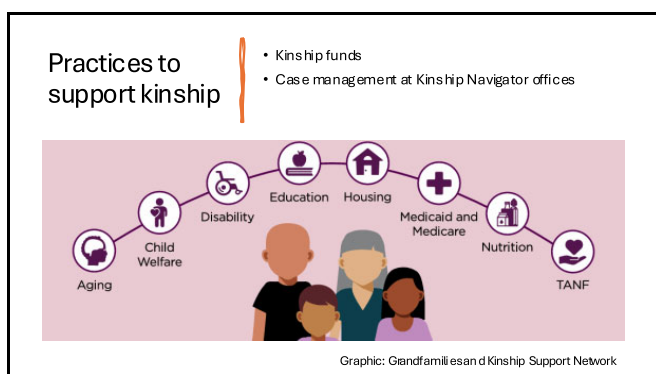
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### Supporting Post assessment

- Be in frequent touch with them during this time
- Direct them to further training
- Offer reading material
- Help them network with other foster parents




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### Roadblocks in the Post-Assessment/Pre-Placement process

Foster parent gives up waiting for a child  
 Feels unwanted or unneeded by agency  
 Begins to distrust agency  
 Loses enthusiasm




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### Possible Solutions

Monthly tracking call until placement  
 Monthly contact from foster home resource manager  
 Invite foster parent to support group meeting  
 Send foster parent the training calendar  
 Discuss broader age/characteristics with foster parent  
 Encourage foster parent to provide emergency or respite care




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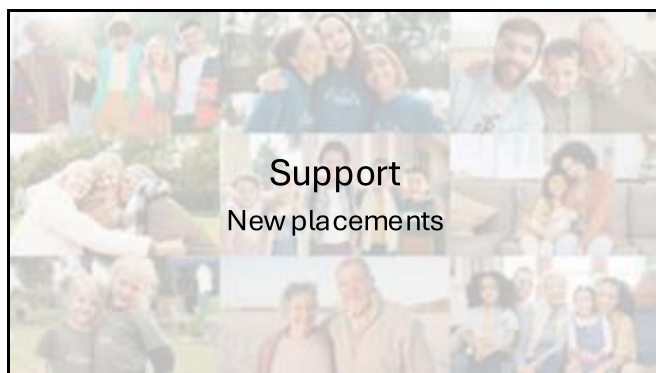
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Supporting New Placements

Providing a high level of information and support at both the early and ongoing stages of placement is critical for both the resource family and the LDSS to meet a child's needs.

Section 5.3

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Resource Parents are managing:

- Communication with the FSS
- Medical information
- School enrollment
- Child Day Care
- Initial worker visits
- Family Time visits
- Lifebooks

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## Framework- Support

III. Supporting Resource Families: Resource families have the services and supports they need to provide appropriate care for children and their families.

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- A. Prepare resource families, youth, and birth families for the initial placement of children in their care and for all transitions they face, including changing placements, reunification, adoption, and independence.
- B. Openly share all relevant information (i.e., children's backgrounds, agency procedures, roles and responsibilities, agency expectations, resource family expectations, legal requirements) on an ongoing basis with resource families.
- C. Create opportunities for resource families and the child's family to develop ongoing relationships in service of safety, permanency, and well-being for children in care.

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- D. Meet the special support and training needs of relative caregivers regarding issues such as managing family relationships, ensuring safety and establishing boundaries, and making decisions around permanency options (e.g., adoption, transfer of custody).

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- E. Support and respond to the challenges and needs of resource families in a timely manner, including providing ongoing training and linking them to community resources.
- F. Minimize secondary trauma to resource family members by responding promptly to the needs of children placed with them.




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### In-Service Training:

DSS Training  
CRAFT Training  
Community Training  
Online classes




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“The best Resource Parents aren’t the ones who have it figured out. They’re the ones who never stop learning, even when it was uncomfortable.”

*Isaac Etter*




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## Enhanced Maintenance- VEMAT

- Virginia Enhanced Maintenance Assessment Tool (VEMAT) is to access the child's behavioral, emotional, and physical/personal care needs
- Enhanced Maintenance is available when a child has a clearly defined need that requires additional support and supervision.
- Keep behavior logs and Provider Reports for supporting documentation

Section 5.8

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## Respite Care Section 5.5

Respite care is a placement resource designed to provide relief to families caring for children by providing short-term substitute care for children.

Handout J-1

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## Contingency Fund Section 5.6

In cases where a child in foster care's *behavioral needs result in extensive damage* to the property of the resource family, the LDSS should explore the use of the Contingency Fund to reimburse the resource parent for associated expenses.

Handout J-2

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- G. Utilize an ongoing process to gather information about the needs of resource families and their overall satisfaction level regarding their relationship with the agency.
- H. Recognize and acknowledge resource families for their expertise and service.

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### Common Roadblocks – Placing the Child

- Crisis in care for the child and/or family
- Lack of support or cooperation from worker/agency
- Foster parent feels frustration, disappointment, disillusionment
- Foster parent feels used and unappreciated
- Foster parent believes that the worker/agency does not value or respect caregivers
- Foster parent is unprepared to meet the child's special needs




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### Possible Solutions

- Monthly home visit from agency staff
- 24-hour emergency hotline
- Medicaid hotline to secure medical services
- Calls and visits from child's social worker
- Regular training opportunities for foster parents
- Monthly cluster support groups




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### Possible Solutions

Family preservation services for crisis situations  
 Foster care ombudsman to advocate for foster parent  
 Foster parents are invited to all meetings, reviews, and case conferences  
 Social worker/resource manager responds within 24 hours




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### Possible Solutions

Foster parents have phone numbers of supervisors, chiefs, and administrators  
 Staff and foster parents are trained in teamwork  
 Complete, accurate information is given continually to foster parents




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### Supporting Permanency Goals




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- I. Ensure consistent communication among the full continuum of child welfare services – Prevention, Foster Care, CPS and Adoption so that all pertinent information is shared, all potential connections are identified, and the best possible placement is made.
- J. Continually build resource family competence in supporting connections between children and their families, such as:
  1. working with birth parents and families;
  2. sustaining children's connections;
  3. supporting reunification or transitions to permanence;
  4. encouraging a positive family time/visitation experience with parents, siblings, and/or extended birth family, recognizing these as critical elements of the service plan (as opposed to privileges that can be used as a punishment or reward with children).

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Permanency  
considerations

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### Common Roadblocks – Transitioning child out of the foster home

- Foster parents aren't involved in case planning
- Foster parent does not agree with placement plan
- Foster parent feels left out, not valued, disrespected, betrayed
- Foster parent is unable to support the case plan




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## Possible Solutions

Invite foster parent personally to participate in case planning, meetings, etc.

Train all staff people and foster parents in teamwork

Invite foster parents to monthly support group

Include foster parent in work with birth parent, relative, or adoptive family

Involve foster parent in family visits

Make monthly home visit

Ensure that foster parent has regular contact with service providers and the child's worker

Provide information to foster parent on progress of child's family




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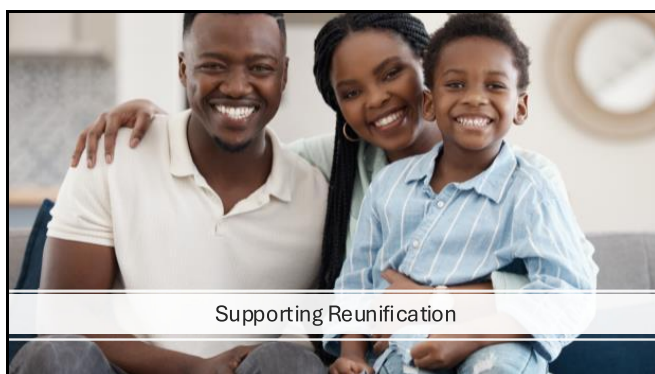
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Supporting Reunification

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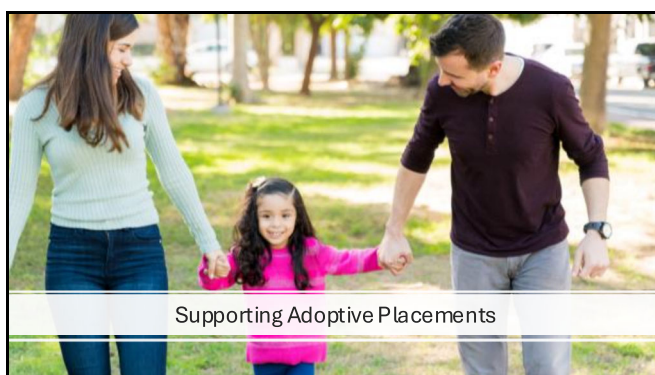
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Supporting Adoptive Placements

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### Common Roadblocks – after reunification or adoption

Agency/worker does not recognize foster parents feelings of loss  
Foster family feels left out, frustrated, disenchanted, hurt  
Foster parent is angry at agency/worker




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### Possible Solutions

Monthly contact by agency staff  
Training on dealing with grief and loss  
Invitation to monthly support group  
Post-reunification contact with child and family  
Review of placement progress by agency staff and foster parent  
Ongoing training for foster parent and staff  
Next-day phone call to foster parent from worker to assist with grief and loss




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### Support Post Placement




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## Post Placement Review Section 5.7

At the conclusion of placements, engage resource families in self-assessment to review the strengths and areas of skill development

Handout J-3

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## Family Development Plans

Family development plans should outline the responsibilities of both the resource parents and address mutually agreed upon areas of need

\*Include resources and in-service training, and any follow up needed.

These reviews and development plans may be incorporated into the next re-approval process.

Handout J-4

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Reflection

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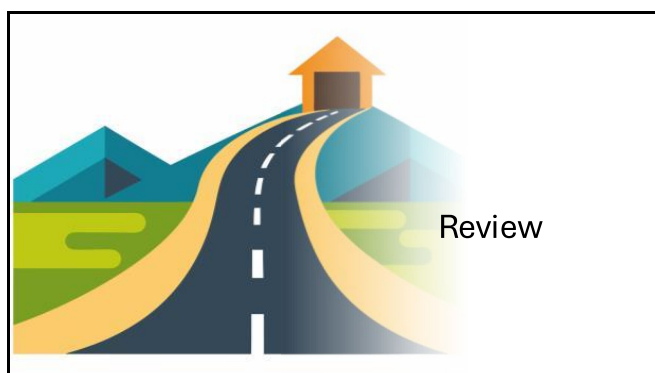
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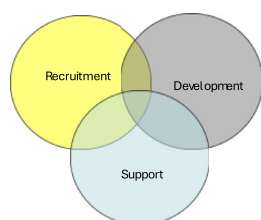
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### Review: Recruitment/Development/Support




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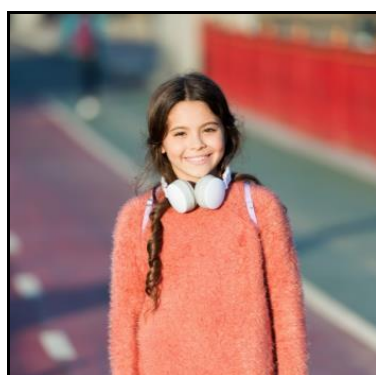
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### Outcomes

- ❖ More resource families
- ❖ More children achieving family placement
- ❖ Less reliance on congregate care
- ❖ Fewer disruptions and more permanency
- ❖ Less attrition of approved families
- ❖ Better community reputation and partnerships

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## Next Steps

### Training Requirements for Resource Family Staff

Name: \_\_\_\_\_ Start Date: \_\_\_\_\_

The following on-line courses will be required to be completed within the first three (3) weeks of employment. \*These courses are **prerequisites** for many other courses including CWS3300W Resource Family New Worker Guidance Training with COMPASS, Restraints Learning, denoted by CWS5100W.

COURSE	Prerequisite Courses
CWS100Z Exploring Child Welfare - online	
CWS160Z Recognizing and Reporting Child Abuse and Neglect - Mandatory Reporter Training - online	

The following Online and Instructor Led courses will be required to be completed no later than within the first 6 months of employment.

COURSE	Prerequisite Courses
CWS3100W Resource Family New Worker Guidance with COMPASS/OASIS Virtual Learning Lab (Prerequisite: CWS100Z, CWS160Z)	
CWS3101W Introduction to PRIDE Model (Prerequisite: CWS100Z, CWS160Z)	
CWS3103W Mutual Family Assessment (Prerequisite: CWS100Z, CWS160Z)	
CWS400Z Family Search and Engagement - online (Prerequisite: CWS100Z, CWS160Z, CWS3100W)	
CWS400W Kinship Care in Virginia (Prerequisite: CWS100Z, CWS160Z, CWS3100W, CWS3103W)	

Handout

## Improving Recruitment Outcomes

### “11 Things a Practitioner Can Do”

National Resource Center for Recruitment and Retention of Foster and Adoptive Parents (NARCAP) (2013)



- 1. Be customer friendly to the point of being a friend.**  
Foster and adoptive parents are the heart of the child welfare system. They are the ones who will determine whether they stay in the system and ultimately change the lives of many children. Be friendly and make them feel like they are part of the team.
- 2. Be transparent about how, how, and what you are doing.**  
The information will help you decide what you are doing is working or not and if it is not, you can change it. Be open about the process and the results. This will help you build trust and credibility.
- 3. Look for ways to participate in your community.**  
Foster and adoptive parents are the heart of the child welfare system. They are the ones who will determine whether they stay in the system and ultimately change the lives of many children. Be friendly and make them feel like they are part of the team.
- 4. Know the characteristics and needs of the children in your area.**  
Foster and adoptive parents are the heart of the child welfare system. They are the ones who will determine whether they stay in the system and ultimately change the lives of many children. Be friendly and make them feel like they are part of the team.
- 5. Be flexible and open to all offers.**  
Foster and adoptive parents are the heart of the child welfare system. They are the ones who will determine whether they stay in the system and ultimately change the lives of many children. Be friendly and make them feel like they are part of the team.




CRAFT Manager	Gardenella Green	ggreen@nsu.edu
Central	Tammy Hoskins	hoskins12@vcu.edu
Eastern	Marquita Westray	mmwestray@nsu.edu
Northern	Katie Lo Monaco	lomonacok@vcu.edu
Piedmont	Susan K. Taylor	staylor22@radford.edu
Western	Rhonda Roop	rroop7@radford.edu



### Mutual Family Assessment Program FACT SHEET

- The MFA program is a free resource available to all LDSS offices provided by VOSS.
- We can assist with MFA's for new applicant foster/adoptive families, ICPC requests, child specific and kinship care.
- We provide a thorough and comprehensive assessment process ensuring all guidance standards are met.



- Included in the assessment process are: three interviews with household members, a home inspection and an in-depth evaluation of the applicants willingness, ability, and resources to meet the 5 core competency categories.
- Referral process is quick with only one simple form sent via email with supporting documents you already have completed in-office.
- LDSS retains overall responsibility of home approval. MFA program does not issue approvals, but provides a recommendation to assist the agency in the decision to approve/not approve an applicant family.
- LDSS will receive frequent and consistent communication regarding progress and/or concerns with the family. Collaboration is a priority!

For more info or to make a referral call or email:

<b>Karen Opie, MFA Consultant</b> <small>(Western/Piedmont/Central)</small> 733-513-6925 opiek@vcu.edu	<b>Mimma Hornel, MFA Consultant</b> <small>(Eastern/Northern/Central)</small> 783-646-1070 mimma.hornel@dss.virginia.gov
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### Resource Family Consultant contacts

<b>Central:</b>		
Tonya Belcher	tonya.belcher@dss.virginia.gov	(804) 662-9553
<b>Eastern:</b>		
Mallory Kennedy	mallory.kennedy@dss.virginia.gov	(757) 409-1812
<b>Northern:</b>		
Jes Hopson	jes.hopson@dss.virginia.gov	(540) 422-6005
<b>Piedmont:</b>		
Marrie Allen	marrie.allen@dss.virginia.gov	(540) 944-2992
<b>Western:</b>		
Shawn Bush	shawn.a.bush@dss.virginia.gov	(276) 698-8004

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### Faster Families Highway

To get started, contact:  
Anna Tyson  
Virginia Family-Match Director  
anna@adoption-share.com  
(757) 228-5279

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## Resources

- Resource Family Fusion Intranet:  
<https://fusion.dss.virginia.gov/dfs/DFS-Home/Resource-Family>
- Resource Family Training and Support:  
<https://fusion.dss.virginia.gov/dfs/DFS-Home/Resource-Family/Resource-Family-Training-and-Support>

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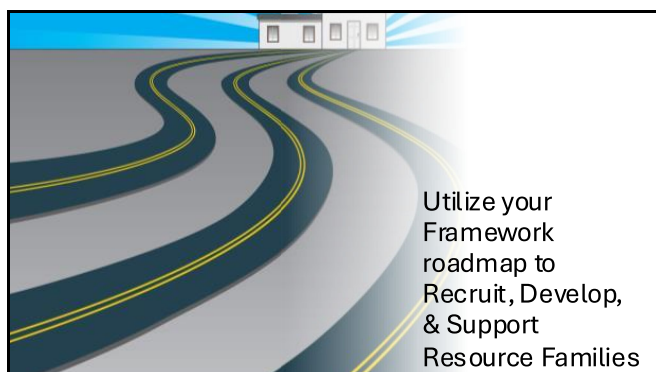
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## Survey



- Your feedback is important to us.
- It is anonymous.
- The course is CWS3101W Intro to Resource Family Work
- The trainers are
- Date is

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