

APPLICATION INSTRUCTIONS

FOSTER PARENT TRAINING AND FEDERAL TITLE IV-E REIMBURSEMENT

All children placed in out-of-home care deserve well-trained and supported foster families. In order to develop the knowledge and skills of foster families, the Foster Parent Training Committee, established by the Wisconsin Training Council and the statewide Out-of-Home Care Committee, has completed revisions to foster parent training resources to create Pre-Placement and Foundation Training for foster families. This memo explains the revisions to foster parent training resources and Title IV-E reimbursement to accommodate the changes and recommendations of the committee.

Background

At this time, more than 37 counties provide competency-based foster parent training, delivered by child welfare staff and foster parent co-trainers that meets the criteria to receive Title IV-E pass-through reimbursement as Pre-Service or Pre-Placement training. The Foster Parent Training Committee distributed surveys to foster care agencies across the state to determine the number of agencies providing training to foster parents, the manner in which training is provided, and the type of curriculum being used. The revisions to the current foster parent training resources were developed based upon survey results that indicated many agencies were providing training, but often after a foster family was licensed and after they received a placement. The revisions are explained below.

Revisions to Foster Parent Training Resources

The Foster Parent Training Committee formulated six goals for all foster parent training:

- Improve the quality of care provided to children who live in foster or adoptive homes,
- Prepare foster and adoptive families to care and provide stability for children while in their homes,
- Promote communication, respect, and understanding among all working for the best interest of the child,
- Provide opportunities to mutually explore one's values, strengths, limitations, and needs as they relate to the compatibility to foster and adopted children.
- Develop an understanding of the child welfare system and the importance of permanence for children, and
- Encourage foster and adoptive parent networking and the use of resources.

Further, the Foster Parent Training Committee recommended defining three specific phases of training in order to maximize the benefits of training, increase the provision of training across the state, and standardize the training provided to foster parents:

PHASE 1:

Pre-Placement Training for foster parents begins prior to the prospective foster parents becoming licensed and must be completed prior to a child being placed in the foster home. Pre-Placement training ranges from 6-15 hours and includes specific competency areas: Agency Systems, Laws, and Process; System Expectations of Foster Parents; and Information Needed by Foster Parents (See the Appendix: Pre-Placement Training Competency Areas for further explanation). The materials include enhanced versions of the Pre-service competencies, an overview of the entire Pre-Service competencies, a basic knowledge of Ch. HFS 56, Adm. Code, licensing requirements and information from the model Foster Parent Handbook. The Pre-Placement materials allow agencies to include agency specific information in their training delivery.

PHASE 2:

Foundation Training is completed within the first 24 months of licensure. The Foundation Training materials are an enhanced version of the Pre-Service competencies and curriculum. The length of time will depend on the format chosen and includes specific competency areas covered by the Foundation Modules. The Foundation Modules are: Partners in Permanency, Cultural Dynamics in Placement, Maintaining Family Connectedness, Dynamics of Abuse and Neglect, The Impact of Trauma on Child Development, Attachment, Separation and Placement, Guidance and Positive Discipline, and The Effects of Fostering on Your Family. The materials include enhanced version of the Pre-Service competencies consisting of increased attention to Independent Living Skills development, cultural competence, relative and sibling interaction and placement, and youth voice. The trainings for TOC will occur in the beginning of 2009.

PHASE 3:

Ongoing Training is any training up to 36 hours in a licensing period that is not an approved competency-based training for foster homes that participate in competency based trainings. For agencies who do not have foster families go through approved competency based training, Ongoing training is any training completed after the first licensing period, which shall not exceed 24 months of licensure. Ongoing training must meet one or more of the overall goals of all foster parent training listed previously. Each county agency must establish a policy regarding both the approved formats for ongoing training and the time allotted for ongoing training during the subsequent licensing periods for each foster parent.

The committee also recommended the development of training materials that are consistent and accessible to agencies statewide. The materials that were developed are designed to be used either in a group setting or with individual foster families and to use a flexible delivery format that includes using foster parents as co-trainers or educational resources when co-trainers are not available. The intent of co-training is to encourage connections, support, and resource networks among foster parents.

The training materials and curriculum for both the Pre-Placement and Foundation Training have been developed, piloted, and finalized. The Pre-Placement materials were disseminated in 2008, an electronic copy of the Pre-Placement Training materials are posted to the Foster Care and Adoption Resource Center website under the Social Workers Tab, under Training and Other Useful Resources as linked at the end of this memo. The training of content for the Foundation curriculum will occur in the beginning of 2009 where agencies will receive copies of the finalized curriculum. All county agencies, tribes, and child placing agencies will be invited to participate in the Foundation curriculum trainings in 2009. The committee will continue to develop Ongoing training materials.

The Foster Parent Training Committee will continue to seek feedback every two years on each of the training phases and materials. The feedback will inform updates to the curriculum and materials allowing the trainings to stay current with agency and foster parent needs, DHFS policies, and best practices.

Title IV-E Reimbursement

Federal funding is available under Title IV-E for training costs to prepare new persons to be foster and adoptive parents and to support ongoing learning for existing foster parents. Only county agencies can apply for Title IV-E Foster Parent Training pass-through funding at this time.

Reimbursable activities must be directly related to the preparation or delivery of training to qualify for Title IV-E reimbursement.

The Division will continue to allow pass-through funding for counties who were previously approved for the Pre-Service curriculum while the Pre-Placement and Foundation Trainings are being modified, piloted, and implemented. Agencies that choose to provide the previous method of foster parent training will also continue to receive reimbursement if they provide the training before foster parents receive placements.

The Division has revised the existing application process to allow counties to request federal Title IV-E funding for the new Pre-Placement, Foundation, and Ongoing Training. The attached application includes critical components of training for foster parents as recommended by foster parents, as well as county, state, and private child placing agencies.

The fiscal information for the IV-E reimbursement is attached to this memo with instructions for submitting an application that meets the required criteria. For calendar year 2009, reimbursement will be provided at 36% for approved training programs. Reimbursement rates will be dependent upon the federal penetration rate. The requirements for match and the contract procedures are explained in the application attachment to this memo.

Applications will be processed quarterly, but must be submitted no later than December 1, 2009. Once an application is approved, Title IV-E reimbursement can be claimed for allowable activities retroactively to the first of this year, but funds are not available until an application has been approved.

Thank you for your commitment to Wisconsin's foster and adoptive parents.

REGIONAL OFFICE CONTACT

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APPENDIX: FOUNDATION TRAINING COMPETENCY AREAS

Module 1: Partners in Permanency

Competencies

1. The parent or caregiver has substantial knowledge of the primary goals of child protective and juvenile justice services.
2. The parent or caregiver has substantial knowledge of the roles of the birth parent, the agency, the court system, schools, mental health professionals, and other social service providers, and can advocate for the child's best interest within the scope of his/her role.
3. The parent or caregiver has basic knowledge about how having children acquire independent living/life skills will benefit them, regardless of the permanency outcome.

Module 2: Cultural Dynamics in Placement

Competencies

1. The parent or caregiver has basic knowledge of the differences between culture, race, gender, ethnicity, nationality, and LGBTQ.
2. The parent or caregiver has substantial knowledge of how his/her cultural perspective and biases can affect the development of relationships with children and families from different cultural backgrounds.
3. The parent or caregiver has basic knowledge of how to alleviate placement adjustment issues of children, teens, and their families due to cultural differences between the homes.
4. The parent or caregiver has substantial knowledge of the importance of helping children in care maintain a healthy cultural identity.
5. The parent or caregiver has basic knowledge of how to incorporate elements of a child's cultural heritage into family practices, and how this could impact the caregiver's own family.
6. The parent or caregiver has basic knowledge of the types of life skills a child might need to develop a healthy cultural identity.

Module 3: Maintaining Family Connectedness

Competencies

1. The parent or caregiver has substantial knowledge of his or her own personal perceptions and biases about birth parents and sibling and of the consequences of those perceptions and biases for the child, the birth parents, birth siblings, and the foster family.
2. The parent or caregiver has substantial knowledge of how to identify strengths and positive attributes of birth family members.
3. The parent or caregiver has substantial knowledge of the grief process of a birth parent whose children have entered substitute care.
4. The parent or caregiver can demonstrate how to talk with children about their family members in a fair, understanding, age-appropriate, and realistic manner.
5. The parent or caregiver has substantial knowledge of the importance of involving the birth family in daily decision-making and other activities to support reunification, and that these are basic rights the parents have.
6. The parent or caregiver has substantial knowledge of how to identify the significant persons in the child's life, and how to engage them in the child's day-to-day activities.
7. The parent or caregiver has basic knowledge of the importance of sibling connectedness and is willing to nurture sibling connections.

Module 4: Dynamics of Abuse and Neglect

Competencies

1. The parent or caregiver had substantial knowledge of the definitions and types of physical abuse, sexual abuse, emotional abuse, and neglect.
2. The parent or caregiver has basic knowledge of the dynamics and cultural context of physical abuse, sexual abuse, emotional abuse, and neglect.
3. The parent or caregiver has substantial knowledge of the physical and behavioral indicators of physical abuse, sexual abuse, emotional abuse, and neglect in children and teens.
4. The parent or caregiver has substantial knowledge of his or her requirements to report suspected child abuse and/or neglect, and how to report.
5. The parent or caregiver has basic knowledge of how physical abuse, sexual abuse, and neglect could impede a child's acquisition of age-appropriate life skills.

Module 5: The Impact of Trauma on Child Development

Competencies

1. The parent or caregiver has substantial knowledge of the primary stages and milestones of typical physical, cognitive, social, sexual, and emotional development of children and youth, including the impact of genetics on development
2. The parent or caregiver has substantial knowledge of the indicators of developmental delays and/or problems associated with the effects of physical, sexual, and emotional abuse, and neglect.
3. The parent or caregiver has basic knowledge of resources to appropriately address children's developmental delays and/or problems.
4. The parent or caregiver has basic knowledge that children who were victims of physical abuse, sexual abuse, and/or neglect, because of varying degrees of resiliency, will experience differences in the degree of traumatization.
5. The parent or caregiver has basic knowledge of what types of life skills can be taught to children who have experienced developmental delays and/or problems as a result of physical abuse, sexual abuse, and/or neglect.

Module 6: Attachment

Competencies

1. The parent or caregiver has substantial knowledge of how attachment develops.
2. The parent or caregiver has basic knowledge about the different attachment patterns that children develop.
3. The parent or caregiver has substantial knowledge of how attachment influences cognitive, social, and emotional development in children from birth to adolescence.
4. The parent or caregiver has basic knowledge of attachment as the foundation for guidance and positive discipline.

Module 7: Separation and Placement

Competencies

1. The parent or caregiver has substantial knowledge of the effects of separation on the child, within their cultural context.
2. The parent or caregiver has substantial knowledge of the grief process of children who have entered substitute care, and can demonstrate strategies to assist children in addressing behaviors and thoughts related to the grief process.

3. The parent or caregiver has substantial knowledge of how emotional conflict may arise for a child during the placement process related to issues of divided loyalty, perceived abandonment or rejection, and reactivation of feelings from previous separations or significant events.
4. The parent or caregiver has substantial knowledge of the impact of multiple placements on a child's emotional, cognitive, social development, and behavior.
5. The parent or caregiver has substantial knowledge of how a child's developmental level affects his/her knowledge of and reactions to out-of-home placement.

Module 8: Guidance and Positive Discipline

Competencies

1. The parent or caregiver has basic knowledge that discipline is an educational strategy meant to guide and promote healthy child development, as well as substantial knowledge of one's own parenting style.
2. The parent or caregiver has substantial knowledge of why physical punishment and physical restraint are not allowed and are not appropriate for foster children.
3. The parent or caregiver has substantial knowledge of the reasons children and youth may display inappropriate or undesirable behaviors in the home, school, and community.
4. The parent or caregiver has substantial knowledge of children's behaviors and how they may be influenced by the child's physical, cognitive, and emotional developmental level, past life experiences, cultural influences, past discipline techniques, and the unique stresses associated with separation, placement, and maltreatment.
5. The parent or caregiver has substantial knowledge of effective discipline strategies to manage children's behavior while promoting healthy development, attachment, and self-esteem.
6. The parent or caregiver has basic knowledge of crisis response strategies to manage children's escalating and potentially threatening behaviors, and the ability to work with the child's treatment team to develop a child-specific crisis management plan.
7. The parent or caregiver can demonstrate how to select discipline strategies based upon a child's age, developmental level, past experiences, and the current situation.

Module 9: The Effects of Fostering on Your Family

Competencies

1. The parent or caregiver has substantial knowledge of how placement of a child can affect the caregiving family's relationships among parents and children, siblings, spouses, or other adult relationships and extended family members.
2. The parent or caregiver has basic knowledge of how to identify and address the symptoms of injury, illness, and contagious conditions.
3. The parent or caregiver has substantial knowledge of the grief process the caregiving family might expect to go through when a placement terminates.
4. The parent or caregiver has substantial knowledge of its own cultural background, values, beliefs, and standards and how they can be affected by the placement of a foster child.
5. The parent or caregiver has substantial knowledge of how stress can affect family members' behavior and an understanding of effective coping strategies, including the use of support systems, to help manage stress.
6. The parent or caregiver has basic knowledge of the procedures that are required when allegations of maltreatment are made against the caregiver.
7. The parent or caregiver has substantial knowledge of the importance of continuously assessing the impact of foster care on the entire family.
8. The parents or caregiver has basic knowledge about how teaching foster children life skills may be different for foster children versus the caregiver's own child (ren).

INSTRUCTIONS FOR TITLE IV-E FOSTER PARENT TRAINING REIMBURSEMENT APPLICATION

INTRODUCTION

The following information will assist agencies in submitting a complete application for Title IV-E reimbursement for foster parent training.

The narrative submitted by agencies must address each of five key areas: Agency Commitment, Training Curriculum, Training Implementation Plan, Fiscal Considerations, and Evaluation Methods (See Page 3 for the required content of each key area).

Training Curriculum for each phase of training (Pre-Placement, Foundation, and Ongoing) must meet specific competency areas. The competency areas needed to qualify for Title IV-E reimbursement are explained in the Appendices to the application for the Pre-Placement, Foundation, and Ongoing training phases.

Note: The Pre-Placement and Foundation Training materials meet the required competency areas; there may be other training curricula which are acceptable if they include the competency areas and other requirements of the application process (as described in the Appendices for: Pre-Placement Training Competency Areas and Foundation Training Competency Areas).

For both Pre-Placement and Foundation Training, all applicants must use a training delivery system that uses a foster parent and child welfare staff as co-trainers or, as an alternative, incorporates a foster parent as an educational resource as approved by the agency and clearly explained in the application under the Training Curriculum Section, Item d.. For an agency alternative to be acceptable, it must satisfy the intent of encouraging connections, support, and resource networks among foster parents.

In order to receive Title IV-E pass-through funds, all foster parent applicants or licensees must complete the Pre-Placement Training. Any exceptions to this requirement must be clearly documented in an agency's application, in Section 3.e., along with the timeframe in which the applicant or licensee will complete the Pre-Placement Training requirement. Current licensees are exempt from this requirement if they have gone through an approved Pre-Service training in the past.

Agencies with prior approval for Pre-Service Training that want to continue with the existing Pre-Service Training may do so by submitting the fiscal information outlined in Section 4.b.-c. The Division will no longer be accepting new applications for Pre-Service Training reimbursement under the previous numbered memo (i.e., DCFS-2002-12).

Agencies with prior approval for Pre-Service Training that will be using the Pre-Placement Training and seeking Title IV-E pass-through funding need to include a brief explanation as to how they will incorporate the Pre-Placement Training into their overall training process for foster parents. Please complete all subsections of numbers 2-4 on the following pages.

See the table on the next page for the necessary sections of the application based on the trainings for which Title IV-E reimbursement is being requested and whether or not you have prior approval for the Pre-Service training.

Requested Trainings for IV-E Reimbursement	Previous Approval for Pre-Service Training	Previous Approval for Pre-Placement Training	Sections to Complete
Pre-Service Training	Yes	N/A	Section 4
Pre-Service Training	No	N/A	Applications No Longer Accepted
Pre-Service and Pre-Placement Training	Yes	NA	Section 2-3 regarding Pre-Placement and Section 4 overall fiscal considerations
Pre-Service, Pre-Placement Training, and Foundation Training	Yes	N/A	Section 2-3 regarding the Pre-Placement and Foundation Training and Section 4 overall fiscal considerations
Pre-Placement Training	No	N/A	All Sections
Pre-Placement Training	No	Yes	Section 4 overall fiscal considerations
Pre-Placement Training and Foundation Training	No	N/A	All Sections
Pre-Placement Training and Foundation Training	No	Yes	Section 4 overall fiscal considerations

In addition, if you are applying for funds for Ongoing Training you must include your agencies policies regarding whether or not Ongoing training is required, what formats are allowed and the time allotted for Ongoing Training each licensing period. Agencies do not have to utilize the Pre-Service, Pre-Placement or Foundation trainings to access Title IV-E Foster Parent Training Reimbursement for Ongoing training.

Requested Trainings for IV-E Reimbursement	Previous Approval for Pre-Service Training	Previous Approval for Pre-Placement Training	Applying for other trainings	Sections to Complete
Ongoing Training	No	No	No	Sections 1,2,4 & 5
Ongoing Training	Yes	N/A	Yes	Include the three required portions on policy in application using format of Section 2 along with Section 4
Ongoing Training	Yes	Yes	Yes	Include the three required portions on policy in application using format of Section 2 along with Section 4
Ongoing Training	N/A	No	Yes	Complete all Sections and include required information specific to Ongoing Training in Sections 2 & 4

FIVE KEY AREAS

1. AGENCY COMMITMENT

Describe the process used to assess the agency's readiness to implement competency-based pre-placement, foundation, and ongoing training for foster parents.

- a. Agency and Administration support.
- b. Policies, procedures, and guidelines to communicate expectations and promote consistency of training.
- c. Foster parent and other interested party involvement.

2. TRAINING CURRICULUM

Describe the following:

- a. The curriculum, the number of training hours, and the number of training sessions.
- b. The rationale for the choice of the curriculum and how the key competency areas are incorporated into the training.
- c. The experiential/interactive components of the training.
- d. The training delivery system, which includes how foster parents will be involved as co-trainers, educational resources, or what alternative the agency would like to approve.

3. TRAINING IMPLEMENTATION PLAN

Describe the following:

- a. The expected number of new foster parents that will be trained annually and the plan to train new foster parents.
- b. The timeline/plan to train existing foster parents in the core competencies.
- c. Any exceptions that will be made to the pre-placement training prior to receiving a placement.
- d. Whether the pre-placement training will be provided in conjunction with other counties and if adoptive parents may participate in the training.
- e. Whether foster parents will receive any foundation or ongoing training during the period of transitioning into the three-phase training for foster parents.

4. FISCAL CONSIDERATIONS

Describe the following using the format on page 8:

- a. An overall budget estimate of start-up costs.
- b. An overall budget estimate of ongoing costs.
- c. A description of the sources of the match.

5. EVALUATION METHODS

Describe the tools used to measure success in the following areas:

- a. Foster parent satisfaction
- b. Case Manager/Foster Care Coordinator/Agency satisfaction
- c. Formal feedback mechanism (e.g., foster parent advisory group)
- d. Foster family retention rates

Fiscal Information for Title IV-E Foster Parent Training Reimbursement

Introduction

Federal Title IV-E reimbursement for administrative activities including training is generally claimed by the state through the Random Moment Time Study (RMTS) method. Costs directly reimbursed under the foster parent training reimbursement program must be for allowable IV-E activities and not included in the RMTS to avoid double claiming. Costs used by counties to claim foster parent training reimbursement must be excluded from CARS lines used by the Department of Children and Families (DCF) to claim IV-E funds on administrative costs using the RMTS method. Counties are responsible for maintaining local documentation that costs directly charged to the foster parent training reimbursement meet requirements for directly charging costs to federal funding sources.

Costs for foster parent training must be directly related to the preparation of training materials or delivery of training to qualify for the direct IV-E reimbursement. Match can include existing and new additional expenditures, so existing foster parent training costs can be used as match. No agency overhead costs can be allocated to the foster parent training reimbursement. Costs used as match to claim federal IV-E funds must be paid directly by a public agency from non-federal sources.

The net amount of IV-E reimbursement for foster parent training is based on the federal IV-E reimbursement rate for training of 75% multiplied by the percentage of IV-E eligible children in out-of-home care in Wisconsin. The eligibility ratio or "penetration rate" will vary from year to year and DCF will announce the net IV-E reimbursement rate applicable to each calendar year period in advance. The amount of reimbursement provided during a contract year will remain fixed at the applicable rate, with adjustments to the net reimbursement rate made as necessary for subsequent contract years. For CY 2009, the net IV-E reimbursement rate for foster parent training is set at 31.5%. For future years, the net reimbursement rate could be less depending on trends in the statewide IV-E penetration rate and changes in federal IV-E fiscal policy.

Allowable Training Costs

The following are examples of allowable training costs:

- Payments to training providers for preparation time and delivery of training
- Development of training curriculum
- Production of training materials, copying, supplies, etc.
- Mileage and other travel-related expenses paid to training providers
- Mileage, per diems and other expenses paid to persons to participate in training
- Child care provided to persons to participate in training
- Charges for use of a facility for training
- Refreshments provided to training participants
- Paying costs for foster parents to attend conferences and other training

Costs for county staff to provide training can be counted as training expenses provided that the costs can be directly tied to foster parent training. If county staff persons are involved in the preparation of training, coordinating registration, or delivery of training, their salary and fringe costs for the time devoted to foster parent training can be counted as a training expense. Counties must have a method to keep track of the amount of staff time devoted to foster parent training. County staff time for other foster parent activities such as foster parent licensing that are covered under the RMTS method must remain under the RMTS and cannot be counted as a foster parent training expense.

The salary and fringe costs of county staff who attend training as participants cannot be counted as a training expense. That staff time spent as participants remains covered under the RMTS method. However, mileage and other travel-related costs for county staff to attend foster parent training can be counted as a training expense.

County administrative or overhead charges typically allocated on the basis of FTE cannot be charged to the foster parent training reimbursement. Under the federally approved cost allocation plan for IV-E funds, administrative costs must be claimed using the RMTS method. Thus administrative expenses cannot be applied to the foster parent training reimbursement.

Expenses incurred by the foster parents (i.e. out-of-pocket costs) to participate in the training cannot be used as match. However, payments made to foster parents by counties to participate in training (mileage, per diems, etc.) are allowable as match. The cost of a foster parent's time to be a training provider cannot be claimed as an in-kind expense. If foster parents are paid by the county to be training providers, that county payment is allowable as a training expense.

Sources of Match

The match to claim IV-E funds must be provided by a public child welfare agency and not used to match other sources of federal funds. Expenses used to claim IV-E funds for foster parent training cannot be used as match for other federal funding sources.

Counties receive various types of funds from the state and child welfare agencies also receive funds from local revenue sources. Local tax levy funds are acceptable as IV-E match. Community Aids funds received from DCF contain state general purpose revenue (GPR) and other sources which can be used as match. Agencies should refer to previous guidance from DCF on the use of Community Aids funds to match federal sources. Of funds distributed specifically for child welfare services by DCF, IV-E Incentive program funds can be used as match. These funds have been previously earned by the state and are equivalent to GPR once distributed to local agencies. Safe and Stable Families and Independent Living program funds are federal funds and cannot be used as IV-E match.

The match used to draw federal IV-E reimbursement can include new cash expenditures and existing foster parent training expenses. The foster parent training reimbursement does not require additional county expenditures to draw IV-E funds, but if counties increase spending on foster parent training, the amount of IV-E reimbursement will increase proportionately.

Contracts

Once foster parent training programs have been approved by the Bureau of Permanence and Out-of-Home Care in the Division of Safety and Permanence (DSP), counties will be issued an addendum to their state/county contract for the IV-E reimbursement. A separate CARS line will be established for the IV-E reimbursement.

The contract addenda will be issued annually by DSP. Once counties begin participating in the foster parent training reimbursement, it will be presumed that they will continue to participate on an annual basis. Fiscal information will be needed annually and the amount identified in the county fiscal information will set the reimbursement limit for that contract year. Should the amount of foster parent training expenses exceed the projected amount originally used for the contract addendum, a contract modification will be needed from DSP to increase the reimbursement limit.

Contract addenda will be issued for CY 2009 effective back to January 1, 2009 for allowable expenses for foster parent training already provided in 2009 that meets the requirements for the foster parent training reimbursement program.

All reimbursement will be based on expenses reported to DCF through the CARS system. No contract advances will be made to counties for this program.

Consortiums

Counties can form consortiums for purposes of the foster parent training reimbursement program. A single county can serve as the fiscal agent for the consortium. The county acting as the fiscal agent is responsible for submitting fiscal information for the contract and making fiscal arrangements with the other members of the consortium.

CARS Reporting

The CARS reporting update includes information for both reimbursement and reporting expenses for DCF administrative use.

For reimbursement purposes, new CARS lines were established for the foster parent training reimbursement. Counties report 100% of the foster parent training expenses on Profile 3395 and will be reimbursed the federal portion on Profile 3396. Profile 3397 is the agencies local portion, an information only profile. The net IV-E reimbursement is set at 36% for CY 2009.

Counties should not report any expenses used as foster parent training match on CARS lines 3301 or 3683. These lines are for reporting purposes only and do not affect the amount of reimbursement from DCF. The lines are used with the RMTS to determine the amount of administrative expenses eligible for federal IV-E reimbursement. For reporting purposes, expenses used as foster parent training match should be included by counties on CARS line 3561. This procedure to use CARS line 3561 will prevent match expenses for training from being included by DCF in the pool of local agency costs that the RMTS is applied to.

Counties should retain their own documentation of costs used as foster parent training match for local audit purpose.

Title IV-E Foster Parent Training Reimbursement Fiscal Worksheet 2009

County Agency: _____

Requested Trainings for IV-E Reimbursement: _____

Do you have prior approval for Pre-Service: _____

Contact Person:

Name	
Address	
Phone	
Email	

Note: The Title IV-E share of foster parent training costs is limited to 36% of the total costs. The 36% limit does not apply to each line item. Line items can be 100% Title IV-E as long as the IV-E share of the total costs is no more than 36%.

Estimate for CY 2009:

Description of costs	County match funds	Title IV-E	Total
TOTAL 2009 ESTIMATE:			

Describe the sources of funding used for a match:

Section I: Agency Systems, Laws, and Processes

I.1. Understanding the requirements of Ch. DCF 56 to meet the basic needs of children in out-of-home care

- A. The foster family demonstrates knowledge of Ch. DCF 56, Adm. Code, and its requirements for licensure to meet the basic needs of children in its care as measured by completion of CFS-787 Child Foster Care Licensing Checklist.
- B. The foster family has basic knowledge regarding the requirement that any exceptions for licensure must be approved by the licensing agency or the Department on a case-by-case basis.

I.2. Goals of the Child Welfare System—Safety and Permanence

- A. The foster family has basic knowledge of the primary goal of child safety, and has a general understanding of the types of services necessary to achieve protection and permanence for abused or neglected children and their families; and understands that federal law (including the Adoption and Safe Families Act) impacts state law and procedures.
- B. The foster family has basic knowledge that reunification is the primary goal unless the child cannot be returned safely to the family of origin.
- C. The foster family has basic knowledge that the rights of Indian children, Indian families, and tribes are protected by the federal Indian Child Welfare Act (ICWA); that children may be Indian regardless of physical appearance; and that ICWA affects placement decisions of Indian children.
- D. The foster family has basic knowledge that reunification with the family of origin is most often the goal for children who are placed in out-of-home care, and that the majority of children who are in out-of-home placements are reunited with their families.
- E. The foster family has basic knowledge regarding options that may be used to achieve timely permanence for children when they cannot be safely reunited with their families.

I.3. Legal Processes/Laws

- A. The foster family has basic knowledge regarding how children enter the foster care system and recognizes the differences between Children in Need of Protection or Services (CHIPS), Juveniles in Need of Protection or Services (JIPS), and delinquent youth.
- B. The foster family has basic knowledge regarding definitions of various legal terms and procedures used in the child welfare system.
- C. The foster family has basic knowledge regarding the role of the court in determining that a child (or community) is not safe; is aware that to assure safety the child or youth must be placed in out-of-home care; and knows that the placement of the child in out-of-home care is reviewed by the court or an administrative panel every six months with input from the agency, the foster family, the child's family members, and other appropriate individuals.
- D. The foster family has basic knowledge regarding the requirement to "immediately notify the supervising agency if the licensee has reasonable cause to believe that a foster child has been abused or neglected, or has been threatened with abuse or neglect and it is likely that the foster child will be abused or neglected." [Ref. s. DCF 56.05(1)(c)6., Adm. Code]

I.4. All Parties' Rights—Legal

- absolute and contingent rights
- children's rights
- parents' rights
- relatives' rights
- foster parents' rights
- awareness of rights and where to turn to get info
- right to privacy

- A. The foster family has basic knowledge of the rights to privacy and confidentiality retained by all parties.
- B. The foster family has basic knowledge regarding the child's parents' legal rights to their child.

- C. The foster family has basic knowledge regarding to what they may give consent for a foster child in their care and is aware of agency policy regarding school permission slips, medical waivers, haircuts, religious participation, body piercing, etc.
- D. The foster family has basic knowledge regarding its responsibility for health and dental checks for foster children placed in its care and that this may necessitate foster parent travel to the service provider.
- E. The foster family has basic knowledge regarding the rights of teens in their care to have access to reproductive health care services.
- F. The foster family has basic knowledge regarding the agency's right to make decisions about whether to place a particular child (or any child) with the foster family.
- G. The foster family has basic knowledge that it should accept for placement only those children whose needs it reasonably believes can be met in its home.

I.5. Roles/Relationships/Responsibilities

- A. The foster family has basic knowledge regarding its responsibility to cooperate with the agency and to keep the agency informed of each child's progress and problems. [Ref. s. DCF 56.05(1)(c)3., Adm. Code]
- B. The foster family has basic knowledge regarding the need for it to interact with a variety of professionals, both directly and indirectly.
- C. The foster family has basic knowledge of the roles and responsibilities of individuals within the agency and judicial system, including the social worker/case manager, foster care coordinator, guardian ad litem, judges, attorneys, parent aides, and mental health workers.
- D. The foster family has basic knowledge regarding the need for the child to have contact with his or her family. Some examples of contact could include phone, face-to-face visits, e-mail, letters, court appearances, therapy sessions, and planning meetings.
- E. The foster family has basic knowledge regarding its role and that of the agency in keeping children safe and achieving permanence.
- F. The foster family has basic knowledge of and knows how to access agency policy, procedures, and resources as they relate to any child in their care.

Section II: System Expectations of Foster Parents

II.1. Nurturing Care and Discipline

- A. The foster family has substantial knowledge regarding the requirement to provide humane and nurturing care to each child placed in its home and displays a willingness to do so. [Ref. s. DCF 56.09(1)(a) to (n) and s. 56.09(5), Adm. Code]
- B. The foster family has substantial knowledge of the rules and restrictions regarding discipline. [Ref. s. 56.09(5)(a) to (i), Adm. Code]
- C. The foster family has basic knowledge regarding the rationale prohibiting physical punishment for children and youth.
- D. The foster family has basic knowledge of and self-awareness regarding its own parenting style/skill and knows that strategies it might use with its own children may not be permissible with children in out-of-home care.
- E. The foster family has basic knowledge that any disciplinary action taken by a member of the foster family or any other person serving as a substitute caregiver shall be aimed at encouraging foster children to understanding appropriate social behavior and must be appropriate to the child's age, development, and knowledge. [Ref. s. DCF 56.09(5)(a) to (g), Adm. Code]
- F. The foster family has basic knowledge of the appropriate goals of discipline and knows the importance of approaching discipline as an educational strategy to guide and promote healthy child development.
- G. The foster family has basic knowledge of the reasons children and youth may display inappropriate or undesirable behaviors.

- H. The foster family has basic knowledge of how a foster child's inappropriate behaviors may be influenced by his or her developmental level, past experiences, and the unique stresses associated with separation, placement, and maltreatment.
- I. The foster family has basic knowledge regarding the importance of selecting a discipline strategy based upon a child's age, developmental level, past experiences, and the situation.
- J. The foster family has basic knowledge of effective strategies that promote healthy development, attachment, and self-esteem, while concurrently managing children's behavior.
- K. The foster family has basic knowledge about policies regarding the use of restraint and self-protective actions and behaviors.
- L. The foster family has basic knowledge regarding when the social worker, case manager, or foster care coordinator should be called for guidance with behavior management for a child and understands that asking for that help is a positive action.
- M. The foster family has basic knowledge regarding how to document behaviors or incidents and the importance of keeping the case worker informed of behavioral concerns.

II.2. Transportation

- A. The foster family has basic knowledge that any person transporting foster children on its behalf for any purpose must have a valid driver's license.
- B. The foster family has basic knowledge regarding the requirement that all children under 8 years of age must be transported in an approved child safety restraint, in compliance with state law.
- C. The foster family has basic knowledge regarding agency policy for transportation of foster children, including insurance and vehicle liability requirements, who may transport the child, and rules for travel outside of the state.

II.3. Maintaining Family Connectedness

- A. The foster family has basic knowledge about the requirement to cooperate with the supervising agency to maintain relationships between foster children and their families (including siblings) and with the agency's efforts to implement plans for care, treatment, and permanent living arrangements. [Ref. s. DCF 56.05(1)(c)7., Adm. Code].
- B. The foster family has basic knowledge regarding the requirement that, with few exceptions, the address and contact information of the foster home will be disclosed to the child's family.
- C. The foster family has basic knowledge and acceptance of the reality that all families, including its own, have strengths and weaknesses.
- D. The foster family has basic knowledge regarding how its own perspective of birth families impacts the foster family's behavior and interactions with the child and his or her family.
- E. The foster family has basic knowledge of the destructive consequences to children and the reunification process of stereotyping birth families.
- F. The foster family has basic knowledge of the grief process of a birth parent whose children have entered out-of-home care.
- G. The foster family has basic knowledge of the grief process of a child placed in out-of-home care.
- H. The foster family has basic knowledge of the value of a child's positive feelings toward his or her own parents, siblings, and extended family members and supports maintaining the child's connectedness with family.
- I. The foster family has basic knowledge of the importance of involving the child's family in day-to-day decision-making and other activities to support reunification and recognizes the connection between this involvement and the stability and mental health of the child.
- J. The foster family has basic knowledge that various behaviors in foster children may be triggered by contact with his or her family members and that there are strategies for helping the child and foster parents effectively cope with these behaviors.

II.4 Confidentiality

- A. The foster family has basic knowledge regarding confidentiality requirements and agrees to abide by those requirements.
- B. The foster family has basic knowledge regarding the benefit of informing others, prior to the placement of a child, that it is a foster family and that the foster family is bound by law not to discuss any child in its care with others.
- C. The foster family and all individuals in the household have basic knowledge regarding with whom they may discuss issues relating to the foster children in the home.
- D. The foster family and all individuals in the household, including all children, have basic knowledge regarding strategies for responding to questions that would breach confidentiality.
- E. The foster family has basic knowledge regarding strategies for helping foster children understand and protect their confidentiality.

II. 5. Keeping You and Your Foster Child Safe

- A. The foster family demonstrates knowledge of the requirements of Ch. DCF 56, Adm. Code, regarding the safety needs of children placed in its care as measured by the completion of Form CFS-787 Child Foster Care Licensing Checklist. [Ref. s. DCF 56.08(1) to (12), Adm. Code]
- B. The foster family has basic knowledge of the need to maintain records of any child in its care.
- C. The foster family has basic knowledge regarding the supervision needs of foster children across all environments (e.g., home, school, community) and that foster children often require more supervision than their same-aged peers, especially upon initial placement.
- D. The foster family has basic knowledge regarding the need to establish appropriate boundaries for all family members, including foster children placed in its care.
- E. The foster family has basic knowledge of signs and symptoms of illness and contagious conditions and knows health, hygiene, and nutrition practices that prevent or reduce the likelihood of illness in children and teens.
- F. The foster family has basic knowledge of the procedures that are required if and when allegations of maltreatment are made against caregivers and knows how to obtain information and support during this process.

Section III: Information Needed by Foster Parents

III.1. Culture (Knowledge)

- A. The foster family has basic knowledge that all individuals and families are impacted by life experiences, gender, ethnicity, nationality, sexual identity, socio-economic status, and race, all of which shape the culture of each family.
- B. The foster family has basic knowledge regarding how one's own cultural perspective can affect the development of relationships with children and families from different cultural backgrounds.
- C. The foster family has basic knowledge regarding awareness of its own beliefs, values, and behaviors toward individuals of differing backgrounds, including but not limited to gender, ethnicity, nationality, sexual identity, socio-economic status, and race.
- D. The foster family has basic knowledge of the potential destructiveness of stereotyping of any individual or group, including but not limited to culture, race, gender, ethnicity, nationality, sexual identity, and socio-economic status.
- E. The foster family has basic knowledge of how culture, race, gender, ethnicity, nationality, sexual identity, and socio-economic background may affect the perceptions and reactions to the placement of foster children and their birth families.
- F. The foster family has basic knowledge regarding the importance of helping children in care maintain a healthy cultural identity and of incorporating elements of a child's cultural heritage into family practices.

- G. The foster family has basic knowledge that the physical care (e.g., diet, hair and skin care, dress) may be different for children from cultural backgrounds that are different from that of the foster family.
- H. The foster family has basic knowledge regarding awareness of its own ability and limitations to care for a child who may have a background or a sexual orientation different from their own and understands the need to discuss this with the social worker or case manager.

III.2. Child Development

- A. The foster family has basic knowledge of the primary stages and milestones of normal physical, cognitive, social, sexual, and emotional development in children and youth and has basic knowledge of potential areas of developmental delay.
- B. The foster family has basic knowledge that emotional harm, physical and sexual abuse, and neglect each impact child development.
- C. The foster family has basic knowledge of the potentially negative effects of physical abuse, neglect, and sexual abuse on children's development and that the foster parents should report any concerns or observations related to the child's development to the child's case manager.
- D. The foster family has basic knowledge of some of the characteristics of children who have been sexually abused and knows what to do if a child discloses sexual or other types of abuse.
- E. The foster family has basic knowledge and awareness that sexual abuse is a complex problem for children and teens which impacts their individual development and that the caregiver needs additional ongoing resources and training to successfully care for these children and teens.

III.3. Grief/Loss and Separation

- A. The foster family has basic knowledge about the effects of separation for the child and birth family and is aware of some strategies to help the child handle feelings of sadness, loss, anxiety, and anger.
- B. The foster family has basic knowledge regarding how a child's developmental level affects his or her knowledge of, and reactions to, out-of-home placement.
- C. The foster family has basic knowledge of emotional conflicts that can arise for a child during the placement process and how they may impact the child's behavior and interactions with others: divided loyalty, perceived abandonment or rejection, reactivation of feelings from previous separations, ambivalence about attachment, and ambivalence about permanency.
- D. The foster family has basic knowledge of the negative impact of multiple placements on a child's emotional, cognitive, and social development and behavior.

III.4. Effects of Fostering on Your Family

- A. The foster family has basic knowledge of the potential effects on the care-giving family of fostering children and teens.
- B. The foster family has basic knowledge regarding the fact that many foster parents experience allegations of child maltreatment at some time during their licensure.

III.5. Reimbursement

- A. The foster family has basic knowledge of the following information:
 - i. Foster care rate structure, reimbursement procedures, and clothing allowance brochure.
 - ii. Foster parent insurance brochure, including information on how to file a claim.
- B. The foster family has basic knowledge regarding how fostering has a financial impact on its family; that reimbursement may not cover all expenses for foster children; and that payments may be delayed for various reasons.