



**FOSTER PARENT
LAW
IMPLEMENTATION
PLAN
2018**



**IMPLEMENTATION PLAN FOR THE
ILLINOIS FOSTER CAREGIVER
BILL OF RIGHTS & RESPONSIBILITIES
2018**

Foster Caregiver Rights:

1. THE RIGHT TO BE TREATED WITH DIGNITY, RESPECT, AND CONSIDERED AS A PROFESSIONAL MEMBER OF THE CHILD WELFARE TEAM.

UCAN, formerly Uchlich Children's Advantage Network, understands that foster caregivers make up an important part of how UCAN fulfills our vision and mission towards our children and families by acknowledging them as a valuable member of the child welfare team. UCAN Professional Foster Parenting (PFP) case managers invite and encourage caregivers to attend quarterly child and family team meetings to plan for the child(ren) in their care and also engage foster parents during the monthly trainings. The PFP case manager considers the schedule of the foster caregiver when setting up these meetings in order to ensure their ability to attend. PFP case managers encourage foster caregivers to *also* participate in annual staffing and development of behavior management plans and treatment plans for adolescent and specialized foster care, staffing other than Child and Family Team meetings, IEP's, court hearings, school conferences, staff meetings, Therapeutic staffing/meetings, therapy appointments when requested and ACR's.

If unable to attend, foster caregivers receive a written or verbal summary of staffing, recapping decisions made and tasks assigned to all persons involved in the child's care. All UCAN PFP staff is committed to demonstrating professionalism, respect and courtesy through the following:

- Foster caregivers are kept up to date of program and staff changes such as a foster child receiving a new child welfare worker
- Foster caregivers are given a phone list of after-hours emergency numbers, contact numbers for each worker and several other resources and numbers required to be given to foster caregivers. UCAN also makes a 24 hour hotline number where foster parents can gain access to an administrator if they cannot reach their case manager, supervisor or other members of the treatment team. Each caseworker and supervisor are provided with cell phones so they can be more readily available to support the foster parents.

- Home and licensing visits are scheduled as far in advance as possible to accommodate the foster caregiver's schedule. They have also been informed that unannounced visits are possible as a licensing requirement.
- Foster caregivers are contacted immediately to report canceled appointments, time changes or if the worker is running late.
- All UCAN staff is expected to respond to foster parent requests, questions and needs as they arise and return emails and phone calls within 24 hours.
- UCAN maintains up to date mailing lists to ensure all foster parents are in receipt of all materials distributed by the agency.
- UCAN requests to have foster parent's email addresses so that program and training information can be sent to them electronically if desired. Training and meeting reminders are now sent out electronically also.
- UCAN distributes a Foster caregiver Satisfaction Survey on an annual basis. Results and comments are used to continually improve the foster care program and reviewed with the staff.

During foster parent orientation and during ongoing training events, UCAN encourages foster caregivers to directly contact case managers, licensing specialists, supervisors, or administrative staff with any questions or concerns.

UCAN realizes how integral foster caregivers are to our agency and honors them in the following ways each year:

- Foster Parent of the Year award during annual Donor Recognition Banquet
- Outstanding service awards
- Foster Caregiver appreciation banquets in which the foster parents receive prizes to show continuing appreciation.
- UCAN sends out condolences when a member of the foster caregiver's family has passed
- Hand written thank you notes from PFP case managers
- Annual Christmas parties and summer events for foster families and foster children to create family bonding.

We believe our Foster Parents are the most important piece to the success of the foster child and family. They always encourage participation of our Foster Parents in assisting biological parents in the return of their children. When appropriate, we support that our Foster Parents' role as temporary caregivers is highlighted and embraced by encouraging the communication between them and the biological parents; This can also lead to creation of a relationship between them where longer term relationships can be formed. The Agency believes all positive relationships are the key to success of our Foster Parents, children and birth families.

Our Foster Parents have access to their Licensing Representative, Case Manager, Case Manager's Supervisor, and also have the cell phone of the program Vice President to provide support and resolve any issues. If necessary, the agency president and CEO can/have been involved directly with foster parents to resolve issue on a timely basis.

The belief that fostering is such a valuable and respected part of what we do, is in part why our agency president became a licensed foster parent and regularly provides the program with feedback on numerous issues that in his experience would impact foster caregivers.

2 THE RIGHT TO BE PROVIDED STANDARDIZED PRE-SERVICE TRAINING AND APPROPRIATE ON-GOING TRAINING TO MEET MUTUALLY ASSESSED NEEDS AND IMPROVE THE FOSTER PARENT'S SKILLS.

In Cook County, the required Pre-service training, PRIDE, is offered at multiple locations and at times convenient to prospective foster caregivers. The DCFS on-line option for training is also made available for those caregivers who feel that is a better fit for them. In Lake and McHenry County, PRIDE Training is provided through DCFS and prospective foster caregivers are referred to the nearest location for this training during the licensure process. Educational Advocacy is offered monthly to foster caregivers as a requirement for ongoing licensing requirements, and is provided by the Illinois Department of Children and Family Services (IDCFS). This year, UCAN has become a host site for DCFS trainings in the Lake/McHenry area making the training more accessible to foster caregivers. This change has also allowed childcare to be provided onsite during these trainings.

In addition to the state pre-service and in-service training requirements, UCAN, as an accredited agency, has additional requirements based on the level of care the foster caregiver is interested in providing. Those being:

Specialized Foster Care

- Sexual Abuse (3 hours)
- Behavior Management (6 hours)
- Clinical Philosophy (12 hours, including instruction on Trauma, Attachment and Loss, Human Development, Social Systems)
- Various training topics to address the foster child's special needs
- Raising a multi-ethnic family

Adolescent Foster Care

- Medical Issues (3 hours)
- Behavior Management (6 hours)
- Transition from residential care to community settings
- Raising a multi-ethnic family

- Clinical Philosophy (12 hours, including instruction on Trauma, Attachment and Loss, Human Development, Social Systems)
Verbal de-escalation

Traditional Foster Care

- CPR (8 hours)
- Additional training is accessed in collaboration with the agency and foster caregivers.
- Raising a multi ethnic family
- Clinical Philosophy (12 hours, including instruction on Trauma, Attachment and Loss, Human Development, Social Systems)
-

Due to the HMR Initiative, UCAN offers to relative foster caregivers PRIDE training on-site as well as via videotape or DVD (6 hours), which can be viewed in their own home.

Foster caregivers participate as co-trainers with staff. In Cook County an experienced foster parent speaks with each group of prospective foster parents during orientation, and maintains contact with applicants throughout the licensing process. Members of the foster parent support groups suggest training topics, and they develop the agenda for their own support group meetings. In our Lake/McHenry program, foster caregivers have begun a mentoring program for new foster caregivers. They assist new caregivers when they receive a placement and help them navigate and understand the foster care system.

The training coordinators work with the foster caregivers to mutually assess caregivers' training needs. The training coordinator is available for one on one consultation with all foster parents. In addition, the licensing specialist devises a training plan with foster caregivers to ensure all training requirements are met as well as to encourage feedback from the individual foster caregiver about their own training needs. Foster caregivers are encouraged to attend trainings that they believe will enhance their parenting abilities or fulfill their specific training needs in order to better serve the children in their care. Training topics may also be suggested by case management staff based on needs they identify in working with caregivers.

UCAN has an on-going in-service training program. This training is offered several times each month, during the week and on Saturdays. The Training Coordinator sends regular notices of upcoming training to foster caregivers through mail, e-mail, phone calls and advises foster caregivers of upcoming training opportunities during the monthly foster caregiver meetings. UCAN requires the following *additional* in-service training hours for foster caregivers depending on the program they serve.

- | | |
|----------------------------|-------------------|
| • Relative and Traditional | 12 hours annually |
| • Specialized | 26 hours annually |
| • Adolescent | 26 hours annually |

UCAN has a Lending Library, which enables foster caregivers to receive additional training hours by viewing videotapes/ DVD's or reading books in their own home. UCAN is also making training available online and makes foster caregivers aware of the DCFS lending library for training hours.

UCAN PFP trainers receive immediate feedback from foster caregiver's after all in-service training through a written evaluation form which asks foster caregivers about the usefulness of the training for their needs and those of the children in their care and about what other training they may want or need. UCAN PFP trainers are often called upon by DCFS to assist in DCFS training initiatives, thus they at times have the ability to also bring new trainings to the foster parents.

Assessment of training needs is administered by Licensing Representatives during their scheduled visitation with licensed Foster Parents. Additionally, assessment occurs during Foster Parent meetings, as well as through Foster Parent satisfaction surveys. Regular meetings with Licensing Representatives and Supervisors also occur to discuss current needs of Foster Parents in order to revise or add trainings applicable to the needs identified. Training schedules are developed throughout the Agency based on suggestions from all members of the team, which includes the Foster Parents. Foster Parents are also encouraged to access the DCFS Virtual Training Center for materials about specific parenting issues. The Agency supports and encourages Foster Parents to participate in the Statewide Foster Parent Advisory Council. The Agency supports and encourages Foster Parents to contact the Agency at any time to discuss specific needs/trainings. Quality assurance calls are made on a monthly basis by supervisors and Foster Parents are always asked if they have any concerns/issues that need to be formally addressed through training. These calls are random; all Foster Parents are not contacted monthly.

3. THE RIGHT TO BE INFORMED AS TO HOW TO CONTACT THE APPROPRIATE CHILD PLACEMENT AGENCY IN ORDER TO RECEIVE INFORMATION AND ASSISTANCE TO ACCESS SUPPORTIVE SERVICES FOR CHILDREN IN THEIR CARE.

At the time of placement, the foster caregiver receives a placement packet, which outlines the current service needs of the child(ren) and the providers of those services. In this packet, the foster caregiver also receives the name and phone numbers of the assigned caseworker and supervisor who will be addressing the child(ren)'s service needs, along with resource numbers, which include the Crisis Line/System of Care line. UCAN also has an after-hours emergency number, (312) 464-2878 which is given to the foster parent. This is the number to UCAN's answering service for after hours and weekend emergencies. All staff members are accessible by cell phone during business hours. This year, all supervisors were furnished with a smart phone where they have 24 hour access to email and text to accommodate foster parents who prefer to communicate using that type of technology. In the event of an emergency, the after-hours service will contact the appropriate case manager. If contact with the case manager is unsuccessful, the after-hours service will then follow the chain of command for contact: Supervisor, and Vice

President for Placement Services. This year each foster parent will also receive a copy of the foster care program organization chart with phone and email addresses. This will provide additional access to program staff.

UCAN provides foster parents with other important phone numbers including:

- Caseworker
- Supervisor
- UCAN main number
- UCAN emergency line
- Healthworks hotline
- UCAN foster Care vice president cell number
- Advocacy line
- Office of the Inspector General (OIG)
- Medical Card Hotline
- Daycare referrals
- IDCFS Payment Unit
- Child Abuse Hotline
- Systems of Care/Crisis Line
- UCAN staff
- WIC offices
- DCFS medical consent line

Phone numbers are routinely updated and distributed to caregivers via board checks, mail and email.

The Agency also uses formal resources such as System of Care (SOC), Screening Assessment Support Services (SASS), and general counseling to provide Foster Parent support. Agency staff are expected to provide this support during home visits, returning phones calls quickly, encouraging Foster Parents to take an active role in caring for children, providing an avenue where Foster Parents can meet with other Foster Parent support groups and responding to Foster Parent concerns with respect and urgency. The relationship between Foster Parents and providers is essential in facilitating the care of children in the foster care system.

4 THE RIGHT TO RECEIVE TIMELY REIMBURSEMENT COMMENSURATE WITH THE CARE NEEDS OF THE CHILD AS SPECIFIED IN THE SERVICE PLAN.

It is UCAN's practice to pay foster caregivers their monthly compensation for providing foster care on the second Tuesday of each month. Those caregivers attending the Saturday training, which always is scheduled for the Saturday preceding the second

Tuesday, are able to receive the boarding payment at the conclusion of training. This payment is for the care provided in the previous calendar month.

UCAN provides a full continuum of foster care services, which allows a child to be served on various levels according to his/her needs. Upon a child's placement in a foster home, the foster caregiver is informed verbally or in writing what program the child is in and the corresponding monthly payment.

With supervisory approval, respite is available for extended periods (vacation, family illness) by a provider of the foster caregiver's choosing, on the condition that the identified respite provider passes background screening. UCAN Caregivers in the traditional and home of relative program are encouraged to serve as respite resources for one another. This respite is paid through the foster caregiver board payment or is paid by the foster parent directly to the respite caregiver. Foster parents serving specialized children or serving in the Adolescent Foster Care Program receive 15 hours of respite monthly, provided by agency respite staff or a resource identified by the foster parents.

If problems arise related to a foster caregiver's board payment, the foster caregiver may contact the case manager first, and may also contact the supervisor or Vice President of foster care, who shall then work with the foster caregiver to resolve payment issues immediately.

As appropriate, and based on the needs (as detailed in the client service plan or treatment plan), UCAN will pay a portion of camp and/or special services fees, per child. To access these additional services, the foster caregiver should contact the child's caseworker. Foster caregivers are also eligible for special service fees by supervising sibling visits and parent child visits. With each of these, the foster caregivers turn in documentation to receive the special service fee as set by DCFS.

For children that require more care than a traditional child, the foster caregiver may contact their caseworker. The caseworker will initiate a CIPP when it appears that a child requires a high level of care (specialized or adolescent foster care) by listening to the foster caregiver and acknowledging the caregiver's ability to advocate for the child in their care.

During the year, a specific training session is held to review the payment policy, including amounts for various ages and levels of care, special fees that are available, and to review the process for resolving payment questions. Periodically, a document is shared with the foster parents that outline the DCFS payment structure.

We also acknowledge that there are times when circumstances beyond a foster parents control occur that impact them financially. When possible, UCAN has stepped in and assisted the foster parent through these financially challenging times to ensure that they

felt supported and where able to continue doing the quality support that they provide the families that we serve.

5. THE RIGHT TO BE SUPPLIED A CLEAR, WRITTEN UNDERSTANDING OF A PLACEMENT AGENCY'S PLAN CONCERNING THE PLACEMENT OF A CHILD IN THEIR HOME. INHERENT IN THIS POLICY IS THE RESPONSIBILITY TO SUPPORT ACTIVITIES, WHICH WILL PROMOTE THE CHILD'S RIGHT TO RELATIONSHIPS WITH HIS OR HER OWN FAMILY AND CULTURAL HERITAGE.

Foster caregivers are invited to attend child and family team meetings and other staffing for child(ren) in their home to discuss issues, concerns or problems and develop a plan to resolve and address the presenting problem. Foster caregivers are viewed as an integral part of the planning process. Their active participation and input is valued and incorporated in the development of the service plan. In advance of the Administrative Case Review (ACR) the assigned case manager will discuss with the Foster caregivers the permanency goal and the service plan tasks for which they are responsible. If a child's permanency goal is changed, the case manager will inform the foster caregiver in a phone call or face-to-face conversation within two business days, and in writing within ten days of the change. Foster caregivers are also encouraged to attend both court hearings and ACR's not only to get information, but also to have a voice in the planning process.

The caseworker will notify the foster caregiver if the change to the permanency goal necessitates changes to the visitation and service plan or to the foster care placement. While the needs of the children must be given primary consideration, case managers do make reasonable efforts to accommodate the schedules and interests of caregivers when planning parent-child and sibling visits. The caseworker will document discussion of Administrative Case Reviews in the case file and provide foster caregivers with their portion of the child's service plan.

Caseworkers help to establish, whenever possible, comfortable opportunities for caregivers and biological parents to share information and communicate regarding the needs of the child, and to coordinate regarding visiting arrangements. As both foster caregivers and biological parents gain comfort and trust, the case manager will support and encourage increased communication and cooperation toward the goal of reunification or biological parent support for another permanency option.

6. THE RIGHT TO BE PROVIDED A FAIR, TIMELY AND IMPARTIAL INVESTIGATION OF LICENSING COMPLAINT ISSUES AND BE PROVIDED THE OPPORTUNITY TO HAVE A PERSON OF THEIR CHOOSING PRESENT DURING THE INVESTIGATION AND DUE PROCESS; THE RIGHT TO BE PROVIDED THE OPPORTUNITY TO REQUEST AND RECEIVE MEDIATION

AND/OR AN ADMINISTRATIVE REVIEW OF DECISIONS CONCERNING A LICENSING CORRECTIVE ACTION PLAN SPECIFICALLY EXPLAINED AND TIED TO THE LICENSING STANDARD VIOLATED.

UCAN's policy regarding allegations of licensing violations and the appeals of those investigations are as follows:

When a complaint is received that a foster caregiver has allegedly abused or neglected a foster child in their home, the Department of Children and Family Services (Division of Child Protection) is notified immediately through a hotline call. At its discretion, DCP shall conduct a child abuse or neglect investigation in accordance with Part 302, Services Delivered by the Department, or turn the investigation over to the Licensing Unit of UCAN Professional Foster Parenting Program for completion of the investigation. The Department may decide there needs to be a concurrent investigation which would include DCP and UCAN's Licensing Unit completing their own investigations on the same allegations. UCAN notifies the foster home immediately when a hotline call is being made or if a licensing complaint has been filed.

The UCAN Licensing Unit shall handle all other complaints alleging violation of licensing standards and/or rules. After a complaint is received in licensing, the licensing Supervisor and Licensing Specialist shall determine whether an immediate home visit is necessary to ensure the safety of the children in care or preserve evidence of the alleged violations. The Licensing Specialist shall document this consultation in a case note.

When an immediate unannounced home visit is not necessary, the Licensing Specialist will conduct an unannounced home visit at the foster parent's home within 2 business days of date the complaint was received in the licensing department. In accordance with Foster Parent Law (20 ILCS 520) and DCFS Rule 340, Foster Parent Code, the foster parent is given 4 hours to find an advocate/friend who can be present during all interviews with the licensee(s) during the investigation. The foster parent can choose to waive the right to have an advocate present. If the respondent chooses to refuse to allow the licensing specialist to conduct the licensing investigation, UCAN will then recommend revocation of the foster caregiver's license. The respondent will be notified by mail the following business day of an attempted visit and of UCAN's recommendation to revoke the foster home license. The respondent will be given a 24-hour deadline by which to cooperate with the licensing investigation.

During the unannounced visit, the licensing specialist will clearly indicate to the foster caregiver the purpose of the visit. The Licensing Specialist will conduct non-accusatory, impartial fact-finding interviews with all persons identified in the complaint as having information about the allegations and other persons who may have relevant information and document interviews. The Licensing Specialist will also speak to all caseworkers who have a foster child placed in the home.

The licensing staff will take all necessary actions to protect the children in care, including implementing a Protective plan DCFS form CFS 596 and a licensing monitoring schedule is completed if needed.

If at any time during the investigation of a licensing complaint, it is determined that the licensee is in violation of a licensing standard that puts the child in placement in imminent danger, the child will be removed immediately. UCAN staff shall provide the foster caregiver with a “Notice of Decision” immediately, as well as an IDCFS Service Appeal Brochure. The notice of decision will serve as formal notification to a licensed foster caregiver that the agency has made the decision to remove a foster child(ren) from their care.

The investigation will be completed within 30 days of the date received in licensing unit. A 30 day extension can be requested by the licensing specialist. If needed another 30 day extension can be requested but can only be granted by the Director of Foster Care.

If the home is to be placed on hold, licensing staff will submit a CFS 2011 “Placement Hold Request” by email to the DCFS Associate Deputy Director for Licensing.

If there are violations found during the investigation, all violations are stated clearly and a protective plan and/or corrective action plan is put into place. The foster parent has 60 days to correct all violations. The Licensing staff will assist foster parent with getting back into compliance with IDCFS Rule 402.

A supervisory review is offered to the foster parents. The purpose of the supervisory review is to give the licensee(s) an opportunity to discuss the situation, to question any violations documented by the licensing specialist, and/or when the licensee disagrees with the violations. When the licensee requests an informal review, the licensing supervisor must schedule the informal review within 14 days of the request and hold the review at the earliest date. After a review is conducted, the foster parent is given a written letter containing results of the supervisory review and any changes to the corrective plan within 10 days of the supervisory review.

The Licensing Supervisor informs foster caregivers that if they are unsatisfied with the results or outcome of the supervisory review they may request an informal review with DCFS.

Foster Parent has 10 days to submit written request for informal review with DCFS.

After the licensing investigation is completed, the foster parent(s), complainant, all caseworkers who have a foster child placed in the home, and the GAL for each foster child in the foster home are notified of the results of the investigation in writing. All foster parents are informed during the licensing investigation process that they are not

viewed negatively and the incident will not be held against them and reflect on them for future placements.

The licensing investigative report will be maintained in the foster parent file along with the licensing complaint and corrective action plan. Upon successful completion of the corrective action plan, the licensee will be notified of such in writing and considered for future placements.

7. THE RIGHT, AT ANY TIME DURING WHICH A CHILD IS PLACED WITH THE FOSTER PARENT, TO RECEIVE ADDITIONAL OR NECESSARY INFORMATION THAT IS RELEVANT TO THE CARE OF THE CHILD.

To assure that foster caregivers receive information relevant to the care of the child, both UCAN staff and caregivers have responsibilities.

UCAN staff has these responsibilities:

- UCAN case managers inform foster caregivers of any and all information about child(ren) in their care upon initial placement, when additional information is available, and whenever significant changes occur that are relevant to the care of the child.
- UCAN staff receives training related to disclosure of information rules regarding confidentiality of client information and comply with rules regarding sharing confidential information. Caseworkers are also informed of what is mandated to share with foster caregivers.
- It is the responsibility of the caseworker to keep the foster caregiver informed of any changes in the child's case plan. This is monitored by supervisors through file reviews and regular supervision meetings.

Foster caregivers have these responsibilities:

- Foster caregivers participate in all Child and Family Team Meetings.
- Specialized foster caregivers participate in treatment planning meetings to discuss the most recent progress of and concerns about their child(ren).
- Foster caregivers consult with therapists serving children in their care, in order to ascertain and understand the special needs of the child and appropriate treatment goals.
- During treatment planning meetings and Child and Family Team Meetings, foster caregivers are encouraged to share information relevant to the child(ren) in their home.
- Foster caregivers exercise the right to escalate issues of communication problems with the caseworker to the supervisory level.

8. THE RIGHT TO BE GIVEN INFORMATION CONCERNING A CHILD (i) FROM THE DEPARTMENT AS REQUIRED UNDER SUBSECTION (u) OF SECTION 5 OF THE CHILDREN AND FAMILY SERVICES ACT AND (ii) FROM A CHILD

WELFARE AGENCY AS REQUIRED UNDER SUBSECTION (c-5) OF SECTION 7.4 OF THE CHILD CARE ACT OF 1969.

As part of the on-going training curriculum at UCAN, case managers receive training related to disclosure and confidentiality of client information. Caregivers also receive training regarding the management and protection of confidential information. Each caregiver signs a UCAN confidentiality agreement, in which they commit to compliance with statutes, regulations, and policies from DCFS and from UCAN regarding confidentiality. At the time of placement of a child, UCAN case managers, provide caregivers with relevant and appropriate information available to them at the time, including case information and history, health and medical information, educational information and history, placement history, and information regarding the child's behavior. Confidential information regarding the parents or family is not shared except to the extent necessary for the caregivers to be able to serve the child.

As additional information becomes available, the case manager continues to provide information to the caregiver. Documentation to be given to the caregiver includes the child's portion of the service plan, medical documentation, copies of the current IEP, and other available written documentation as required by DCFS policy guide. The case manager completes a DCFS form entitled Sharing Information with the Caregiver, within 10 days from the time of placement, verifying the information that has been provided to the caregiver as available at that time. The caseworker is mandated to provide the foster caregiver with the remaining information within 60 days. A signed copy of the form is retained in the child's record. During internal file reviews, caseworkers are held accountable to ensure that documentation is shared with the foster caregivers. If the placement of a child becomes an adoptive placement, the caregiver is provided additional information regarding the health history of the biological parents.

9. THE RIGHT TO BE NOTIFIED OF SCHEDULED MEETINGS AND STAFFINGS CONCERNING THE FOSTER CHILD IN ORDER TO ACTIVELY PARTICIPATE IN THE CASE PLANNING AND DECISION MAKING PROCESS REGARDING THE CHILD IN THEIR CARE, INCLUDING INDIVIDUAL SERVICE PLANNING MEETINGS, ADMINISTRATIVE CASE REVIEWS, INTERDISCIPLINARY STAFFINGS AND INDIVIDUAL EDUCATIONAL PLANNING MEETINGS; THE RIGHT TO BE INFORMED OF DECISIONS MADE BY THE COURTS OR AGENCY CONCERNING THE CHILD; THE RIGHT TO HAVE THEIR INPUT ON THE PLAN OF SERVICES FOR THE CHILD GIVEN FULL CONSIDERATION IN THE SAME MANNER AS INFORMATION PRESENTED BY ANY PROFESSIONAL ON THE TEAM; AND THE RIGHT TO COMMUNICATE WITH OTHER PROFESSIONALS WHO WORK WITH THE FOSTER CHILD WITHIN THE CONTEXT OF THE TEAM, INCLUDING THERAPISTS, PHYSICIANS AND TEACHERS.

UCAN encourages foster caregivers to attend and participate in all meetings regarding the child(ren) in their care, including but not limited to IEP meetings; psychiatric appointments; medical and dental appointments and family therapy appointments; as well as any other services the child(ren) may be involved in. Upon placement of a child into their home, case managers provide the names and phone numbers of all service providers, the UCAN

caseworker, and caseworker supervisor. This assists in the development of a working relationship where the foster caregivers are able to communicate their knowledge and observations of the child's behavior, emotional and physical needs.

The foster caregivers are invited by the child's caseworker to attend in-house case staffing when it is appropriate, and they are always invited to Child and Family Team meetings. If they are unable to attend, caregivers are asked for information that will be relevant to the family meeting or staffing, and case managers share appropriate information from the staffing with the caregiver.

Foster caregivers receive written notification of Administrative Case Reviews from IDCFS. Case managers inform foster caregivers about in-house case staffing, court dates, ACRs and all other appointments regarding foster children in their care, and they are responsible for assisting caregivers to participate in ACRs and other staffing and court appearances if needed.

Case managers schedule appointments for home visits prior to Court hearings and ACRs and incorporate information provided by the caregiver into the service plan or court report. If foster caregivers choose not to attend court or an ACR, it is the case manager's responsibility to inform the foster caregiver of case progress during home visits, through phone contact, and in writing via the UCAN Administrative Case Review Acknowledgement. The importance of the foster caregiver's role and input in court, ACR, and any case staffing is an on-going dialogue addressed during pre-service and in-service trainings and outlined in the DCFS Foster caregiver Manual.

Case managers encourage and welcome foster caregivers to share ideas, raise questions, and offer suggestions regarding the implementation of appropriate services for the child. These suggestions will help UCAN staff make appropriate decisions for the child's service plan.

- 10. THE RIGHT TO BE PROVIDED, IN A TIMELY AND CONSISTENT MANNER, WITH ANY INFORMATION A CASEWORKER HAS REGARDING THE CHILD AND THE CHILD'S FAMILY WHICH IS PERTINENT TO THE CARE AND NEEDS OF THE CHILD AND TO THE MAKING OF A PERMANENCY PLAN FOR THE CHILD. DISCLOSURE OF INFORMATION CONCERNING A CHILD'S FAMILY SHALL BE LIMITED TO INFORMATION, WHICH IS ESSENTIAL FOR UNDERSTANDING THE NEEDS AND PROVIDING CARE TO THE CHILD IN ORDER TO PROTECT THE RIGHTS OF THE CHILD'S FAMILY. WHEN A POSITIVE RELATIONSHIP EXISTS BETWEEN THE FOSTER PARENTS AND THE CHILD'S FAMILY, THE CHILD'S FAMILY MAY CONSENT TO DISCLOSURE OF ADDITIONAL INFORMATION.**

During the placement process/meetings, the foster caregiver is informed of the child(ren)'s permanency goal and current family relationships in addition to all the other information given to them about the child. UCAN staff and the foster caregiver also discuss visitation rights and schedules for both parents and siblings. Details are not given to the foster caregivers regarding the biological parent's progress or the content of their service plan.

Caregivers receive a completed DCFS form, Sharing Information with the Caregiver, within 10 days from the time of initial placement. The case manager provides updated information in writing within 60 days from the date of the placement, utilizing the same DCFS form. The foster caregiver signs the form indicating the dates they received additional information regarding the child in care.

During the placement process/meetings, the foster caregiver obtains information about the child(ren) that includes family information. This may include information about in-utero drug and alcohol exposure, family medical history (to insure that foster caregivers are aware of physical and mental illnesses of the parent and which may be inherited by the child) and any history of abuse and neglect, physical or sexual abuse. Information disclosed about the parent only contains parts of the shared history of the parent and the child, which are pertinent to, and impacts the care of the child. On-going information received by the case manager or other service providers in regards to the child's physical, emotional, educational or behavioral needs will be shared with foster caregivers during regular home visits and phone contact.

UCAN case managers encourage foster caregivers to meet and talk with biological parents before and after parent/child visits. During this time, biological parents may disclose more personal information about themselves, and caregivers are trained to respect the confidential nature of any such information. A UCAN caseworker may help facilitate a meeting between foster caregivers and natural parents. In specific instances it may be necessary to solicit consent from natural parents in order to be able to share additional information with foster parents. Issues of permanency and confidentiality are also initially explained and addressed in PRIDE training. Foster caregivers are required to sign a confidentiality statement.

11. THE RIGHT TO BE GIVEN REASONABLE WRITTEN NOTICE OF ANY CHANGE IN A CHILD'S CASE PLAN OR OF A PLAN TO TERMINATE THE PLACEMENT OF THE CHILD WITH THE FOSTER PARENTS AND OF THE REASONS FOR THE CHANGE OR TERMINATION OF PLACEMENT. SUCH NOTICES SHOULD ONLY BE WAIVED IN CASES OF A COURT ORDER OR WHEN THE CHILD IS DETERMINED TO BE AT IMMINENT RISK OF HARM.

When all attempts for stabilization and/or corrective action plans have failed, it is UCAN's practice to follow IDCFS policy and give a foster caregiver a 14 day written notice, ("Notice of Decision") for the removal of a child(ren) from their care. The Notice of Decision cites the IDCFS Rule and Policy that supports the decision to remove the child and tells the foster caregiver how to appeal the UCAN decision to remove the child(ren). If the foster caregiver decides to file an appeal they have three business days to do so. The number that they need to file the appeal is provided on the "Notice of Decision" form. The appeal is then scheduled with a DCFS clinical staffing team within 5 days. After the staffing takes place, the clinical team has 10 days to make their decision. UCAN adheres to the final decision of the clinical reviewer.

If there is a determination of imminent risk to the child in care, the foster caregiver is notified immediately and the child(ren) is removed from the foster home. A child may be immediately removed from the caregiver's home when his/her behaviors pose a serious risk of harm to themselves or others, including risk to the caregiver, *or* when the Juvenile Court orders that a child be removed immediately.

When the caregiver is requesting the removal of a child from the home, UCAN also requests 14 days advance notice. Prior to the removal of any child(ren) from a foster home, unless there is a determination of imminent risk, a placement meeting is scheduled by the case manager. The placement meeting shall include the case manager, and supervisor. The caregiver may also be asked to participate in this meeting, in an effort to determine whether the disruption of the placement may be avoided. At the request of any of the participants, or at his own discretion, the Vice President of Foster Care may also participate in the meeting.

12. THE RIGHT TO BE NOTIFIED IN A TIMELY AND COMPLETE MANNER OF ALL COURT HEARINGS, INCLUDING THE DATE AND TIME OF THE COURT HEARING; THE NAME OF THE JUDGE OR HEARING OFFICER HEARING THE CASE, THE LOCATION OF THE COURT PROCEEDING AND THE COURT DOCKET NUMBER OF THE CASE AND THE RIGHT TO INTERVENE IN COURT PROCEEDINGS OR SEEK MANDAMUS UNDER THE JUVENILE COURT ACT OF 1987.

It is UCAN practice for case managers to inform foster caregivers of the purpose and date of hearings at Juvenile Court. Case managers notify foster caregivers during regular home visits or through phone contact. Case managers are also responsible for counseling caregivers on their need to attend court or to obtain waivers of appearance when necessary. Case managers provide caregivers the names and phone numbers of the guardian ad Litem assigned to the child in their care, and also the contact information for any assigned CASA volunteer. Supervisors monitor caseworker's contacts and communication with foster parents as a regular part of supervisory meetings. Completion of documentation of sharing of information with foster parents is included in agency file review processes.

Foster caregivers receive in-service training regarding their rights and responsibilities in juvenile court proceedings.

13. THE RIGHT TO BE CONSIDERED A PLACEMENT OPTION WHEN A FOSTER CHILD WHO WAS FORMERLY PLACED WITH THE FOSTER PARENT IS TO BE RE-ENTERED INTO FOSTER CARE WHEN SUCH PLACEMENT WOULD BE CONSISTENT WITH THE BEST INTEREST OF THE CHILD AND OTHER CHILDREN IN THE HOME.

When a child re-enters the foster care system, UCAN gives first priority to the previous foster placement. Consideration of re-placement includes review of the case file by the child's caseworker and the case management supervisor, as well as a review of the foster caregivers licensing file. The caseworker will use the history to determine whether re-placement of the

child is in the best interest of the child and other children in the home. The offer to re-place the child in the foster home is contingent upon determination within a staffing.

If the child is verbally and cognitively able to contribute input as to their preference in returning to the home, consideration encompasses why the child left the home previously, the success of the placement in the home, and the current ability of the foster caregiver to meet the child's needs. UCAN practices an extensive matching and pre-placement process as well as operating a continuum of care that includes step down of children from more restrictive settings to a previous foster caregiver when appropriate. During this period, different homes are considered for placement of the child. The placement determination is made during pre-placement staffings. The placement team consists of the assigned case manager, supervisor, licensing specialist, prospective foster caregiver and Director. In cases of children being stepped down from a residential setting, the caregiver will be included in the transition team and will be supported in the transition. Pre-placement visits and preparation for the transition will occur as outlined in the DCFS residential transition protocol. The foster care case manager will also be a part of the transition team and will continue to provide case management services following the child's placement back to foster care.

14. THE RIGHT TO HAVE TIMELY ACCESS TO THE EXISTING APPEALS PROCESS WITH THE CHILD PLACEMENT AGENCY. THE ASSERTION OF THE ACCESS TO APPEAL WILL BE FREE FROM ACTS OF HARASSMENT AND RETALIATION.

In addition to the UCAN grievance procedure described below, UCAN also participates fully in the current IDCFS Appeal Process and provides foster caregivers with the IDCFS Service Appeal Process brochure at the time of placement. UCAN offers training regarding the service appeal process at least once a year, during the training session regarding the Foster Parent Implementation Plan.

UCAN encourages foster caregivers to request meetings with Supervisors and the Vice President of Professional Foster Parenting to discuss differences of opinion in the case plan. Supervisors and the Vice President will carefully consider the foster caregivers concerns and will make a decision based on what is believed to be best practice. UCAN staff and administrators continually assure caregivers that they will not experience any negative ramifications, or retaliation, for bringing grievances or appealing service decisions made within the foster care program.

UCAN Grievance Procedure

If a foster caregiver believes they are being treated unfairly or that one or more of their rights have been violated, they have the right to address their concern with agency staff and/or file a grievance. If necessary, the foster caregiver may have their concerns heard by the President/Executive Director of the agency. Certain procedures must be followed in the grievance process:

1. Address Issue with the Case Manager and Supervisor

If any issue or concern arises, the foster caregiver should first address concerns with the specific case manager/staff member and secondly, with that person's supervisor. The supervisor and caseworker will attempt to resolve the presenting issue with the foster caregiver and develop a plan to address the issues. If the presenting problem cannot be settled at this level all involved parties will report directly to the Vice President of Professional Foster Parenting.

2. Submit a Written Report

If the foster caregiver is not satisfied with the outcome of their grievance, and feel that the problem has not been resolved, they may submit a written grievance to the Vice President.

3. Address Issue with the Vice President for Professional Foster Care

If the foster caregiver cannot settle their grievance with the first level of staff, they should arrange to talk to the next level supervisor, which is usually a Vice president. This discussion can take place over the phone or in person. The Director may wish to call a "staffing" to resolve the situation with the foster parent, staff and other involved parties. During the staffing, the foster caregiver has the right to have an individual of their choosing present for support.

4. Executive Vice President/Chief Operating Officer or President/Executive Director

If the foster caregiver has followed these steps and still believes that the grievance has not been settled, they may speak with the Executive Vice President/Chief Operating Officer or President/Executive Director. The decision of the Executive Vice President and/or President is final. However, copies of the grievance, including the final decision will be sent to UCAN Board of Directors and IDCFS. A copy will also be kept on file with the foster caregiver's licensing information.

The UCAN Foster caregiver Grievance Policy in no way affects the foster caregiver's ability to file an appeal through the Illinois Department of Children and Family Services. In order to ensure that the foster caregiver's rights to a service appeal are upheld, UCAN will provide the foster caregivers with all necessary information on the policy and procedure regarding filing a service appeal.

15. THE RIGHT TO BE INFORMED OF THE FOSTER CAREGIVER HOTLINE ESTABLISHED UNDER THE ACT AND ALL THE RIGHTS ACCORDED TO FOSTER PARENT CONCERNING REPORTS OF MISCONDUCT BY DEPARTMENT EMPLOYEES, SERVICE PROVIDERS OR CONTRACTORS, CONFIDENTIAL HANDLING OF THOSE REPORTS AND INVESTIGATION BY THE INSPECTOR GENERAL.

During PRIDE training foster caregivers are given a copy and provided training on their Rights and Responsibilities and the Foster caregiver Hotline, 1-800-722-9124. A copy of the Foster caregivers Rights and Responsibilities is kept on file at the agency and can be accessed at any time. UCAN's implementation plan, in English, is available on our agency's website for anyone to view at any time the 2011 plan will be available in Spanish online . In addition, brochures regarding the service appeal process, IDCFS Office of the Inspector General and IDCFS Advocacy Office are mailed to foster caregivers and are readily available at the agency. On-going training is provided to assist foster caregivers with utilizing IDCFS services. As part of the placement packet, the Foster caregiver Hotline number, the number for the Child Abuse Hotline, and the rights of the foster caregiver is included.

Other numbers that are provided include:

- Caseworker
- Supervisor
- UCAN main number
- UCAN emergency line
- Healthworks hotline
- IDCFS Advocacy
- IDCFS Office of the Inspector General (OIG)
- Medical Card Hotline
- Daycare Referrals
- IDCFS Payment Unit
- Child Abuse Hotline
- Foster Caregiver Hotline

Foster Caregiver Responsibilities:

16)(1) THE RESPONSIBILITY TO OPENLY COMMUNICATE AND SHARE INFORMATION ABOUT THE CHILD WITH OTHER MEMBERS OF THE CHILD WELFARE TEAM.

During PRIDE training and the licensing process, foster caregivers learn that they are an integral part of the child welfare team, and that it is necessary for them to be involved with the child's services. They are encouraged be open with caseworkers and other appropriate service providers about what is happening with the child in their home. Foster caregivers are informed about critical issues that require immediate notification of the agency and may require a call to UCAN's 24-hour emergency line.

UCAN provides opportunities for foster caregivers to share on-going information through frequent and regular home visits by the child's caseworker. Foster caregivers receive training to be able to effectively advocate for their children in court hearings and school staffing, foster caregivers are strongly encouraged to participate in school staffings, quarterly Child and Family Team meetings, Administrative Case Reviews, and Court Hearings. Foster caregivers in the specialized care or Adolescent Foster Care programs are expected to participate fully as members of the treatment team in quarterly treatment planning meetings. Case managers consult with foster caregivers to help them prepare, when needed, to be able

to fully and effectively communicate and participate in these important events for the children in their care.

17(2) THE RESPONSIBILITY TO RESPECT THE CONFIDENTIALITY OF INFORMATION CONCERNING FOSTER CHILDREN AND THEIR FAMILIES AND ACT APPROPRIATELY WITHIN APPLICABLE CONFIDENTIALITY LAWS AND REGULATIONS.

Foster Care givers receive the Foster caregiver Manual at Pre-Service training; outlined in this manual is the Departments' policy on confidentiality. Additionally, the issue of Confidentiality is reiterated annually during trainings, home visits and other structured events like Administrative Case Reviews and Court. Foster caregivers sign a *UCAN* confidentiality agreement at the time of licensing, indicating their acceptance and agreement to abide by rules and requirements regarding confidentiality.

18(3) THE RESPONSIBILITY TO ADVOCATE FOR CHILDREN IN THEIR CARE.

UCAN encourages foster caregivers to advocate for their foster child(ren) through involvement with juvenile court proceedings, participation in Administrative Case Reviews, Child and Family Team Meetings, treatment planning meetings, Child and Youth Investment TEAM (CAYIT), and IEP meetings.

All licensed foster caregivers are required to attend the Educational Advocacy Training, which is part of UCAN's in-service training curriculum. This enables the foster caregiver to participate more fully in their child's educational plan. Foster parents are encouraged and expected to participate in school conferences, IEP staffing, and other meetings regarding the educational services being provided for children in their care. In Lake and McHenry counties the Homeworks program works with children in foster care and foster caregivers to secure IEP's and the appropriate services needed for their child in their care. This staff member works one on one with the foster caregiver to assist them through the process.

UCAN encourages both licensed caregivers and unlicensed relative foster parents and those seeking to become licensed to participate in all available training. Foster caregivers are provided training on court, service appeal procedure, and Administrative Case Reviews during PRIDE. On-going trainings covering these topics are also offered throughout the year and service appeal brochures are readily available.

19(4) THE RESPONSIBILITY TO TREAT CHILDREN IN THEIR CARE AND THEIR FAMILIES WITH DIGNITY, RESPECT AND CONSIDERATION.

This issue is addressed in PRIDE training and through the licensing process. UCAN also has an in-service training curriculum, which more fully addresses issues related to the natural family. These topics include:

- ❑ Impact of Placement on the Foster Family
- ❑ Cultural Diversity and Self Awareness
- ❑ Understanding the Birth Family
- ❑ Stress Management
- ❑ Grief, Loss, and Attachment

UCAN provides in its in-service training, an abbreviated overview of the UCAN clinical philosophy, a 4-part perspective that addresses the issues of child development, separation and loss, childhood trauma, and social systems as they impact the lives of children and families. Caregivers are also encouraged to participate in agency-wide in-service training that explores each of these topics more fully. Case managers and therapists help caregivers to understand the challenging and disruptive behaviors their children may exhibit as the result of childhood experiences and trauma. Caregivers are assisted to implement behavioral strategies to more effectively address and positively shape those behaviors.

UCAN is also committed to the goal of cultural diversity and inclusion. Training sessions are provided to assist caregivers in gaining greater awareness of and appreciation of the richness of cultural diversity, and to enhance their ability to effectively serve children and families that identify with cultures, racial identities, religious beliefs, or sexual orientations different from their own. When a child with a culturally different background or heritage is placed in the home, the case manager works closely and openly to assist the caregiver in showing respect and sensitivity to the child's cultural background.

Through in-service training and continual support from licensing and case management staff, foster caregivers are also encouraged to recognize the role and importance of families of origin in the lives of children in their care. Caregivers are helped to become gradually more comfortable in efforts to more actively support reunification and the maintenance of strong family ties between the child in care and the biological family.

Caregivers receive ongoing training in the use of the Life Book as an effective tool for the child to maintain a record of his family and his personal identify. In home visits and licensing monitoring visits, UCAN staff encourages and reinforce the benefits and importance of maintaining the child's life book.

Case managers are required to monitor relationships between foster children and their birth families and between foster children and their cultural heritage during each home visit. Caseworkers are also required to place comments in the case notes verifying that foster children, their birth families and their cultures of origin are being treated, by foster caregivers and UCAN staff, with the dignity and respect due them. Supervisors are required to address these issues with caseworkers during regular staff supervision. Licensing staff also ensure foster caregivers are compliant with licensing standards during licensing monitoring visits. In

addition, annual client satisfaction surveys are completed by foster families regarding the above issues. Biological parents also complete client satisfaction surveys.

20(5) THE RESPONSIBILITY TO RECOGNIZE THEIR OWN INDIVIDUAL AND FAMILIAL STRENGTHS AND LIMITATIONS WHEN DECIDING WHETHER TO ACCEPT A CHILD INTO CARE, RECOGNIZE THEIR OWN SUPPORT NEEDS AND UTILIZE APPROPRIATE SUPPORTS IN PROVIDING CARE FOR FOSTER CHILDREN.

Referrals from Case Assignment for placement of children new to DCFS care come with identified homes. In selection of these homes, priority is given to the location of the home, with preference given to homes closest to the home of the parent. Stated preferences for gender and age of the child, and capability of the caregiver to support reunification are taken into account as well.

Licensing staff continually assesses foster home strengths to assure the foster home is an appropriate match for the child(ren). For children stepping down from Residential care, foster caregivers and staff discuss the child(ren)'s needs and the foster caregiver's ability to meet those needs during residential step-down meetings. During these meetings foster caregivers are encouraged to openly discuss their concerns about accepting the child into their home, so that the best decision can be made for them and the child. Additional training is recommended and implemented if it is determined that more skills are needed prior to placement.

UCAN provides additional supports to foster caregivers or youth at risk including support groups, nursing, psychiatric evaluation on-site, advocates and volunteers or psychotherapy. The case manager is required to assess the strengths and areas in need of improvement of foster caregivers during each home visit and discuss any improvement areas with the foster parent. The case manager must notify the licensing worker of any areas in need of improvement. The UCAN staff will then assess the need for additional training or support and ensure that the foster caregiver receives the training and support necessary to provide care for the children in their home.

UCAN has re-established, as a function of the new Foster Caregiver support group, a Foster caregiver Mentor Program in Vernon Hills, which provides new foster caregivers with insight into and support for family foster care. This program will help foster caregivers to recognize their own strengths and weaknesses relative to the matching process and will provide ongoing support by matching the new foster caregiver with an experienced foster parent. This process naturally happens in cook during the Saturday meetings that take place on a monthly basis.

During the licensing process, foster caregivers are encouraged to evaluate their own strengths and areas in which they need improvement and are given the opportunity to select trainings to enhance their skills. The licensing specialist identifies and recommends in-service training which would be beneficial to the foster caregiver in providing care of the child(ren) in their home.

21(6) THE RESPONSIBILITY TO BE AWARE OF THE BENEFITS OF RELYING ON AND AFFILIATING WITH OTHER FOSTER PARENTS AND FOSTER PARENT ASSOCIATIONS IN IMPROVING THE QUALITY OF CARE AND SERVICE TO CHILDREN AND FAMILIES.

UCAN maintains an active foster parent support group in both service areas. Among the functions of the foster caregiver support group is the opportunity to share concerns regarding program operations. Additionally, the support group provides encouragement for individual caregivers to voice their own concerns and identify their needs. In Lake and McHenry counties the foster parent's united group along with UCAN developed a foster parent resource guide as another resource to connect with foster parents.

In addition to serving as a vehicle for communication between caregivers and the UCAN foster care program, the foster caregiver support group may carry out additional functions, such as conducting fund raising activities, organizing foster caregiver events and acting as a support and information network to the general foster caregiver population. UCAN encourages foster caregivers to serve as mentors for caregivers with less experience and with new placements.

Foster caregivers are also included in annual activities for foster children, such as the annual PFP Holiday party for foster children. Due to the several communities and area covered by Lake & McHenry Counties, Foster caregivers are invited to collaborate with other Private Agency Foster caregivers for support from their peers. There are several groups, which meet on a regular basis and are open to all Private Agency Foster Parents. UCAN encourages foster caregivers to participate in these inter-agency support groups.

UCAN provides extensive and frequent in-service training (several times per month). Foster caregivers are encouraged to participate in this training to meet their training requirements, but also to meet and network with other foster caregivers for support and information sharing. Foster caregivers receive regular mailed notices of up-coming training from the Training Coordinator in Cook County or the Family Development Specialist in Lake and McHenry Counties, in addition to being informed of up-coming training during the monthly foster caregiver meetings. Many foster caregivers are now providing e-mail addresses and receive most agency communications through that means. In addition, many caregivers utilize e-mail accounts to communicate with each other, communicate with staff, register, and complete trainings.

22(7) THE RESPONSIBILITY TO ASSESS THEIR ONGOING INDIVIDUAL TRAINING NEEDS AND TAKE ACTION TO MEET THOSE NEEDS.

A training needs assessment is conducted and given to all agency foster caregivers during licensing monitoring visits. Based on these results, a training plan is developed and implemented if needed and training suggestions are noted for future trainings.. Staff and

selected experienced caregivers who are interested in conducting pre-service and in-service trainings are provided with a training of trainer's curricula for core training sessions. UCAN believes that having both a staff member and a foster caregiver train will afford an opportunity to enhance the foster caregiver's skills, attitudes and values for learning. Additionally, UCAN licensing staff discuss regularly with foster caregivers and the foster caregiver committee the need for training as assessed by foster caregivers as a whole.

Furthermore, Foster caregivers have access to the Supervisor of training in which they can request trainings via email or by phone. In 2017, Foster parents also identified trainings like Bullying, Basics of Caring for Children with Medical Issues, Job Readiness for Youth and Verbal De-escalation. Foster caregivers are also encouraged to attend external trainings, bring information back to the training department as well as present a summary of their experience to the class or the support group as a way to expand their learning spectrum and be motivated to explore external learning opportunities. UCAN licensing staff ensures that foster caregivers are not only aware of how many hours they have and how to obtain additional hours both internally and externally but they also know exactly what mandatory classes they have taken and what mandatory classes they still need.

23 (8) THE RESPONSIBILITY TO DEVELOP AND ASSIST IN THE IMPLEMENTATION OF STRATEGIES TO PREVENT PLACEMENT DISRUPTIONS, RECOGNIZING THE TRAUMATIC IMPACT OF PLACEMENT DISRUPTIONS ON A FOSTER CHILD AND ALL MEMBERS OF THE FOSTER FAMILY AND TO PROVIDE EMOTIONAL SUPPORT FOR THE FOSTER CHILDREN AND MEMBERS OF THE FOSTER FAMILY SHOULD PREVENTIVE STRATEGIES FAIL AND PLACEMENT DISRUPTION OCCUR.

Through on-going, in-service training, a curricula has been developed to educate the Foster parent(s) in identification of medical, educational and behavioral issues of children. These behaviors may cause placement disruptions if they are unaddressed/treated. UCAN encourages foster caregivers to enable the foster child to participate in one of several UCAN preventive community programs or to utilize local community programs which provide resources and services that may assist in preventing placement disruption.

UCAN provides support to foster caregivers through frequent home visits where they are encouraged to discuss their problems and concerns with the child's caseworker. The licensing specialist is also receptive to concerns reported by the foster caregivers regarding the functioning of the placement and reports concerns to the Licensing Supervisor, Case Management Supervisor, and the Director of the Program. If the conditions exist which create the possibility of placement disruption, the case manager must convene a staffing to include, at a minimum, the licensing specialist, caseworker, licensing and case work supervisors and the foster parent. This staffing will determine what services are needed to stabilize the placement. Depending on the child and family, the stabilization plan could include: respite services, parenting coaching,, counseling, temporary psychiatric hospitalization, psychological or psychiatric evaluation and treatment, contracting with the child, putting in place a behavior management plan, additional training for the foster

caregiver, etc. Continued training workshops are offered which serves as a strategy to preserve placement.

Foster parents receive information in training and through contacts with the case manager regarding resources and services that are available to stabilize placements that are in jeopardy of disruption. If a foster caregiver feels they can no longer provide care for a child, and all placement stabilization and crisis intervention services have not resolved their problems, UCAN requires a 14-day written notice to find a new home, but encourages foster caregivers to maintain the placement until another home is found. Unless there are safety issues involved, continued relationships are encouraged as to promote life-long connections versus relational cut offs between a foster caregiver and a foster child.

This coming year, UCAN hopes to add a behavioral specialist person to its staff. The focus of this person will be to go to the foster homes and provide hands on assistance to the caregivers when dealing with behaviors that are unfamiliar with or simply require additional support.

UCAN staff recognizes that disruptions may occur regardless of the efforts of the foster parent to stabilize the placement. UCAN assures caregivers that a disruption of a placement will not necessarily prevent the agency from utilizing the home again, especially if the caregiver has clearly worked diligently to avoid the disruption, and helped to the fullest extent possible in minimizing the trauma for the child experiencing the disruption. Licensing and case management staff works closely with foster parents following a disrupted placement to assess the reasons for the disruption and to address training or support needs that may enable the foster parent to maintain subsequent placements without disruption

Foster caregiver Mentoring/Networking programs are used as a vehicle to provide stabilization support. Foster caregiver meetings can provide direction on how to access appropriate support services, as well as a forum to discuss preventative strategies and stabilization services.

Foster caregivers are given the Foster caregiver Manual in PRIDE training. Outlined in the manual is DCFS's policy on placement disruption.

24(9) THE RESPONSIBILITY TO KNOW THE IMPACT FOSTER PARENTING HAS ON INDIVIDUALS AND FAMILY RELATIONSHIPS AND ENDEAVOR TO MINIMIZE, AS MUCH AS POSSIBLE, ANY STRESS THAT RESULTS FROM FOSTER PARENTING.

UCAN understands the challenges of foster parenting and the effects it may have on their families. These challenges are addressed during PRIDE training and in the licensing process. During the licensing process, licensing specialists discuss with foster caregivers the changes that foster parenting will have on their family. Licensing specialists help foster caregiver applicants to assess their ability to become foster caregivers and measure the impact it will have on the lives of them and their family. The Licensing Specialist also makes a

recommendation, which is documented in licensing file regarding the level of care the foster caregiver appears to be equipped to provide. This recommendation is based on the level of commitment displayed by the prospective foster caregiver throughout the assessment process. Additional on-going training is offered to address the on-going needs of foster caregivers.

UCAN also provides supportive services to foster caregivers such as respite care and counseling. UCAN utilizes its clinical and counseling services department to intervene with individual or family therapy to assist families in time of crisis. UCAN provides reimbursement for respite care services (when available) as part of its support to foster caregivers who care for children with identified special needs. Respite is also available with supervisory approval for extended periods (vacation, family illness) by a provider of the foster caregiver's choosing who clears a background check. This respite is paid through the foster caregiver board payment. Each family is required to discuss with the child(ren)'s caseworker the development of a respite plan. The plan is dependent on the level of care the child requires, and the number of children in the home.

Foster caregivers are able to initiate a "voluntary hold" which means that no children will be placed in their home while this hold is active. It is at the foster caregiver's discretion to determine when this hold will be lifted. UCAN recognizes that from time to time foster caregivers may need to abstain from foster parenting responsibilities, and ensures foster caregivers are aware that a voluntary hold will not have an adverse impact on their eligibility to receive children.

UCAN provides a training course entitled "Compassion Fatigue" to offer support to foster caregivers. The agency also, on a case-by-case basis, involves the caregiver in the foster child's therapeutic sessions in order to support the relationship between foster caregiver and child. When appropriate, case managers and licensing staff may encourage foster caregivers to utilize outside resources for counseling or other services to meet needs of the caregiver and his/her family.

25(10) THE RESPONSIBILITY TO KNOW THE REWARDS AND BENEFITS TO CHILDREN, PARENTS, FAMILIES AND SOCIETY THAT COME FROM FOSTER PARENTING AND PROMOTE THE FOSTER PARENTING EXPERIENCE IN A POSITIVE WAY.

UCAN foster caregivers are recognized annually in a Foster Caregiver recognition dinner hosted by the agency. This event is designed to convey appreciation for the year-round efforts and selfless dedication of the UCAN foster caregivers. Testimonies from youth in care are often shared during these recognition events, reminders of the positive impact caregivers have on the lives of children. Additionally, one foster caregiver is selected annually to be acknowledged as Foster Caregiver of the Year at the Annual Donor Recognition event and Annual Meeting.

Foster caregivers are encouraged to be involved in recruiting efforts and are provided a financial incentive for successfully recruiting a new foster caregiver. In previous years,

caregivers have been called to provide testimony before the Illinois legislature, or in legislative hearings regarding the challenges and rewards of foster caregiving. UCAN development staff coaches foster caregivers regarding testifying for legislative hearings and presenting foster parenting in conversations with the media.

During the upcoming year, UCAN will focus one of the monthly trainings on the unspoken rewards of fostering. A panel of former foster youth will be gathered so they can explain to foster parents what impact they make in the lives of the youth the foster.

26(11) THE RESPONSIBILITY TO KNOW THE ROLE, RIGHTS AND RESPONSIBILITIES OF FOSTER PARENTS, OTHER PROFESSIONALS IN THE CHILD WELFARE SYSTEM, THE CHILD AND THE CHILD'S OWN FAMILY.

UCAN recognizes the importance of informing foster caregivers of their rights and responsibilities as well as those of other members of the professional foster care team. This information is discussed during PRIDE and in the licensing process. Foster caregivers receive the IDCFS copy of foster caregiver rights in their IDCFS Handbook during PRIDE. UCAN also has an in-service training curriculum, which more fully explains this information to foster parents. (The in-service training is available to traditional and home of relative foster parents.) The PRIDE training model is implemented with a staff and foster caregiver as co-trainers facilitating the curriculum. Open forums are scheduled monthly to discuss the on-going roles of UCAN professional staff. To ensure that all foster caregivers are aware of professional staff roles, the information presented in these forums is made available by letter to all foster parents. Foster caregivers are strongly encouraged to attend at least two of the open forums each year. The Vice President of Professional Foster Parenting is present during open forums twice a year. The Chief Executive Officer makes himself available as needed to meet with the foster caregiver to discuss programmatic changes and to hear foster caregiver's concerns.

During monthly foster caregiver meetings, UCAN staff is present to address any concerns/issues. The training coordinator in Cook County or the Family Development Specialist in Lake and McHenry Counties serves as the liaison between foster caregivers and the agency to ensure their needs are being met. Representatives from IDCFS are also invited to foster caregiver meetings and provide trainings on relevant topics. UCAN's management staff is responsive to foster caregivers via their presence at foster caregiver meetings, welcoming phone calls, and their availability at staffings requested by the foster parent. Foster caregivers are also included in behavior planning and treatment planning meetings and service plan development.

This year, the case management staff, therapy staff and administration will lead a Saturday training twice during the year. This will allow for more interaction between the staff and foster parents and other opportunities to address any issues and concerns directly with supervisory staff.

The DCFS approved Implementation Plan for the Illinois Foster caregiver Bill of Rights & Responsibilities is reviewed with foster caregivers in order to solicit opinions and suggestions from them. Two meetings with foster caregivers also were held in September and October, prior to the submission of the revised plan. Foster caregiver recommendations are taken seriously and incorporated with revisions of the plan for the next year.

27 (12) THE RESPONSIBILITY TO KNOW AND, AS NECESSARY, TO FULFILL THEIR RESPONSIBILITY TO SERVE AS MANDATED REPORTERS OF SUSPECTED CHILD ABUSE/NEGLECT UNDER THE ABUSED AND NEGLECTED CHILD REPORTING ACT AND TO KNOW THE CHILD WELFARE AGENCY’S POLICY REGARDING ALLEGATIONS THAT FOSTER PARENTS HAVE COMMITTED CHILD ABUSE OR NEGLECT AND APPLICABLE ADMINISTRATIVE RULE AND PROCEDURE GOVERNING INVESTIGATIONS OF SUCH ALLEGATIONS.

During PRIDE training and the licensing process, foster parents are instructed about their role as a mandated reporter. Additional in-service training on the topics of mandated reporter requirements and caregiver rights and responsibilities are available annually. During the licensing process or upon placement with a relative caregiver, the foster caregiver signs an acknowledgment of their “Mandated Reporter Status”. The foster caregiver is also given a copy of IDCFS Rule 402, which outlines this requirement.

Foster caregivers are made aware that they may be subject to an investigation by the Department of Child Protection or the Licensing Department at UCAN if a call is made to the Child Abuse Hotline about them. This process is explained during PRIDE class and the licensing specialist also explains this process during the family home study assessment.

Additional in-service training on this topic has been developed to more fully explain what the law requires of both foster caregivers and UCAN staff in regard to reporting possible child abuse or neglect. This training instructs foster caregivers in recognizing what signs and behaviors may indicate that a child has been a victim of abuse, what signs and behaviors must be reported, and to whom they should be reported. This training also instructs foster caregivers that their child advocacy and mandated reporter responsibilities require them to escalate reports to supervisory levels within UCAN or to agencies outside UCAN (such as IDCFS or law enforcement agencies) if they believe it necessary to ensure allegations are adequately investigated and children in their care are protected. Sexual abuse training and training regarding sexually reactive and aggressive behavior in children is offered to educate foster caregivers about the behaviors they may observe and their reporting responsibilities under the Child Neglect and Abuse Reporting Act. Foster caregivers are also informed during the home study process that they must report any odd behaviors of a foster child to their case manager.

28 (13) THE RESPONSIBILITY TO KNOW AND RECEIVE TRAINING REGARDING THE PURPOSE OF ADMINISTRATIVE CASE REVIEWS, CLIENT SERVICE PLANS AND COURT PROCESSES, AS WELL AS

ANY FILING OR TIME REQUIREMENTS ASSOCIATED WITH THESE PROCEEDINGS, AND ACTIVELY PARTICIPATE IN THEIR DESIGNATED ROLE IN THESE PROCEEDINGS.

Foster caregivers receive a comprehensive orientation to the child welfare system during PRIDE training and during the home study and licensing process. During the home study assessment process, the licensing representative encourages the foster caregiver to become involved in Administrative Case Reviews and the court processes to share valuable input about a foster child in their care. Case managers provide on-going information on the children placed in the foster home and their specific court and service plan involvement.

Included in the in-service training curriculum for 2017 is additional training regarding the Administrative Case review and juvenile court functioning and processes. Court personnel will be providing training for caregivers to address these topics in a more extensive and relevant manner. This training will address the role and responsibility of foster caregivers in court hearings, permanency planning including adoption, and the appeals process. Case managers encourage foster caregivers' attendance and participation in permanency planning, court hearings, ACR's etc.

29(14) THE RESPONSIBILITY TO KNOW THE CHILD WELFARE AGENCY'S APPEAL PROCEDURE FOR FOSTER PARENTS AND THE RIGHTS OF FOSTER PARENTS UNDER THE PROCEDURE.

Foster caregivers are given the Foster caregiver Manual in PRIDE training. Outlined in the manual, is the UCAN grievance policy. The grievance policy is distributed to all foster caregivers by their case workers. The UCAN grievance procedure is reviewed annually along with foster parent rights and responsibilities during ongoing training. During this year, foster parents utilized the agency's appeal procedures to address payment disputes, request change of workers, and to raise complaints regarding worker responsiveness, or to raise concerns regarding the work of case managers or to advocate for changes in service plans. Foster parents also met with agency executive leadership to voice objections to the dismissal of an employee and to request improvements in overall working relationships between foster parents and case managers.

30(15) THE RESPONSIBILITY TO KNOW AND UNDERSTAND THE IMPORTANCE OF MAINTAINING ACCURATE AND RELEVANT RECORDS REGARDING THE CHILD'S HISTORY AND PROGRESS AND IS AWARE OF AND FOLLOWS THE PROCEDURE AND REGULATIONS OF THE CHILD WELFARE AGENCY WITH WHICH THEY ARE LICENSED OR AFFILIATED.

The topics of health passports and proper record keeping are discussed during PRIDE training and the licensing process. Upon placement, foster caregivers receive a placement packet, which consists of a folder containing pertinent information on the child and his/her special needs. The folder is utilized to maintain records for each child. During subsequent visits in the first month, the case manager discusses with foster caregivers the importance of documentation of medical issues, and informs foster caregivers what specifically should be

documented for children with identified medical needs, i.e. immunizations, medication logs, asthma plans, etc.

The licensing department conducts licensing compliance visits during which they audit all child specific documentation/records. The licensing representative must certify that all records are complete and correct or describe any deficiencies and establish a plan to correct them. The importance of maintaining complete records is stated during each monthly foster caregiver meeting. Foster caregivers are held responsible for ensuring that all child specific records are maintained. The importance of maintaining records is also stated in Rule 402 Licensing Standards for Foster Family Homes. Foster caregivers receive a copy of rule 402 prior to signing the IDCFS foster care application and are informed that they can obtain updated copies of that policy through the licensing worker or online.

UCAN Foster caregivers are encouraged to help maintain a life book for the children in their care, which will always remain with the foster child. Training regarding the importance of maintaining photographs, school reports, etc. is provided to UCAN foster caregivers along with Life Books. Caseworkers review foster parent records and life *books* during home visits, and these records are also reviewed during licensing compliance visits.

31(16) THE RESPONSIBILITY TO SHARE INFORMATION THROUGH THE CHILD WELFARE TEAM REGARDING THE CHILD'S ADJUSTMENT IN THEIR HOME WITH THE SUBSEQUENT CAREGIVER, WHETHER THE CHILD'S PARENT OR ANOTHER SUBSTITUTE CAREGIVER.

UCAN staff members encourage foster caregivers to provide feedback on the child's adjustment during home visits and regular case staffing. Foster caregivers are involved also in the matching and pre-placement procedure into another home if appropriate.

The foster caregiver is encouraged to share information about the child specific needs/behaviors with the subsequent foster caregiver or with the child's parent before the placement or re-unification occurs. UCAN informs foster caregivers during PRIDE training that they have the right to receive additional information about the foster child's history as it becomes available.

32(17) THE RESPONSIBILITY TO PROVIDE CARE AND SERVICES WHICH ARE RESPECTFUL OF AND RESPONSIVE TO THE CHILD'S CULTURAL NEEDS AND ARE SUPPORTIVE OF THE RELATIONSHIP BETWEEN THE CHILD AND HIS/HER OWN FAMILY. RECOGNIZE THE INCREASED IMPORTANCE OF MAINTAINING A CHILD'S CULTURAL IDENTITY WHEN RACE OR CULTURE OF THE FOSTER FAMILY DIFFERS FROM THAT OF THE FOSTER CHILD AND TAKE ACTION TO ADDRESS THESE ISSUES.

The issue of providing care to children that is sensitive to the cultural needs of that child begins in pre-service training. The Pride curriculum is replete with competencies that speak to the importance of being respectful of the culture from which the child comes. Foster care givers learn the distinctions between culture, ethnicity and race and the role each of these concepts plays in the life of a child.

During the matching and pre-placement process, natural family, cultural and language issues are discussed with the foster caregivers. At that time, it is determined if the foster caregivers feel comfortable with the child and capable of meeting their needs and embracing the child's unique racial, religious, or cultural identify or sexual orientation. UCAN provides a wealth of training opportunities addressing a range of issues of diversity and inclusion.

UCAN offers a mandatory in-service foster caregiver training on Cultural Diversity and Inclusion, which is available to foster caregivers to increase their knowledge and comfort level. Cultural Diversity and Inclusion issues are also discussed during PRIDE training and during the initial licensing process. The caregiver's capacity and willingness to competently care for children from diverse backgrounds is fully explored during the home study.

UCAN training curriculum includes courses in Self-Awareness, Cultural Issues, and Understanding the Birth Family. Specific training is provided regarding hair and skin care for caregivers who are unfamiliar with those requirements and who are cross-culturally serving African-American children or other who have unique skin and hair care requirements. Outside resources are available such as training on Interracial Adoptions. Foster parents also sign an agreement to respect the religious beliefs of the child in the home.

When desired by foster parents, UCAN establishes mentor relationships between new foster caregivers (or foster caregivers who are fostering children of other ethnic/cultural heritages for the first time) and foster caregivers of the child's ethnic /cultural heritage or who have fostered children of the child's ethnic/cultural heritage. These mentoring relationships enable foster caregivers to gain insight into ethnic heritages other than their own and the effect those other heritages have on foster child behavior and adjustment to the foster home. Thus cross-cultural foster placements are made more stable and less subject to disruption