



# **FOSTER PARENT LAW IMPLEMENTATION PLAN 2020**



**IMPLEMENTATION PLAN FOR THE  
ILLINOIS FOSTER CAREGIVER  
BILL OF RIGHTS & RESPONSIBILITIES  
2020**

**Foster Caregiver Rights:**

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

UCAN understands that foster caregivers are an integral part of how UCAN fulfills our vision and mission with 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 home visits and 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 staffings and the development of behavior management and treatment plans for adolescent and specialized foster care, staffings other than Child and Family Team meetings, IEP's, court hearings, school conferences, discharge planning meetings, staff meetings, therapeutic staffing/meetings, therapy appointments when requested and Administrative Case Reviews (ACR).

If unable to attend, foster caregivers are able to provide feedback in advance and receive a written or verbal summary of staffings, 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 case 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 provided to foster caregivers. UCAN also has a 24-hour number where foster parents can gain access to a manager, including a clinical manager, 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 readily available to support the foster parents.

- Home and licensing visits are scheduled as far in advance as possible to accommodate the foster caregivers' schedules. They have also been informed that unannounced visits are possible as a licensing requirement.
- Foster caregivers are contacted timely 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 foster parents' 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. Foster Care staff update phone numbers and email addresses at least twice per year during in-person meetings/trainings (in addition to existing demographic updates).
- 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 various forms of recognition to show continued 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 holiday parties and summer events for foster families and foster children to create family bonding

We believe our Foster Parents are one of the most important elements in the success of the child and family. We 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 connection between them where longer term relationships can be

formed.

UCAN believes positive relationships are the key to success of Foster Parents, children and birth families.

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

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 could impact foster caregivers. In addition, the Vice President of Foster Care is also an adoptive parent and has experienced foster care from both an internal and external perspective.

## **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. Educational Advocacy is offered quarterly to foster caregivers as a requirement for ongoing licensing requirements, and is provided by the Illinois Department of Children and Family Services (IDCFS).

In addition to the state pre-service and in-service training requirements, UCAN, as a COA 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
- Culture of Inclusion
- Positive Youth Development
- Risk Reduction training-Safe Sleep
- TCI-F (Therapeutic Crisis Intervention for Families)De-escalation training

### Adolescent Foster Care

- Medical Issues (3 hours)

- Behavior Management (6 hours)
- Transition from Residential Care to Community Settings
- Raising a Multi-Ethnic Family
- Risk Reduction training-Safe Sleep
- TCI-F (Therapeutic Crisis Intervention for Families) De-escalation training
- Clinical Philosophy (12 hours, including instruction on Trauma, Attachment and Loss, Human Development, Social Systems)
- Verbal De-escalation
- Culture of Inclusion
- Positive Youth Development

#### 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)
- Risk Reduction-Safe Sleep

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.

The training coordinators work with the foster caregivers to mutually assess caregivers' training needs. During the 2020 Listening/Feedback session, foster parents identified the following training/general information needs; CPR, Problem Solving, Verbal De-escalation, Interpersonal Relationships, Life Skills (we plan to introduce a Shared Living Agreement process), Family Resources, Financial Management, Self-Care for Caregivers, Respite and Supervision Planning. Foster care staff identified general themes like flexibility in scheduling home visits, consistency, more communication, interpersonal relationships, Youth in College information, medication logs, more access to male mentors and support staff.

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 support 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 trainings 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

Additional child specific trainings are created and available as needs arise.

UCAN has a Lending Library, which enables foster caregivers to receive additional training hours by viewing videotapes/DVDs or reading books in their own home. UCAN is also making training available online internally via Relias (UCAN's virtual training platform) or externally via the DCFS Virtual Training Center On-Demand and makes foster caregivers aware of the other training opportunities across the State via schools, hospitals, libraries or other social service agencies.

UCAN PFP trainers receive immediate feedback from foster caregivers after all in- service trainings 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. Last year, foster parents recommended more role-playing and various media experiences during trainings verses lecture/classroom style. PFP Trainers will review training content to adjust and include activities to meet the foster parents' request. 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 conducted 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 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 parents. This is the number for after hours and weekend emergencies. All staff members are accessible by cell phone during business hours. All supervisors are 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, Director of Adolescent Foster Care (AFC), Associate Vice President and Vice President of Placement Services. Each foster parent also receives 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 Associate Vice Presidents and AFC Director's cell phone numbers
- Advocacy line
- Office of the Inspector General (OIG)
- Medical Card Hotline
- Daycare Referrals
- IDCFS Payment Unit
- Child Abuse Hotline
- IPS/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 Intensive Placement Stabilization (IPS), 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 phone calls timely, 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 issue foster caregivers monthly compensation for providing foster care on the fourth Tuesday of each month. Those caregivers attending the Saturday trainings, which are always scheduled for the Saturday preceding the fourth Tuesday, are able to receive the board payment at the conclusion of training. This compensation 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 supported on various levels according to their needs. Prior to 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 programs 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 supporting children who are specialized 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, AFC Director or Associate 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 traditional service supports, the foster caregiver may contact their caseworker. The caseworker will initiate a CIPP when it appears that a child requires a higher 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 calendar 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 outlines 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 were able to continue to provide the quality support to 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 staffings for child(ren) in their home to discuss strengths, successes, issues, concerns or problems and develop a plan to resolve and address presenting problems. 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 is 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 the 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 Associate Vice President 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.

A 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 is 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 during pre-placement and upon initial placement, when additional information is available, and whenever significant changes occur that are relevant to the care of the child. Foster Parents must be invited to each Child and Family Team Meeting in a timely manner to ensure their involvement/attendance or ability to provide feedback if unable to attend.
- 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 elevate 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 support 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; discharge planning 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 staffings 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 is 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 staffings, 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 staffings 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 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 parents’ 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 ensure that foster caregivers are aware of physical and emotional challenges of the parent and which may be inherent in 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 expected and receive training to respect the confidential nature of 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 informs 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 her own discretion, the Associate 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’s 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 as to 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 are discussed. 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 Associate Vice President. In cases of children being stepped down from a residential setting, the caregiver is 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 is 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 Associate Vice President of Professional Foster Parenting to discuss differences of opinion in the case plan. Supervisors and the Associate Vice President will carefully consider the foster caregivers concerns and will make a decision based on best practice and interest of the child. 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 Associate 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 Associate Vice President.

3. **Address Issue with the Associate 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 an Associate Vice President. This discussion can take place over the phone or in person. The team may wish to call a staffing or meeting 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. **Vice President/Executive Vice President 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 Vice President, Executive Vice President, or President/Executive Director. The decision of the Vice President/Executive Vice President and/or President/Executive Director is final. However, copies of the grievance, including the final decision will be sent to Quality Improvement. 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. 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. 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 are included.

Other numbers that are provided include:

- Caseworker
- Supervisor
- UCAN main number
- UCAN emergency line
- HealthWorks Hotline
- IDCFS Advocacy Office
- 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 staffings, foster caregivers are strongly encouraged to participate in school staffings, quarterly Child and Family Team Meetings, discharge planning 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 Caregivers receive the Foster Caregiver Manual at Pre-Service training; outlined in this manual is the Department's 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, discharge planning meetings, treatment planning meetings, Clinical Intervention for Placement Preservation (CIPP) meetings, 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 staffings, and other meetings regarding the educational services being provided for children in their care.

UCAN encourages both licensed caregivers and unlicensed relative foster parents and those seeking to become licensed to participate in all available trainings. 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. Caregivers have access to Educational Coaches via UCAN if they are in need of additional assistance managing the education system. Additionally, Case Managers are trained in procedures related to accessing DCFS

educational attorneys for difficult cases.

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

The responsibility to treat children and families with dignity, respect and consideration 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 behaviors their children may exhibit as the result of childhood experiences and complex 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 different cultural background or heritage is placed in the home, the case manager works closely and openly to assist the caregiver in showing support, 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 dignity and respect. 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 DCFS 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 assess foster home strengths to assure that the foster home is an appropriate match for the child(ren). For children stepping down from Residential care, foster caregivers, older children/youth and staff discuss the child(ren)'s needs and the foster caregiver's ability to meet those needs prior to and during residential step-down meetings. Older youth are also interviewed regarding their preferences including family composition and geography. 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, respite care and 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. 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.

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. 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 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. 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.

At the foster parents' request during last year's planning, foster parents discussed an interest in creating a foster parent directory to be shared with all UCAN foster parents. UCAN created a consent form process for those foster parents who wanted their information to be shared. The directory is now available for use and distribution and updates to the directory are completed at least twice per year.

UCAN provides extensive and frequent in-service training (several times per month). Foster caregivers are encouraged to participate in these trainings 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 upcoming trainings from the Training Coordinator in Cook County in addition to being informed of up-coming trainings 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 affords 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. 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/not treated. UCAN encourages foster caregivers to enable the foster child to participate in one of several UCAN positive youth development programs and to utilize local community programs which provide resources and services that may assist in preventing placement disruption.

UCAN is adding a "Shared Living Agreement" process in 2020 that will be used for older youth in care regarding their contributions to the household, agreements around technology, activities, conflict resolution, privacy, daily chores etc. We are hopeful that by involving both youth and caregivers in creating these agreements, there will be less placement disruptions and tense situations in the home environment due to lack of understanding and communication. This process will also identify the areas that the youth needs or wants help in like cooking, proper way to do laundry, etc. so that they are better prepared for independence which is something that the caregivers noted an interest in helping them prepare for.

UCAN provides support to foster caregivers through frequent home visits where they are encouraged to discuss their successes, strengths, 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 Associate Vice President 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, 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 to promote life-long connections versus relational disconnection between a foster caregiver and a foster child.

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. This year, Foster Parents recommended, when appropriate, that a transitional meeting between the original foster home and receiving foster home, occur to share thoughts and strategies on how to best support the child(ren) for their future success.

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 the 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, in-home behavior management 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's Development staff guide and support foster caregivers regarding testifying for legislative hearings and presenting foster parenting in conversations with the media.

**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 ongoing 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 caregivers 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 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.

The DCFS approved Implementation Plan for the Illinois Foster Caregiver Bill of Rights & Responsibilities is reviewed with foster caregivers in order to solicit feedback and suggestions from them. Two meetings with foster caregivers 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 Division of Child Protection or the Licensing Department at UCAN if a call is made to the Child Abuse Hotline involving them as caregivers. 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 concerning 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.

**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.

**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 staffings. 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 reunification 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 child and family's culture. Foster caregivers 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 racial, religious, cultural identity and sexual orientation. UCAN provides a wealth of training opportunities addressing a range of issues of diversity, equity 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 needs and who are cross-culturally serving African-American children or others who have unique skin and hair care needs. 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 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 ethnicities and traditions different than their own and how this impacts a child's adjustment and comfort in the foster home.