

TOC	S1	Slides (Publish Date 10/2024)
Title	1	<p>Unit 6A Section 1</p> <p>Assuring Safety, Permanency, and Well-Being</p> <p>New Family Service Worker Training</p>
Welcome	2	Welcome to the last online unit for Foundations! This online training looks at the safety, permanency, and well-being of the children on your caseloads, especially those who come into out-of-home care.
Child Safety	3	It is always the hope that the families of children who have been abused or neglected will work hard to make the changes needed so that the children can be safe in their own homes and with their family members.
Permanency	4	<p>Unfortunately, we know that does not always happen.</p> <p>At times, the only immediate option to keep children safe is removal from their homes.</p> <p>Some children will never be able to return to their families.</p> <p>And these children still need a safe and permanent home.</p>
Role	5	Every person in DCFS, regardless of their primary role, has a role in assuring the safety and permanence of children in care.
Positions	6	<p>DCFS has specialty positions that need help from investigators and caseworkers.</p> <p>With that in mind, this training section introduces the roles of:</p> <p>Adoption Specialist Resource Worker</p> <p>You can hover over each job title for the functional job summary.</p> <p>The Family Service Worker Adoption Specialist is responsible for recruiting, monitoring, and supporting adoptive families for children who have a goal of adoption. This position is governed by state and federal laws and agency/institution policy.</p> <p>The Family Service Worker Resource Worker is responsible for recruiting, monitoring, and supporting resource homes and other volunteers who are appropriate to assist with abused or neglected children. This position is governed by state and federal laws and agency/institution policy.</p>
Specialty	7	It sounds like we have “people” to recruit families, support families, and match families with children in care.

		<p>So why do investigators, protective service workers, or even foster care workers need to take a training unit that focuses on these two specialty jobs?</p>
Case Needs	8	<p>The answer is simple.</p> <p>You never know how a case is going to end.</p> <p>At any point in a case, you may be the only person who can get information that the Resource Worker or Adoption Specialist will need months later.</p> <p>Everyone needs to know enough about these roles to gather information that will allow accurate recruitment of resource homes and adoptive placements to meet the needs of the children in care.</p>
Practice Model	9	<p>Let's take a moment to review Arkansas's Practice Model.</p> <p>The Practice Model is how our systems work together to serve children and families. It represents the collective vision that every child deserves a safe, stable, and nurturing family every day.</p> <p>The Practice Model is a part of and helps to inform everything that we do.</p>
Practice Model	10	<p>Practice Model Priorities:</p> <ul style="list-style-type: none"> - Safely stabilize and preserve families, and if that is not possible... - Safely care for children and quickly reunify children with their families of origin. If children must be removed from the home, relative and kin/fictive kin caregivers will be considered immediately and throughout the entire engagement with the family; and if reunification is not possible... - Safely support child permanency, well-being, and development of culturally safe, lifelong relationships.
Engagement	11	<p>Now, let's take some time and review a skill you will need to help families achieve these priorities.</p> <p>This skill is engagement.</p> <p>Engagement is the skill of effectively establishing a relationship with children, caregivers, and the support network. When successful, this family-centered approach allows the appropriate individuals to collaborate with goal-setting and safety planning.</p>

Engagement Reminders	12	<p>Reminders</p> <p>Engagement starts with the first contact. Engagement is strengths-based. Engaged caregivers are more likely to provide information about possible placement resources. Partnering with the family increases the likelihood of successful outcomes.</p>
Harper Family	13	<p>Let's make a connection using an example scenario.</p> <p>David, Zane, and Tracie came into care on an emergency basis after their mother, Donna Harper, was arrested for public intoxication, public nudity, disturbing the peace, and resisting arrest.</p>
Scenario	14	<p>David's mother, Donna Harper, is in the State Hospital, and her children are without a caregiver.</p> <p>David has expressed he would like to stay with his coach. David's father is Madison, but he is not the father of David's siblings (Zane and Tracie). Their father is William ("Bill").</p>
Responsibility	15	<p>No matter your role, getting information on fathers is your responsibility. So is passing that information along.</p> <p>Remember, a lack of efforts to locate fathers dramatically affects the ability to identify paternal relatives.</p>
William "Bill"	16	<p>Bill is employed as a programmer and is married to Lizette. They have two children together.</p> <p>Bill does not support Zane or Tracie and questions whether they are his.</p> <p>His mother, Alice McDonald, says they are his and has maintained as much contact with them as she can, given their mother's instability.</p>
Madison	17	<p>David's father, Madison, maintains periodic contact with David and occasionally assists financially with his support.</p> <p>Madison was in the Army and sustained a serious injury during a deployment. Upon returning home, he was diagnosed with PTSD.</p> <p>Madison currently struggles with a substance use disorder. He lives with friends sometimes, and sometimes he is homeless.</p>
Madison	18	<p>How and why do you need to engage Madison?</p> <p>You may think that since Madison is homeless and uses drugs, you don't have to interview him.</p>

		<p>“Forget about engaging him. He is an addict living on the streets. Even if he wanted to help his son, he doesn’t have the means to...”</p>
Best Practice	19	<p>If you experienced those or similar thoughts, reflect on the practice model priorities.</p> <p>"Remember, “If children must be removed from the home, relative and fictive kin caregivers will be considered immediately and throughout the entire engagement with the family.”</p> <p>Law, policy, and good practice all reflect the need to engage fathers whenever possible. What barriers might get in the way of engaging with fathers?</p>
Fathers	20	<p>Take a moment to consider any potential barriers you might face while trying to engage with David’s father, Madison Alexander.</p> <p>Click on the button to open a summarization of Applicable Laws and Practice Consideration for working with Non-Custodial and Putative Parents.</p> <p>[link to DCFS Handout: WORKING WITH NON-CUSTODIAL & PUTATIVE PARENTS]</p>
Barriers	21	<p>Begin considering:</p> <ul style="list-style-type: none"> • Barriers to engaging Madison. • Possible solutions to overcoming the barriers. • Topics to discuss with Madison during your interactions to help David achieve permanency. <p>You will explore these questions more in-depth during your Unit 6 classroom training.</p>
David	22	<p>Now, let’s focus on engaging David.</p> <p>During the removal, the worker talked with the family members about their preference for his placement.</p> <p>David wanted to be placed in his football coach’s home, a potential kinship placement.</p> <p>David’s mother, Donna, wanted David placed with her mother, Dana Harper.</p>
Kinship	23	<p>You will learn more about kinship placements, but here are the main criteria for someone to be considered fictive kin:</p> <p>Person not related to the child by blood or marriage who:</p>

		<p>Has a strong, positive emotional tie to the child</p> <p>Has a positive role in the child's life</p>
Placement	24	<p>During the removal, the worker had to explore three possible placement options: the maternal grandmother, Dana; David's coach/father of his best friend, Win; or a traditional resource home.</p> <p>How do you select a placement?</p> <p>What information do you need to gather to help you select the placement that will suit David's best interest and meet his needs?</p> <p>Let's consider one way we can help one another and ensure that children in care have the best placements possible.</p>
Placement	25	<p>If a relative (Dana) or fictive kin (Coach Win) is selected at placement, the Resource Worker must complete the steps to set them up as a provider.</p> <p>Let's look at what's needed to take those next steps.</p>
CFS-450	26	<p>Click the button below to open a copy of the CFS-450, Prospective Provisional Resource Parent Information and Questionnaire.</p> <p>This form is designed to provide a standard process to:</p> <ul style="list-style-type: none"> • Refer a prospective kinship home for consideration. • Gather information about a prospective provisional resource parent to assist in determining if they would provide a safe and suitable placement.
CFS-450 & Engagement	27	<p>As you explore possible placement options with David, keep in mind any questions you would ask him that would help you complete this form.</p> <p>Successful engagement will help you assess whether his grandmother or Coach Win would be a viable placement option.</p> <p>David would be placed in a traditional resource home if neither is viable.</p>
Recruitment	28	<p>As you know, recruitment is everyone's job.</p> <p>And exploring placement resources and getting the information to the Resource Worker is recruitment!</p>
Recruitment	29	<p>Three types of Recruitment:</p> <ul style="list-style-type: none"> • General Recruitment • Child-Specific/Child-Centered Recruitment • Targeted Recruitment

		<p>Do you think that gathering and communicating information with the Resource Worker would be child-specific recruitment?</p> <p>We will discuss each type of recruitment in other online training sections and in the classroom.</p>
Conversations	30	<p>The conversations with families on your caseload can become difficult and uncomfortable.</p> <p>However, asking personal and sensitive questions to gather details is necessary. Avoiding personal questions is impossible</p> <p>Address any issues as soon as you can. Don't assume that the next worker will address it.</p>
Conversations	31	<p>During your training, these difficult conversations will also be known as critical conversations.</p> <p>Let's define a critical conversation as:</p> <ul style="list-style-type: none"> • A conversation with more to it than meets the ear (the verbal and all the other components of thinking and feeling).
Conversations	32	<p>A critical conversation is:</p> <p>A conversation that has three subconversations.</p> <ul style="list-style-type: none"> • The "what happened" conversation • The "feeling" conversation • The "identity" conversation (our internal conversation with ourselves about what this conversation means to us)"
Conversations	33	<p>When having critical conversations or confronting an issue:</p> <ul style="list-style-type: none"> • Remain calm. • Be prepared (with questions). • Show empathy. <p>Remember, you will have a different perception of "what happened."</p> <p>The good news is that not every conversation you worry about is truly critical. Some will be awkward, and others will be surprisingly painless.</p>
Conversations	34	<p>Planning for possible outcomes will help you meet the challenge.</p> <p>Without crucial information, the case can't move forward, be transferred to another unit, or be closed. This is the reason engagement and thorough documentation are so crucial.</p>
Handout 6A.1.1	35	<p>Now, let's see how well you predict the future. The last activity in this section is to review the case scenarios in Handout 6A.1.1.</p>

		This handout contains four short scenarios involving children removed from their homes and placed in out-of-home care.
Assumptions	36	<p>Based on the limited information in each scenario:</p> <p>Choose the case you think will be the least likely to reunify the child(ren) and the caregivers.</p> <p>When you attend the Unit 6 classroom portion, you will be asked to share what criteria made you guess the family would not reunify.</p>
Congratulations	37	<p>You have completed Unit 6A Section 1.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S2	Slides (Publish Date 04/2025)
Title	1	<p>Unit 6A Section 2</p> <p>Recruitment Types and Strategies</p> <p>New Family Service Worker Training</p>
Welcome	2	<p>Welcome back to the online training! This section focuses on the recruitment and retention of placement resources.</p> <p>Three things to keep in mind from the previous section:</p> <ul style="list-style-type: none"> • Recruitment of new resource homes is an ongoing activity for which all staff are responsible. • At the beginning, you don't know how a case will turn out. • Each worker needs to know enough about other workers' roles to gather information to help assure safety, permanence, and well-being at the end of the case.
Recruitment	3	<p>Recruitment efforts to be carried out by all staff include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Actively coordinate with professional organizations and minority groups to create public interest. • Contact community organizations and media to inform them about DCFS' needs and successes.
Recruitment	4	<ul style="list-style-type: none"> • Encourage resource parents to: 1) Make one-on-one contact with other individuals who may be interested or have expressed interest in becoming a resource home. 2) Schedule speaking engagements with community groups to share information about becoming a resource

		<p>home.</p> <ul style="list-style-type: none"> • Conduct informational meetings. • Gather names and addresses of relatives, close friends, and family support.
Area Recruitment	5	<p>Everyone working in the office needs to know the recruitment plan. Take a moment to learn about your area's recruitment plan.</p> <p>What is the recruitment target? What are the retention and recruitment goals?</p>
Recruitment Plan	6	<p>Where do I start?</p> <ol style="list-style-type: none"> 1. Ask your supervisor and/or the Area Director about the recruitment plan. 2. Talk with the Resource Workers to help find the answers to these questions. <p>If you are a Resource Worker, it is critical to find these answers as they direct a good deal of your work.</p>
Home Types	7	<p>DCFS has two broad categories of resource homes:</p> <p>Traditional Resource Homes are open to children related or unrelated to the resource parents and can also provide informal respite care.</p> <p>Kinship Resource Homes, also known as provisional resource homes, prioritize placing children with kinship to preserve family connections and reduce trauma.</p>
Kinship	8	<p>These resource homes are identified and recruited by the Family Service Worker.</p> <p>As mentioned, family connections and reduced trauma are their priorities. As such, the FSW must seek to place a child in out-of-home care with a safe and appropriate kinship placement.</p>
Kinship	9	<p>When recruiting for these provisional placements, there are some things to remember.</p> <p>First, "relative" is very broadly defined. Kin/fictive kin acknowledges that there are adults other than relatives who positively impact children's lives and who have formed strong bonds with children and youth.</p>
Kinship	10	<p>Policy VI-B defines "Relative" and "Fictive Kin."</p> <p>"Fictive kin" means a person not related to a child by blood or marriage, but who has a strong, positive, emotional tie to a child and has a positive</p>

	<p>role in a child’s life.</p> <p>In the case of an infant, you can consider an adult who has served the same role in the caregiver’s life.</p>
Best Practice Card	<p>11 Note, an adult relative is given preference over a non-related caregiver IF they meet all child protection standards and if it is in the child's best interest.</p> <p>Once relatives are identified, assessing whether it is in the child’s best interest that the relative be a placement resource is where a lot of your hard work will happen.</p> <p>Click on the button to print the Best Practice Card - Relatives & Fictive Kin: Identification, Notification, & Assessment. This resource is also available in CHRISNet.</p>
David Scenario	<p>12 In our example with David, who wants to go live with his coach, here are some things to ask yourself:</p> <ul style="list-style-type: none"> • Is there an existing positive relationship? • Has Coach Win had a positive role in David’s life? • Should Coach Win at least be considered?
David Scenario	<p>13 From the little you know from the scenario, Coach Win should be explored as a possible placement. He has had a positive relationship and role in David’s life, and David has expressed a preference to stay with him.</p> <p>Other things to consider:</p> <ul style="list-style-type: none"> • Is Coach Win interested in providing a home for David? • How would his wife and son feel about David coming to live with them?
Kinship	<p>14 The same questions about “child’s best interest” also arise in kinship situations, especially if you recommend a fictive kin caregiver over relative kin.</p> <p>Let’s commit to finding these resources for children.</p> <p>Not only is it the law and policy, but more importantly, it is a way for children to maintain important connections.</p>
Procedure VI-B2	<p>15 Remember, you can’t just place a child in the home of a relative or kin/fictive kin. There are a series of steps and checks that must be completed. These are discussed in detail later in the training.</p> <p>For now, get possible providers' names and contact information to the Resource Worker/Supervisor as fast as possible so they can start on their</p>

		<p>part.</p> <p>Handout 6A.2.2 lists what must be completed before a child is placed in a provisional home.</p>
Traditional	16	<p>Traditional resource homes are approved homes that may provide:</p> <p>Care for both related and non-related children. Informal respite for youth.</p> <p>Developing quality resource homes is essential for ensuring the safety and well-being of children in care while concurrently supporting children's permanency goals.</p>
AR Road to Fostering	17	<p>People interested in becoming a traditional resource home have a different recruitment process.</p> <p>They must complete the entire process (including pre-service training) and be approved before children can be placed in their homes.</p> <p>The Arkansas Road to Fostering Handout outlines the traditional resource home applicants' process.</p>
Best Practice Card	18	<p>Policy requires good communication among all team members, as well as mutual respect, understanding and honesty; that resource parents are informed of DCFS programs, services, and policies that relate to resource care; and that resource parents are supported as needed.</p> <p>Click on the button to open the Best Practice Card – Supporting Relatives & Fictive Kin. This resource is also available in CHRISNet.</p>
DCFS Partners	19	<p>While DCFS is tasked with recruiting resource homes, they have also partnered with various agencies within the community.</p> <p>The agencies below have agreed to assist with recruitment and support.</p> <ul style="list-style-type: none"> • Project Zero • Together We Foster • The CALL • Foster Love
Recruitment Types	20	<p>Now that we have introduced you to the agency's recruitment partners, let's review recruitment types and strategies.</p> <p>The three types are:</p> <ul style="list-style-type: none"> • General Recruitment • Targeted Recruitment • Child-specific Recruitment

General Recruitment	<p>21 General recruitment strategies build public interest and awareness of the need for resource and adoptive parents for children and youth in out-of-home care by broadcasting the need to a general audience.</p> <p>These strategies focus on a variety of families while setting the stage for more targeted recruitment.</p>
Recruitment Strategies	<p>22 Strategies to consider:</p> <ul style="list-style-type: none"> • Work with the Office of Communication and Community Engagement to assess and engage local media types. • Displays in coffee shops, grocery stores, libraries, airports, car rental locations, shopping malls, etc. • Build relationships with current resource parents! They can be your biggest recruiters. Remember, they are walking the walk every day. • Host a table at the local farmers' market, county fair, music festivals, etc. • Put together welcome packets with information about the need for resource/adoptive families that can be distributed to new residents through the Chamber of Commerce. • Word of mouth!
Brochures	<p>23 DCFS has created a packet of brochures for various types of recruiting. Click here to access the brochures.</p> <p>You will note that the contact information on the brochures is blank.</p> <p>If you are hosting/attending a recruitment event, contact the DCFS Public Information Specialist.</p> <p>Tell them which brochure(s) you need, and they can add your name and contact information to the brochure.</p> <p>Note: Your office may have copies of these brochures, or you may need to email the DCFS Public Information Specialist and ask for your first set.</p>
Confidentiality	<p>24 Remember ... There are confidentiality considerations, especially when using various media for recruiting.</p> <p>Working with the Office of Communications and Community Engagement is always a good idea.</p> <p>When in doubt, run your ideas with them and your supervisor and/or Area Director.</p>
Targeted	<p>25 Targeted recruitment considers the unique needs of children and youth in resource and adoptive families by developing recruitment strategies and messages based on those needs.</p>

		Effective targeted recruitment uses demographic data to inform your recruiting efforts by identifying characteristics of current resource and adoptive parents and children in care.
Strategies	26	<p>Strategies to consider:</p> <ol style="list-style-type: none"> 1. Build partnerships with faith-based communities through personal connections. 2. Develop partnerships with diverse racial, ethnic, and cultural communities to help establish and maintain trust. 3. Solicit the support of current resource/adoptive parents in helping to identify new resource/adoptive parents. 4. Canvas at local Pride events or with local LGBTQ organizations for resource parents willing and able to take in LGBTQ children and youth. 4. Canvas at local events and organizations for resource parents willing and able to take in children and youth from various backgrounds.
Targeted	27	<p>The work done on the annual recruitment plan is an example of targeted recruitment efforts.</p> <p>These data-driven techniques help identify gaps, enabling targeted recruitment efforts that direct the use of resources where they are most likely to yield results.</p>
Data	28	<p>Sequence of steps used in analyzing local data includes:</p> <p>Step 1 – Describe children in care.</p> <p>Develop a profile of the children currently placed in the agency's care. Break them into categories based on their special needs, age groups, etc.</p>
Data	29	<p>Step 2 – Describe homes currently available.</p> <p>Develop a profile of the resource homes available to the agency. Break them into categories based on their willingness to accept children with special needs, age groups, etc.</p>
Data	30	<p>Step 3 – Make a plan to fill gaps.</p> <p>Identify and reach out to the families willing to care for children “who are most in need of homes.”</p>
Child-Specific	31	<p>Child-specific recruitment strategies help recruit resource, adoptive, and kinship families for specific children and youth in out-of-home care.</p> <p>These strategies begin with a comprehensive child assessment and</p>

		<p>preparation process.</p> <p>Every effort should be made to involve the child (as developmentally appropriate).</p>
Strategies	32	<p>Identification of prospective kinship who may be either temporary or long-term placement resources.</p> <p>Child-specific publicity — Heart Gallery, Wednesday’s Child, AdoptUSKids</p> <p>Review of the child’s case file to identify significant individuals in the child’s life, both past and present, that may have a connection. These individuals may be potential permanency resources.</p>
Area-Specific	33	<p>Now, let’s take some time to look at recruitment in your area and what you can do.</p> <ul style="list-style-type: none"> • Does your area/county have informational meetings? • Who facilitates them, and what do they look like? • Do you participate in the meetings? • If so, what is your role?
Overview	34	<p>We have discussed the Practice Model, Recruitment types, and possible strategies for each type of recruitment up to this point.</p> <p>We also examined ways to recruit families, and you have been asked to research how recruitment is done in your area.</p> <p>Recruitment is everybody’s business.</p>
Congratulations	35	<p>You have completed Unit 6 Section 2.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S3	Slides (Publish Date 10/2024)
Title	1	<p>Unit 6A Section 3</p> <p>Supporting Recruitment and Retention</p> <p>New Family Service Worker Training</p>
Welcome	2	[Welcome back graphic]
Introduction	3	<p>Welcome back to the online training!</p> <p>In the previous sections, we emphasized recruitment and retention. Recruitment is everyone’s job!</p>

		<p>This section explores two main areas:</p> <p>Recruitment and retention activities that may be completed during an investigation.</p> <p>Recruitment and retention activities done by the Family Service Worker (in-home and out-of-home).</p>
On-Call & Recruiting	4	<p>For those on-call, even though you may not see an investigation through from start to finish, you still need to do recruitment activities during those early, initial contacts with the family.</p> <p>As you learned in the previous online section, identifying potential kinship placements is essential.</p> <p>While you gather information on possible placements, individuals will likely be identified who cannot be a provisional placement but can still support the family and children.</p>
Kinship	5	<p>Arkansas law and DCFS policy and procedures encourage engaging kinship as volunteers, even when they will not be a placement resource.</p> <p>Remember: Safety Organized Practice (SOP) emphasizes the importance of building a strong support network for children in care.</p> <p>Offering kinship a chance to volunteer can bolster the child's Circle(s) of Safety and Support.</p>
Kinship Volunteers	6	<p>What needs to happen to get kinship set up as a volunteer?</p> <p>Although investigators are probably not the ones who will do this work, they need to know enough about the process to talk with kinship about ways they can volunteer and what they can expect to do to get set up as volunteers.</p>
Policy I-C	7	<p>Let's start with Policy I-C: Division Volunteers; and then look really closely at Procedure I-C3.</p> <p>Relatives and kin/fictive kin who want to volunteer must go through an approval process.</p>
Kinship Volunteers	8	<p>Who needs to know how to explain the process of kinship volunteering to prospective applicants?</p> <p>Investigators Caseworkers Resource Workers Adoption Specialists</p>
Procedure IC-3	9	<p>Procedure I-C3 outlines the process to get relatives and kin/fictive kin approved to volunteer. [screenshot of I-C3]</p>

		<p>Policy VI-C: Maintaining Family Ties in Out-of-Home Placements sets out the many different ways that relatives and kin/fictive kin can continue to be involved in children's lives in their role as volunteers.</p>
Placement Considerations	10	<p>The first placement option is with a prospective kinship placement if the placement is safe and appropriate.</p> <p>If you have yet to locate an eligible kinship placement, the next option is a traditional resource home.</p> <p>Note: When placing siblings, we always try to place them together.</p>
Knowledge Check	11	<p>If the investigator can't make a provisional placement during the investigation, what do you do with the information?</p> <p>A) Complete as much of the CFS-450 as possible and send it to the Resource Supervisor. B) Document all attempts to locate a placement. C) Pass the information about placement options and attempts to the caseworker and the resource supervisor. D) All of these are appropriate</p>
Knowledge Check	12	<p>Relatives and kin/fictive kin who want to volunteer must go through an approval process.</p> <p>A) True B) False</p>
Child-Specific Recruitment	13	<p>Recruitment is everybody's job, starting with initiating the investigation, which is often the first contact with the family, and going throughout the life of the case until the child has a permanent living arrangement.</p> <p>Each time you meet with the family, you gather information. The information may be used to help find permanent placement for the child; therefore, this is a form of child-specific recruitment.</p>
TDM & DR	14	<p>Later in training, you will learn more about team decision-making (TDM) and differential response (DR), both of which are programs that allow you to explore family, friends, and community support.</p> <p>Again, you may not think of it as such, but helping locate the people who can help a child stay safely in his home is also a recruitment activity if the child should come into care.</p>
Investigations & Recruitment	15	<p>There will be in-depth training in investigations after the foundation units. But many of the events in the scenario so far could have happened when you were on-call.</p> <p>By doing your job well, you have not only helped with child-specific</p>

		recruitment but also had the opportunity to engage a family member in supporting the children, which will help with their placement.
Sharing Information	16	<p>Consider how the information is shared between the various divisions in your area, county, and state.</p> <p>Interview a coworker in your office and a coworker in a neighboring county office to clarify the local practices.</p> <p>Be prepared to discuss how the information-sharing process works in your area.</p>
Policy Mining	17	<p>Answer the following True or False questions.</p> <p>This may require you to Policy Mine!</p>
Drag & Drop	18	<p>The goals of out-of-home placement are to:</p> <p>Enhance individual and family functioning so that children can be reunited with their families.</p> <p>Ensure that children who cannot return home have a safe and permanent family.</p> <p>True/False</p>
Drag & Drop	19	<p>Preferential consideration will be given to an adult relative over a nonrelated caregiver if the relative caregiver meets all relevant child protection standards and it is in the best interest of the child to be placed with the relative caregiver.</p> <p>True/False</p>
Procedure VI-B2	20	<p>While you are data mining in the policy manual, refer to Procedure VI-B2, Provisional Foster Home Placement for Children in Foster Care.</p> <p>Fill in the blank in the questions that follow as if you were the foster care worker (regardless of your role in real life).</p>
Knowledge Check	21	<p>Foster Care Worker Fill-In-The-Blank</p> <p>Assist with the completion of the _____ Prospective Provisional Resource Parent Information and Questionnaire. [CFS-450]</p>
Knowledge Check	22	<p>If the provisional home is in the best interests of the child, you should arrange at least one preplacement visit for the child before the initial placement and before any subsequent changes in placement.</p> <p>A) True B) False</p>
Resource Home Process	23	<p>Consider a training resource you could give prospective kinship placements to help them understand the process of being a resource home.</p>

		<p>If you are a resource worker, this will be your life.</p> <p>However, suppose you are in another role at DCFS but are still the first person to make the first contact.</p> <p>One of the ways to support this prospective placement is to be able to answer questions about the process of becoming a provisional resource home.</p>
Don't Forget	24	<p>Don't forget!</p> <p>The placement is more likely to succeed if the resource family feels like their questions are heard and their concerns are responded to.</p>
Congratulations	25	<p>You have completed Unit 6A Section 3.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S4 Slides (Publish Date 10/2024)	
Title	1	<p>Unit 6A Section 4</p> <p>Introduction to the Resource Worker & Adoption Specialist</p> <p>New Family Service Worker Training</p>
Welcome	2	<p>This section will introduce you to the roles of the Resource Worker and the Adoption Specialist. 6B will go more in-depth about the Resource Worker, and 6C will dive into the role of the Adoption Specialist.</p> <p>Roll over each worker with your mouse to find out their role.</p> <p>Hi, I'm Evalene. The Resource Worker is the Family Service Worker responsible for recruiting, monitoring, and supporting the resource homes and other appropriate volunteers.</p> <p>Hi, I am Daliana. The Adoption Specialist is the Family Service Worker responsible for preparing every child on their workload for every step of the adoption process. They advocate for the child/children's needs with a potential adoptive family.</p>
Recruitment	3	<p>Throughout the sections of this unit, we emphasized the importance of recruitment and retention.</p> <p>Remember our common threads: Recruitment is everybody's business. You don't know the end at the beginning. You may be the last person who has a chance to get critical information.</p>

Quality Homes	4	The recruitment and support of quality resource homes is a process that is essential to ensuring the safety and well-being of children placed in the care of DCFS.
Recruitment Types	5	We also talked about the three types of recruitment, which are: General. Targeted. Child-Specific.
General	6	<p>General recruitment is often what people think of when we talk about recruiting families for resource or adoption homes.</p> <p>As we have noted, general recruitment strategies vary from county to county and area to area. Many counties are fortunate to have community partners who take a strong lead in recruitment.</p>
General	7	<p>Most staff are familiar with general recruitment strategies, such as:</p> <ul style="list-style-type: none"> • Broadcasting public service announcements. • Buying advertising space on billboards. • Speaking to civic clubs or churches. • Staffing a table at a county event.
General	8	<p>In class, you will work with a group to develop a plan for general recruitment.</p> <p>You can model yours on a successful event in your county or area.</p>
General Plan	9	<p>Some things to keep in mind as you develop a plan are:</p> <p>Purpose. Audience. Venue. Data. Anticipated outcome. Measure of success</p>
General	10	<p>Speaking of measuring success, it is always a good idea to see if any specific general recruitment event really got the agency the needed results, i.e., qualified applicants.</p> <p>For example, has a booth at the county fair brought in applicants or raised public awareness of the need for resource parents?</p> <p>Sometimes, it is tempting to run the same event over and over, but if it is not attracting qualified applicants, it may be time to re-evaluate and try something new.</p>
Targeted & Child-Specific	11	In some areas, targeted and child-specific recruitment strategies have been quite effective in attracting resource/adoptive families who are qualified and committed to their roles and are better matched with the children in need of care.
Targeted & Child-Specific	12	<p>Both the Resource Workers and Adoption Specialists are tasked with recruiting families.</p> <p>This can include working closely with families, community partners, and potentially with civic groups.</p>

		Additional recruitment roles might include going out into the community and recruiting for specific items or goods, such as discount haircuts for kids in care.
Teamwork	13	But remember, either of these positions may lead the charge on recruiting. And all workers are supposed to be pitching in at every step of the way.
Support	14	<p>Now, let's learn more about the Resource Worker. The Resource Worker is also tasked with recruiting resource/adoptive homes.</p> <p>However, in reality, Resource Workers spend much of their time supporting existing resource parents.</p> <p>Support is very important to retaining homes. The resource parents need and deserve to be heard and responded to promptly.</p>
Initial Contact	15	In the last sections, we considered who (Investigator, Caseworker, or Resource Worker) should make the initial contact to assess whether a relative or kin/fictive kin would be a viable placement option.
Initial Contact	16	<p>So, who makes the initial contact? It depends. Be sure to clarify with your supervisor how this is done in your county.</p> <p>In the field, this may be one of those times when each unique situation determines who does what.</p>
Compliance	17	It may not be the Resource Worker who does the initial walk through on a prospective provisional home. All workers need to know enough about the minimal licensing standards so that they can spot homes that cannot be brought into compliance.
Standards	18	<p>Think about it for a minute.</p> <p>You don't want to waste your coworker's time having them assess a potential placement that cannot be approved.</p> <p>Knowing minimal licensing standards will help save precious time and energy.</p>
PUB 04	19	<p>Let's do a quick example.</p> <p>First, open PUB 04: Minimum Licensing Standards for Child Welfare Agencies.</p> <p>What if a child's potential provisional placement lived in a two-room efficiency apartment—a living area and an attached bedroom without a door between the rooms?</p>
Knowledge Check	20	Can this placement meet the requirements? (Hint: Check out section 209)

		A) Yes B) No
Tasks	21	<p>Once the initial contact and assessment have been made, it is clearly the Resource Worker's responsibility to proceed with all the tasks involved in setting up the home as a provisional resource home.</p> <p>They start by completing all required background checks, and the in-home consultation (IHC) visit to determine whether a prospective provisional applicant can move forward or whether there is something that would prevent them from being approved.</p>
Procedure VI-B2	22	Procedure VI-B2 delineates the tasks involved for your co-worker's job (or your job if you are a Resource Worker taking this training), as far as getting the family set up as a provisional home.
Procedure VI-B2 Tasks	23	<p>These Tasks Include:</p> <ol style="list-style-type: none"> 1. Make sure the CFS-450 is completed correctly. 2. Process all of the required background checks. 3. Complete a visual inspection of the home (via CFS-446: In-Home Consultation Visit Report) 4. Explain to the kin that they have six months to open as a fully approved DCFS Resource Home. <p>Background Checks --></p> <ol style="list-style-type: none"> 1. Expedited Child Maltreatment Central Registry Check (via CFS-316 Request for Arkansas Child Maltreatment Central Registry Check) 2. Expedited State Police Criminal Record Check (via CFS-342 State Police Criminal Record Check) 3. Vehicle Safety Program (DMV) Check 4. Submit the FBI Criminal Record Check (FBI results do not have to be received in order to open the provisional resource home, but results must be received and clear within six months in order to approve as a regular DCFS resource home)
Out-of-State	24	<p>Some prospective kinship resource providers may not have lived in the same state for five consecutive years.</p> <p>Or, they may live in Arkansas but work in another state. In that case, in addition to the FBI checks, the Resource Worker will need to ask for Central Registry checks from the other states in which they are known to have lived.</p>
Resource	25	<p>Here is a resource for out-of-state checks.</p> <p>You may want to download the file and save it for later if you are a Resource Worker.</p>

		<p>Note that some of these states have a fee associated with a check.</p> <p>Please consult with your supervisor on how to proceed if the family has lived or worked in a state that requires a fee.</p>
CLEAR	26	<p>Another resource available to assist with background checks is CLEAR. CLEAR can provide volumes of information on an individual.</p> <p>There is a designated person in each area who can use CLEAR. If you are a Resource Worker or find out who this person is in the Area where you work.</p> <p>When requesting a search, be specific about the information you need.</p> <p>Examples of information you could get include past places of residence, pending court action, or relatives of the client's family.</p>
CLEAR	27	<p>The out-of-state Central Registry check does not have to be received before placing children in a provisional placement, but all FSWs involved with the family need to ask questions about the family's reasons/motivations for moving to the state.</p> <p>This assessment will help determine what information you request on a CLEAR search (if any).</p> <p>Obviously, you do not have to do a CLEAR search on all applicants, but it can be a useful tool if the information coming from your assessment indicates areas where you have questions or concerns.</p>
Finances	28	<p>Let's look at another part of this process in more detail.</p> <p>When staff meet with prospective provisional placements, financial stability is a topic that needs to be thoroughly discussed.</p> <p>It is important to have a conversation before a provisional home is approved and children are placed there.</p>
Finances	29	<p>Some applicants find this topic difficult because of its personal nature. For some workers, it is one of the most challenging aspects of the job.</p> <p>They are uncomfortable sharing their own personal financial information, so they have a difficult time asking a prospective resource parent to share their personal and private information.</p>
Critical Conversations	30	<p>Remember, critical conversations are three conversations in one:</p> <p>What happened (or, in this case, what's needed)?</p> <p>Each person's feelings – about themselves and the others in the</p>

		<p>conversation.</p> <p>The meaning each person assigns to the conversation.</p>
Finances	31	<p>Think about questions you might ask to explore the applicant's finances (what's needed).</p> <p>Consider any feelings you might experience when asking personal questions about someone else's finances.</p> <p>What feelings might that person experience when you ask these questions?</p> <p>If things get tense, how might you see yourself in that situation?</p> <p>How do you think the applicant might view themselves if things get tense?</p>
Finances	32	<p>Let's stop for a minute to make something clear.</p> <p>While financial stability must be assessed, with provisional homes, it is not necessarily a deal breaker.</p> <p>Are there other resources available that might bridge the gap between when the children are placed in the home and when the resource parents begin receiving a board payment?</p>
Finances	33	<p>Some of these resources and services might include:</p> <p>Temporary Employment Assistance (TEA).</p> <p>Supplemental Nutrition Assistance Program (SNAP).</p> <p>Women, Infants, and Children (WIC) (depending on the age of the children in care).</p> <p>Issuance of a clothing order.</p> <p>Assistance with school-related expenses such as prom clothes or field trip fees.</p> <p>Community support that has been arranged by the Resource Worker.</p>
Finances	34	<p>TEA, SNAP, and WIC are means-tested programs.</p> <p>Prospective resource families will need to verify income and resources if they apply for these services.</p>
Finances	35	<p>All DCFS workers should talk with folks in the county office who take applications for SNAP, TEA, and other benefits.</p> <p>If FSWs know a little about the requirements, they can better assess whether families might be eligible and able to benefit from these services.</p>
Finances	36	<p>DCFS is not likely to waive financial stability for applicants for traditional resource homes.</p> <p>However, to help children maintain ties with important people in their lives, it is worth the FSW's time and energy to explore ways to make</p>

		placement with kin happen if all other criteria for a resource home can be met.
Barriers	37	If there is any barrier to full approval of a kinship resource home (after assessing ways and resources to overcome the barriers), the resource worker's skill is learning how to ask questions that leave the door open to other ways the applicant may remain involved in the child's life.
Involvement	38	Remember that there are many ways a relative who cannot be a placement resource for a child may still be involved in their life and may help support the child's placement in another's home.
Ongoing Support	39	<p>The resource worker's job is not done when the provider is set up.</p> <p>They must monitor the home quarterly (more frequently if there are any problems) and reevaluate it annually.</p> <p>Plus, they support these homes throughout the year in various ways.</p>
Congratulations	40	<p>You have completed Unit 6A Section 4.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>