

Resource

Day 2 - Facilitator Guide



Kinship Homes

Kinship Approval Process

Guiding the Family Through the Next Steps

CHRIS Lab - Resource Screens

Day 2:

Resource Training Agenda

Tuesday	
9:00 – 9:30	Welcome
9:30 – 10:30	Kinship Homes
10:30 -10:45	Break
10:45 – 12:00	Kinship Home Approval Process
12:00 – 1:00	Lunch Break
1:00 – 1:45	Activity: Explore the CFS-450 Form Guiding the Family Through the Next Steps
1:45 – 2:00	Supporting Resource Parents
2:00 - 2:15	Break
2:15 – 3:30	CHRIS Lab – Resource Screens
3:30 – 4:00	Wrap Up and Review

Before You Train

Facilitator Resources – Day 2

Materials and Handouts

- Name Tents
- Markers, Pens, Highlighters
- Sticky Notes
- Giant Sticky Note Pad
- Printed Participant Manuals
- Blank paper

DCFS Entry Level Competencies

- | | | |
|---------|---------|---------|
| • 101-1 | • 102-4 | • 104-2 |
| • 101-2 | • 102-5 | • 104-3 |
| • 101-3 | • 102-6 | • 104-4 |
| • 101-6 | • 102-7 | • 104-5 |
| • 101-7 | • 102-8 | • 104-6 |
| • 102-1 | • 103-2 | • 104-7 |
| • 102-2 | • 103-4 | • 105-1 |
| • 102-3 | • 104-1 | |

DCFS Forms and Publications

- CFS-450: Prospective Provisional Resource Parent Information and Questionnaire

DCFS Policy And Internal Procedures

- DCFS Internal Procedure 802.2 In-Home Consultation Contact
- DCFS Internal Procedure 802.4 Initiation of Pre-Service Training
- DCFS Internal Procedure 804: Opening Kinship Homes
- DCFS Internal Procedure 805: Alternative Compliance and Policy Waiver Protocol
- DCFS Internal Procedure 815.4: Resource Family Support System

Day 2 Sources

- n/a

Resource Specialty Training

Building safe, stable and connected placements for children and families



MidSOUTH
COLLEGE OF BUSINESS,
HEALTH, AND HUMAN SERVICES

Day 2

RESOURCE SPECIALTY TRAINING DAY 2



RESOURCE SPECIALITY: KINSHIP

Target Outcomes



- Explain the importance of kinship placements in promoting safety, permanency, and well-being
- Differentiate between the traditional resource home process and the kinship approval process
- Describe the Resource Specialist's role in opening and licensing kinship homes
- Apply policies related to background checks, provisional placement, and alternative compliance
- Conduct an initial relative home consultation using professional judgement
- Identify strategies to support newly approved resource families and promote placement stability

TARGET OUTCOMES

Time: 2 Minutes

Purpose: To provide specialists with a clear connection between child safety, family connections, and the Resource Specialist's role in opening and supporting kinship resource homes

Say:

Today builds directly on what you learned yesterday. Yesterday, we focused on opening a traditional home. Today, you will learn a very different pathway, one that often begins with a child entering foster care unexpectedly and a family member stepping forward to help.

You will notice that while the paperwork and timelines may differ, the goal remains the same: ensuring children have safe, stable, and nurturing homes.

By the end of today, you won't just understand the policies, you will have practiced applying them through another hands-on simulation. Just like yesterday, we are going to move beyond learning the process to actually using it.

Facilitator Question: (ask the following question and validate responses)

- Looking at these objectives, which one feels the most unfamiliar or intimidating to you?

By the end of today, you will have the opportunity to practice these skills, not just hear about them.

Facilitator Note:

Revisit this slide during day 2. Ask participants to identify which they feel more confident in and which they might need additional practice with.

Yesterday...

A family wanted to be a resource placement.

- ✓ You guided them through the licensing process.
- ✓ You conducted an Initial In-Home Consultation.
- ✓ You applied the Minimum Licensing Standards.
- ✓ You referred the family for pre-service training.

YESTERDAY

Time: 3 Minutes

Purpose: Transition participants from the traditional licensing process to the unique role of opening kinship homes, emphasizing the urgency, complexity, and importance of placing children with safe family connections whenever possible

Say:

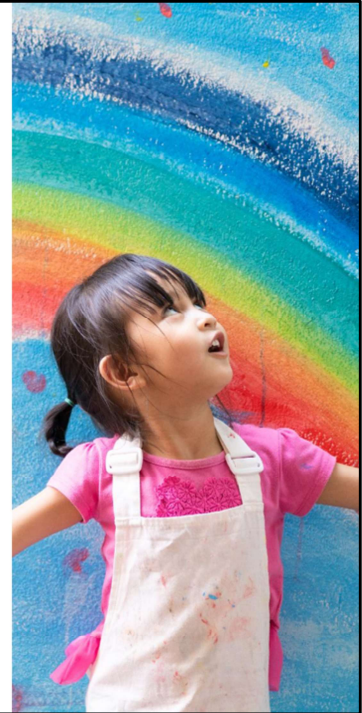
Yesterday, we focused on a family that decided to become resource parents. They raised their hand and said, “We want to help children.”

Today... Everything changes.

A child has entered out-of-home care.

Now, your responsibility is to help determine whether a safe relative or fictive kin placement can be established while balancing:

- Child safety
- Timeliness
- Family connections
- Licensing requirements
- Professional judgement



TODAY

Time: 3Minutes

Purpose: Continue with the transition to opening a kinship home

Say:

Today's work begins differently. Today begins with a child. A child has entered foster care, often unexpectedly. The child may have experienced abuse or neglect, may have been removed in the middle of the night, and may have no idea what is going to happen next.

Now the question becomes: "Who already loves this child?" That is the foundation of kinship work.

As Resource Specialists, we don't always identify relatives at the start; however, once relatives or fictive kin have been identified, your role begins. You help assess whether the home can safely meet the child's needs, guide the family through the approval and licensing process, and provide the support they need to be successful.

Today's training is about balancing urgency with safety.

Sometimes you will be asked to assess a home where the child needs to be placed that very night. Other times, you will be helping relatives who never imagined becoming

caregivers but are willing to step forward because the family needs them.

Throughout the day, keep one question in mind: "How can I safely help this child remain connected to family?" That question should guide every decision you make.

Who Was There for You?

1. Write the person's name or relationship to you.
2. Why did you choose that person?
3. What made you feel safe with that person?

ACTIVITY

ACTIVITY: WHO WAS THERE FOR YOU?

Time: 10 Minutes

Purpose: To help participants recognize the importance of trusted relationships by reflecting on the qualities that make a caregiver feel safe, reinforcing why kinship and fictive kin placements are prioritized whenever they can be made safely

Facilitator Note:

Put participants in small groups at their tables if they are not currently and assign them a partner. Participants will also need additional paper if they do not already have it.

Say:

Think back to when you were growing up. If something happened to your parents and you couldn't stay at home, who would be the first person you would have wanted to live with?

Activity Instructions:

- Think and write the person's name or relationship to you on your sheet of paper
- Why you choose that person
- What made you feel safe with that person

Facilitator Note:

After participants have done the following on the PowerPoint, facilitate a large group

discussion.

Ask the following debrief questions:

1. What qualities made that person feel safe?
2. Was it because they had the nicest house?
3. Or was it because you already trusted them?
4. How might that relate to children entering foster care?

Paraphrase:

Almost no one chooses someone because they have the biggest house or the newest furniture. You choose the person who made you feel safe. Children entering foster care often feel the same way.

Research and experience have shown us that, when it is safe and appropriate, children generally experience less trauma when they can remain connected to family or other trusted adults.

That doesn't mean every relative placement is appropriate. Safety always comes first. But today's job is learning how to balance those two priorities:

- Protecting children, and
- Preserving important family connections whenever safely possible

Now that we have discussed why kinship placements matter, let's take a closer look at how Arkansas defines relatives and fictive kin and why these placements are prioritized.

Traditional Homes vs. Kinship Homes

Traditional Resource Home	Kinship Resource Home
No existing relationship with the child	Existing Relationship with the child
Licensed prior to placement	Often opened quickly to support placement
Provides care for children needing placement	Helps preserve family connections and reduce trauma
Usually recruiting and referred through established processes	Often identified during a child's removal or early case activity

TRADITIONAL RESOURCE HOMES VS. KINSHIP HOMES

Time: 15 Minutes

Purpose: Help participants compare the two approval pathways and recognize how the Resource Specialist's responsibilities change depending on how the home enters the licensing process

Both have the same goals:

- Safe children
- Strong families
- Stable placements
- Timely licensing
- Ongoing support

Key takeaway: The path may look different, but the Resource Specialist's commitment to child safety and supporting families remains the same.

Say:

Yesterday, we followed the journey of a family who decided they wanted to become resource parents.

- *That process was fairly structured. Families expressed interest, completed paperwork, participated in pre-service training, and worked toward becoming a licensed home before a child was ever placed in their home.*

- *Today, that timeline changes dramatically. A child has already entered foster care. A relative or fictive kin has been identified who may be able to provide care. That means your work often begins under much tighter timelines.*
- *Instead of asking, “Can this family become licensed someday?” we are often asking, “Can this child safely stay with family tonight while we continue the licensing process?”*

Although the pathway changes, our priorities do not. We still focus on child safety, supporting families, and helping children remain connected to those who know and love them whenever it is safe to do so.

Comparing Placement Pathways

- Divide a sheet of chart paper into two columns: Traditional Resource Home and Relative/ Kinship Home
- List any characteristics, requirements, or responsibilities that apply to each pathway
- Identify any similarities that both pathways share with an asterisk

Activity

COMPARING PLACEMENT PATHWAYS

Time: 5 Minutes

Purpose: To help participants distinguish the similarities and differences between the Traditional Resource Home and Relative/Kinship Home pathways and recognize the unique considerations associated with each

Facilitator Note:

Participants will need flip charts for this activity; they can work in groups at their tables.

Activity Instructions:

- At your tables divide a sheet of chart paper into two columns: Traditional Resource Home and Relative/ Kinship Home
- Based on what you learned yesterday and today, list the characteristics, requirements, or responsibilities that apply to each pathway.
- Identify any similarities that both pathways share with an asterisk.

Say:

I will give you 5 minutes to do so. You may begin.

Debrief Questions:

- Which pathway is more time sensitive?
- Which pathway usually involves more uncertainty?

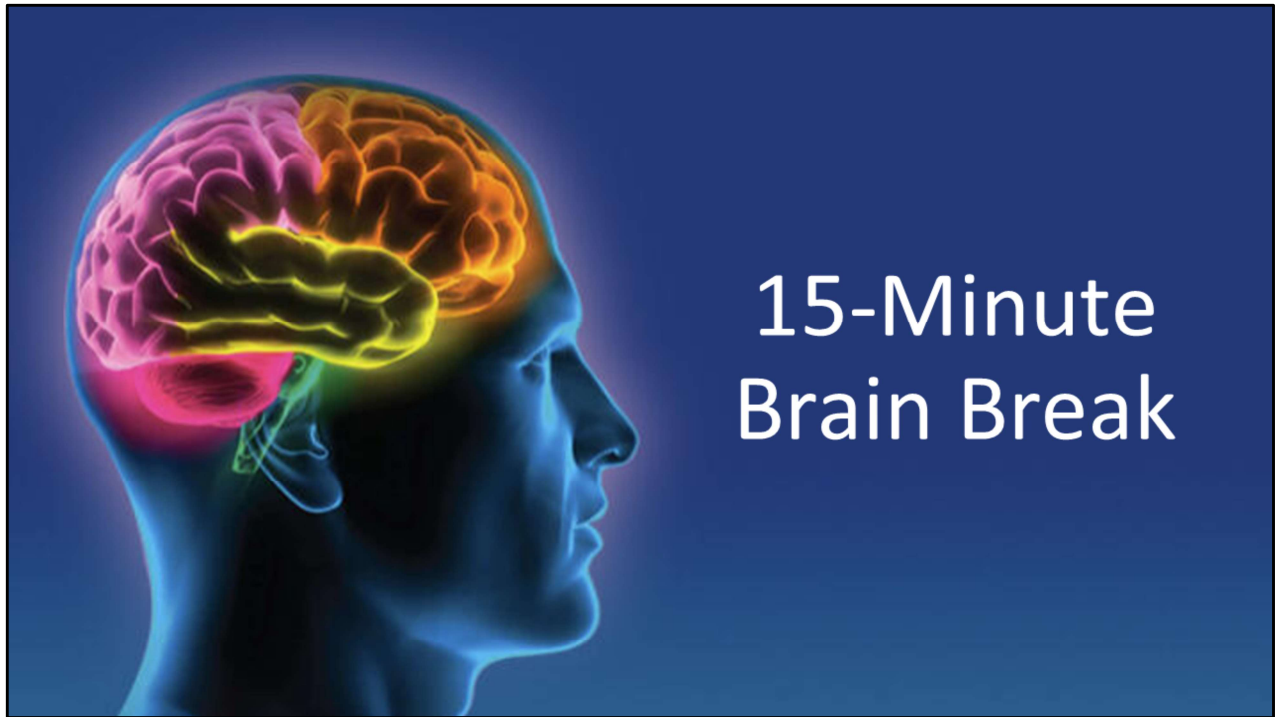
- Which pathway presents more opportunities to preserve family connections?
- What responsibilities stay the same regardless of the pathway?

Say:

Now that we understand how these pathways differ, let's walk through the kinship process step by step. As we discuss more details today, feel free to add more notes to your chart paper as you recognize additional differences.

Source(s):

- *Internal Procedure 802.2 In-Home Consultation Contact*
- *Internal Procedure 802.4 Initiation of Pre-Service Training*
- *Internal Procedure 804: Opening Kinship Homes*



BRAIN BREAK

The Kinship Home Approval Process

Opening a Kinship Home

1. Child enters out-of-home care.
2. Potential relative or fictive kin identified.
3. Resource Specialist receives the referral and CFS-450.
4. Complete expedited background checks.
5. Conduct the Initial Home Consultation (within 48 hours of placement).
6. Determine provisional placement needs, alternative compliance, etc.
7. Support the caregiver through the 45-day approval process.

THE KINSHIP HOME APPROVAL PROCESS

Time: 5 Minutes

Purpose: Introduce participants to the overall workflow for opening a kinship home, establish where the Resource Specialist enters the process, and provide a roadmap that will be followed throughout the remainder of Day 2

Say:

Before we discuss individual forms or procedures, I want you to understand the entire process.

Think back to yesterday. We followed a traditional Resource Family from inquiry through licensing. Today, we will do the same thing, but through the lens of a relative or fictive kin caregiver.

One important thing to notice is where your work begins. The case-carrying specialist has already identified a potential caregiver and completed an initial assessment of whether that person is an appropriate placement option.

Your responsibility begins when you receive the referral. From that point forward, you're responsible for helping move the home through the approval process while ensuring all required safety steps, background checks, consultations, and documentation are completed.

Throughout today, we will keep coming back to this timeline. Every new topic we discuss fits somewhere in this process.

Who Does What?



Activity

ACTIVITY: WHO DOES WHAT?

Time: 10 Minutes

Facilitator Resource: Activity: Who Does What? CARDS

Activity Instructions:

Provide each table with labeled mixed-up cards, the cards are labeled as follows:

- Child enters care
- Relatives identified
- CFS-450 completed
- Background checks
- Initial home consultation
- Alternative compliance/ Waiver
- Training referral
- Home approved

Say:

For this next activity, you will work together to arrange a series of process cards in the order you believe each step occurs. The cards are labeled but are intentionally out of sequence.

You will have 5 minutes to discuss and arrange the cards into what you believe is the correct order. Once everyone has finished, we will review the correct sequence together.

Debrief Questions:

- Which steps were easiest to place?
- Which steps caused the most discussion?
- Where does the Resource Specialist first become involved?
- Why is it important to understand where your role begins and ends?

Facilitator Notes:

Emphasize through the discussion that:

- The case carrying specialist or investigator identifies potential relatives
- The Resource Specialist's role begins once the referral is received
- Many of these steps occur under very tight timelines because a child may be waiting for placement

Say:

Now that we have looked at the overall workflow, let's examine the very first step that you complete after receiving the referral-the CFS-450 and the information it provides to begin the approval process.

Activity: Who Does What?

SLIDE: THE KINSHIP HOME APPROVAL PROCESS

Directions: Provide each table with mixed-up cards. Ask the tables to arrange the cards in the order they think the process occurs. Once they have finished, reveal the correct order.

Child enters care	Relatives identified
CFS-450 completed	Background checks
Initial Home Consultation	Alternative Compliance/Waiver
Training referral	Home approved

Receiving a Kinship Referral

The Resource Specialist's work begins with a referral.

A quality referral will include:

- CFS-450: Prospective Provisional Resource Parent Information
- Child information
- Caregiver information and relationship to the child
- Household members
- Known safety concerns
- Relevant case information
- Urgency of the placement

RECEIVING A KINSHIP REFERRAL

Time: 10 Minutes

Purpose: Explain how a Resource Specialist becomes involved in the kinship approval process, what information should be received from the case-carrying specialist, and why a complete referral is essential to timely decision-making

Say:

Although your work begins when you receive the referral, you don't simply start completing paperwork.

- *The first thing you should do is review the information you've been provided and determine whether you have enough information to move forward. Sometimes you'll receive a complete referral with everything you need. Other times you'll have questions.*
- *You may need clarification about household members, the caregiver's relationship to the child, known safety concerns, or whether there are additional adults living in the home.*
- *Strong communication between the case-carrying specialist and the Resource Specialist is essential. Both roles have distinct responsibilities, but both work toward the same goal of finding a safe, timely placement for the child.*

What Else Would You Need?



Activity

ACTIVITY: WHAT ELSE WOULD YOU NEED?

Time: 20 Minutes

Participant Manual: Reyes Family CFS-450 , What Else Would You Need?

Facilitator Resource: What Else Would You Need? MOCK REFERRAL

Say: (Activity Instructions)

- *Imagine you've just received a referral for a grandmother who would like placement of her two grandchildren.*
- *What additional information would you need before you could confidently begin the approval process?*
- (Give groups five minutes to brainstorm.)

Debrief: Create a master list on a flip chart.

Guide participants toward:

- Relationship to the child
- Other household members
- Criminal history concerns
- Child's medical or behavioral needs
- Immediate placement timeline
- Safety concerns identified by the case-carrying specialist
- Whether the child is already in the home

- Contact information
- Existing supports

Say:

Receiving a referral is more than receiving paperwork. It's receiving the information you need to make informed decisions.

The CFS-450 is one of the primary documents you'll use throughout this process. On the next slide, we'll walk through it section by section.

Activity: What Else Would You Need?

Receiving a Kinship Referral: The Resource Specialist's work begins with a referral. Sometimes you receive a complete referral with everything needed. Other times, you will have questions.

A quality referral will include:

- CFS-450: Prospective Provisional Resource Parent Information
 - Child information
 - Caregiver information and relationship to the child
 - Household members
 - Known safety concerns
 - Relevant case information
 - Urgency of the placement
-

Scenario: A grandmother would like placement of her two grandchildren.

Activity Instructions: Review the information from sections 1 and 2 of the CFS-450 and determine if you need additional information before moving forward with the approval process.

Brainstorming: At your tables, identify areas where clarification is needed. This may include areas about household members, the caregiver's relationship with the child, known safety concerns, or whether there are additional adults living in the home.

Use the space below to write any questions or concerns about the information received.

Activity: What Else Would You Need? Facilitator Resource

Overview of Complete/Incomplete Information:

- Relationship to the child: **Complete.**
 - Other household members: **Need more information.**
 - Criminal history concerns: **Complete.**
 - Child's medical or behavioral needs: **Need more information.**
 - Immediate placement timeline: **Complete.**
 - Safety concerns identified by the case-carrying specialist: **Complete.**
 - Whether the child is already in the home: **No.**
 - Contact information: **Complete.**
 - Existing supports: **Need more information.**
-

Use this resource in conjunction with the scenario sample CFS-450 (Sections 1 and 2).

SCENARIO CFS-450: Prospective Provisional Resource Parent Information and Questionnaire

Section 1 is to be completed by Specialist overseeing or assisting with removal and initial placement during initial interview and prospective provisional resource parents prior to forwarding to resource staff.

Prospective Provisional Applicant (top of Page 1 of 11)

- **Relative or Fictive Kin:** Relative
- **PPA Name:** Bernadette
- **PPA Relationship to Children:** Maternal Grandmother
- **Address:** 452 Bluebird Lane, Conway, AR 72034
- **Phone:** 870-123-4567
- **Email:** linda.s@aol.com
- **County of Residence:** Faulkner
- **PROVIDER ID:**
- **Same day placement requested?** Yes [X] No []

Notes: (COMPLETE) NO ADDITIONAL INFORMATION NEEDED

List ALL persons in the Perspective Provisional Resource Home: LEFT BLANK

[TABLE: Name | SSN | Relationship to Applicant | DOB | Age]

Notes: (INCOMPLETE) ADDITIONAL INFORMATION NEEDED

- Any household member who resides in the home for more than three (3) cumulative months in a calendar year must clear the following background checks (as applicable by age): Arkansas Child Maltreatment Central Registry Check, Arkansas State Police Criminal Record Check, and FBI Criminal Background Check. (PUB-30)
- Applicants and all household members age eighteen and one-half (18.5) years or older, excluding children in foster care, must consent to an Arkansas State Police Criminal Record Check. (PUB-30)

-
- County of Removal:
 - Date: ____/____/____
 - Referral/Case Number:
 - Specialist Name
 - Contact Name/Number for Placement:

Children needing placement: (bottom of Page 1 of 11)

[TABLE: Name | Sex | Age | Relationship to Applicant | Date Child Placed]

- **Name:** Jonas | **Sex:** M | **Age:** 8 | **Relationship to Applicant:** Grandchild. **Date:** Today
- **Name:** Danica | **Sex:** F | **Age:** 5 | **Relationship to Applicant:** Grandchild. **Date:** Today

-
1. Do you or any other household members have a criminal history? If yes, when and what were the charges? **Yes** [☐] **No** [☒]
 - Household members with criminal convictions may, under some circumstances, request an Alternative Compliance. (PUB-30)
 - Resource parent applicants will complete a form provided by DCFS to certify in writing that household members age ten (10) through seventeen (17) do not have criminal records. (PUB-30)
 2. Have you or any other household member ever been the subject of a child or adult maltreatment investigation? **Yes** [☐] **No** [☒]

3. How many people live in the home? **"Just me and my two dogs, but my son Thomas (24) stays in the finished basement when he's not working on the road."**
 - **Facilitator Note:** Thomas is mentioned in the notes as staying in the basement, but he is not listed in the household table. Missing Demographic Data: There is no SSN, DOB, or contact information for Thomas.
 - If Thomas is 'on the road' most of the time, do we still need to run his background checks before Jonas and Danica move in?
 - **DCFS Internal Procedures: 801.2 and 804**
4. How many bedrooms (including number and size of beds as well as description of bedding for each) are in the home? 3 bedrooms, 2 beds with bedding
5. Will you be able to support the children financially without DCFS assistance?
Yes [X] No []
6. What is your primary source of income? Retired/Pension
7. If employed, where do you work? Retired
8. What is your household income (monthly take home)? \$_____
9. Do you have any savings for emergencies? If yes, how much? **Yes [X] No []** \$_____
10. What do you estimate your overall monthly expenses (rent, utilities, insurance, food) are? \$_____
11. What are your working hours and childcare plans while you are working?
12. Do your minor biological or adopted children who live in the home attend their regular well child visits or otherwise have regular medical checkups? **Yes [] No [] N/A**
13. Do all minor biological and adopted children living in the home have up-to-date immunizations per the CDC's immunization schedule or have an immunization exemption from the Arkansas Department of Health? **Yes [] No [] N/A**
14. Do any of your current household members have a chronic medical condition that they receive regular treatment for? If yes, list diagnosis and frequency of medical visits. **N/A**
15. Will you be able to take the child to and from school, doctor's appointments, and other activities (this is not only a time consideration; you must also have a valid driver's license, valid auto insurance, access to a reliable vehicle and possibly car seats/booster seats depending on the age of the child)? **Yes [X] No []**
16. Are you willing to follow all protection protocols including but not limited to, court orders and family case plans? This includes instructions regarding family time with the child's parents. **Yes [X] No []**
17. Are you willing to attend resource parent training?
It is a 7.5 hour training. **Yes [X] No []**
18. Do you understand that within six months of opening as a provisional resource parent, you must meet all other resource home requirements (complete training) because, if you do not, the children could be moved from your home? **Yes [X] No []**

19. Do you reside in the same school district of the school that the child attended prior to coming into care? **Yes** [☒] **No** [☐]
20. If no, in what school district do you reside? **N/A**
21. How do you know the children? I am their grandmother
22. When was the last time you saw the children? Last weekend
23. Generally speaking, how often do you see the child? Almost every other weekend
24. Please describe your interactions and activities with the children when you spend time together. We are usually outside. I try to keep them away from screens. I live in a neighborhood with a lot of kids, and they all get together and ride bikes. Danica likes to watch me bake and Jonas loves being in the garden while I'm out there.
25. Please describe the children (personality, interest, hobbies, school performance, friends). "Jonas is so friendly and helpful but quiet. Danica is sweet and the boss around her friends but has asthma and gets scared at night."
26. Other notes, comments, and questions. Include information provided by the child, if age appropriate, to DCFS regarding how the child knows the prospective provisional applicant, how the child described their feelings about living with the provisional applicant.

Section II

1. What are the circumstances surrounding the removal of the child from the family home? Parents found incapacitated in the home; home environment was unsafe (hazardous debris, no food).
2. Are there any previous or current court orders potentially affecting the placement of the children in the relative home? **Yes** [☐] **No** [☒] None known.
3. Do any children or potential provisional placement have medical or mental health conditions which should be considered in evaluating the potential placement?
Yes [☒] **No** [☐]
 - Facilitator Note: Danica's asthma. Internal Procedure 500.2 requires the Specialist to gather a list of current medications and chronic illnesses (CFS-362 Medi Alert) prior to or at removal.
4. Do any children to be placed have sexually aggressive behaviors or a history of sexual abuse? **Yes** [☐] **No** [☒]

Discussion if time allows:

SOURCE NOTE: All information pulled from the CFS-450 is the 10/2025 version. All information pulled from the PUB-30: Resource Parent Handbook is from the March 2024 version. There may be updated versions available.

Activity: What Else Would You Need?

Receiving a Kinship Referral: The Resource Specialist's work begins with a referral. Sometimes you receive a complete referral with everything needed. Other times, you will have questions.

A quality referral will include:

- CFS-450: Prospective Provisional Resource Parent Information
 - Child information
 - Caregiver information and relationship to the child
 - Household members
 - Known safety concerns
 - Relevant case information
 - Urgency of the placement
-

Scenario: A grandmother would like placement of her two grandchildren.

Activity Instructions: Review the information from sections 1 and 2 of the CFS-450 and determine if you need additional information before moving forward with the approval process.

Brainstorming: At your tables, identify areas where clarification is needed. This may include areas about household members, the caregiver's relationship with the child, known safety concerns, or whether there are additional adults living in the home.

Use the space below to write any questions or concerns about the information received.

Activity: What Else Would You Need? Facilitator Resource

Overview of Complete/Incomplete Information:

- Relationship to the child: **Complete.**
 - Other household members: **Need more information.**
 - Criminal history concerns: **Complete.**
 - Child's medical or behavioral needs: **Need more information.**
 - Immediate placement timeline: **Complete.**
 - Safety concerns identified by the case-carrying specialist: **Complete.**
 - Whether the child is already in the home: **No.**
 - Contact information: **Complete.**
 - Existing supports: **Need more information.**
-

Use this resource in conjunction with the scenario sample CFS-450 (Sections 1 and 2).

SCENARIO CFS-450: Prospective Provisional Resource Parent Information and Questionnaire

Section 1 is to be completed by Specialist overseeing or assisting with removal and initial placement during initial interview and prospective provisional resource parents prior to forwarding to resource staff.

Prospective Provisional Applicant (top of Page 1 of 11)

- **Relative or Fictive Kin:** Relative
- **PPA Name:** Bernadette
- **PPA Relationship to Children:** Maternal Grandmother
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- **Phone:** 870-123-4567
- **Email:** linda.s@aol.com
- **County of Residence:** Faulkner
- **PROVIDER ID:**
- **Same day placement requested?** Yes [X] No []

Notes: (COMPLETE) NO ADDITIONAL INFORMATION NEEDED

List ALL persons in the Perspective Provisional Resource Home: LEFT BLANK

[TABLE: Name | SSN | Relationship to Applicant | DOB | Age]

Notes: (INCOMPLETE) ADDITIONAL INFORMATION NEEDED

- Any household member who resides in the home for more than three (3) cumulative months in a calendar year must clear the following background checks (as applicable by age): Arkansas Child Maltreatment Central Registry Check, Arkansas State Police Criminal Record Check, and FBI Criminal Background Check. (PUB-30)
- Applicants and all household members age eighteen and one-half (18.5) years or older, excluding children in foster care, must consent to an Arkansas State Police Criminal Record Check. (PUB-30)

-
- County of Removal:
 - Date: ____/____/____
 - Referral/Case Number:
 - Specialist Name
 - Contact Name/Number for Placement:

Children needing placement: (bottom of Page 1 of 11)

[TABLE: Name | Sex | Age | Relationship to Applicant | Date Child Placed]

- **Name:** Jonas | **Sex:** M | **Age:** 8 | **Relationship to Applicant:** Grandchild. **Date:** Today
- **Name:** Danica | **Sex:** F | **Age:** 5 | **Relationship to Applicant:** Grandchild. **Date:** Today

-
1. Do you or any other household members have a criminal history? If yes, when and what were the charges? **Yes** [☐] **No** [☒]
 - Household members with criminal convictions may, under some circumstances, request an Alternative Compliance. (PUB-30)
 - Resource parent applicants will complete a form provided by DCFS to certify in writing that household members age ten (10) through seventeen (17) do not have criminal records. (PUB-30)
 2. Have you or any other household member ever been the subject of a child or adult maltreatment investigation? **Yes** [☐] **No** [☒]

3. How many people live in the home? "Just me and my two dogs, but my son Thomas (24) stays in the finished basement when he's not working on the road."
 - **Facilitator Note:** Thomas is mentioned in the notes as staying in the basement, but he is not listed in the household table. Missing Demographic Data: There is no SSN, DOB, or contact information for Thomas.
 - If Thomas is 'on the road' most of the time, do we still need to run his background checks before Jonas and Danica move in?
 - **DCFS Internal Procedures: 801.2 and 804**
4. How many bedrooms (including number and size of beds as well as description of bedding for each) are in the home? 3 bedrooms, 2 beds with bedding
5. Will you be able to support the children financially without DCFS assistance?
Yes [☒] No [☐]
6. What is your primary source of income? Retired/Pension
7. If employed, where do you work? Retired
8. What is your household income (monthly take home)? \$ _____
9. Do you have any savings for emergencies? If yes, how much? Yes [☒] No [☐] \$ _____
10. What do you estimate your overall monthly expenses (rent, utilities, insurance, food) are? \$ _____
11. What are your working hours and childcare plans while you are working?
12. Do your minor biological or adopted children who live in the home attend their regular well child visits or otherwise have regular medical checkups? Yes [☐] No [☐] N/A
13. Do all minor biological and adopted children living in the home have up-to-date immunizations per the CDC's immunization schedule or have an immunization exemption from the Arkansas Department of Health? Yes [☐] No [☐] N/A
14. Do any of your current household members have a chronic medical condition that they receive regular treatment for? If yes, list diagnosis and frequency of medical visits. N/A
15. Will you be able to take the child to and from school, doctor's appointments, and other activities (this is not only a time consideration; you must also have a valid driver's license, valid auto insurance, access to a reliable vehicle and possibly car seats/booster seats depending on the age of the child)? Yes [☒] No [☐]
16. Are you willing to follow all protection protocols including but not limited to, court orders and family case plans? This includes instructions regarding family time with the child's parents. Yes [☒] No [☐]
17. Are you willing to attend resource parent training?
It is a 7.5 hour training. Yes [☒] No [☐]

18. Do you understand that within six months of opening as a provisional resource parent, you must meet all other resource home requirements (complete training) because, if you do not, the children could be moved from your home? **Yes** [☒] **No** [☐]
19. Do you reside in the same school district of the school that the child attended prior to coming into care? **Yes** [☒] **No** [☐]
20. If no, in what school district do you reside? **N/A**
21. How do you know the children? I am their grandmother
22. When was the last time you saw the children? Last weekend
23. Generally speaking, how often do you see the child? Almost every other weekend
24. Please describe your interactions and activities with the children when you spend time together. We are usually outside. I try to keep them away from screens. I live in a neighborhood with a lot of kids, and they all get together and ride bikes. Danica likes to watch me bake and Jonas loves being in the garden while I'm out there.
25. Please describe the children (personality, interest, hobbies, school performance, friends). "Jonas is so friendly and helpful but quiet. Danica is sweet and the boss around her friends but has asthma and gets scared at night."
26. Other notes, comments, and questions. Include information provided by the child, if age appropriate, to DCFS regarding how the child knows the prospective provisional applicant, how the child described their feelings about living with the provisional applicant.

Section II

- What are the circumstances surrounding the removal of the child from the family home? Parents found incapacitated in the home; home environment was unsafe (hazardous debris, no food).
- Are there any previous or current court orders potentially affecting the placement of the children in the relative home? **Yes** [☐] **No** [☒] None known.
- Do any children or potential provisional placement have medical or mental health conditions which should be considered in evaluating the potential placement?
Yes [☒] **No** [☐]
 - Facilitator Note: Danica's asthma. Internal Procedure 500.2 requires the Specialist to gather a list of current medications and chronic illnesses (CFS-362 Medi Alert) prior to or at removal.
- Do any children to be placed have sexually aggressive behaviors or a history of sexual abuse? **Yes** [☐] **No** [☒]

Discussion if time allows:

SOURCE NOTE: All information pulled from the CFS-450 is the 10/2025 version. All information pulled from the PUB-30: Resource Parent Handbook is from the March 2024 version. There may be updated versions available.

The CFS-450: Your Roadmap for Opening a Kinship Home

The CFS-450 helps you:

- Gather information about the caregiver and household
- Identify immediate safety concerns
- Document the initial home consultation
- Determine training needs
- Evaluate the home using licensing standards
- Make recommendations regarding provisional approval, alternative compliance, and licensing

THE CFS-450: YOUR ROADMAP FOR OPENING A KINSHIP HOME

Time: 3 Minutes

Purpose: Introduce participants to the purpose of the CFS-450, explain how it supports the kinship approval process, and prepare participants to use the form throughout the remainder of the day's instruction

Say:

Yesterday, we introduced the CFS-446, which starts the traditional resource home licensing process. Today, we're working with a different document because we're working with a different process.

- *The CFS-450 is much more than an application. It becomes your working document throughout the provisional approval process.*
- *You'll notice it contains information collected by the case-carrying specialist, sections completed by the Resource Specialist, safety checklists, training decisions, and ultimately your recommendation.*
- *Rather than reviewing every page today, we're going to use the form exactly the way you would in the field. As we move through each step of the approval process, we'll refer back to the appropriate section of the CFS-450 and discuss how it supports your work.*

By the end of today's training, you'll understand not only what is included in the form,

but why each section matters and how it supports safe, timely decision-making.



LUNCH BREAK



Activity: Explore the CFS-450 Form

ACTIVITY: EXPLORE THE CFS-450 FORM

Time: 10 Minutes

Purpose: Familiarize participants with the physical structure of the CFS-450 and help them identify key sections related to safety assessments and professional recommendations

Participant Resource: CFS-450: Prospective Provisional Resource Parent Information and Questionnaire & Highlighters

Say:

Before we walk through the process together, spend five minutes becoming familiar with the form.

Ask them to identify and mark with a highlighter:

- Sections completed by the case-carrying specialist (Yellow)
- Sections completed by the Resource Specialist (Green)
- Sections that focus on home safety (Blue)
- Sections that involve recommendations or next steps (Pink)

After five minutes, discuss as a group.

Debrief Questions:

- What surprised you about the form?
- Which sections appear to require the most professional judgment?
- Which sections support immediate child safety?
- How does this form differ from the CFS-446 you used yesterday?

Facilitator Notes:

- Do not review the form line by line.
- **Instead, tell participants:**
 - ***Keep this form with you throughout today's training. We will return to it repeatedly as we work through each stage of opening a kinship home.***
- This allows participants to see how each section connects to the Resource Specialist's workflow, rather than treating the form as a stand-alone document.

Say:

The first piece of information you'll review on the CFS-450 helps determine whether it is safe to proceed with the approval process. Let's begin with the expedited background checks and the information you'll evaluate before placement.

Before Provisional Placement:

Required Expedited Background Checks

Completed:

- CFS-316: Request for Child Maltreatment Central Registry Checks
- CFS-342: State Police Criminal Record Check
- CFS-593: Arkansas State Vehicle Safety Program (ASVSP)

Initiated:

- FBI Criminal Background Check

BEFORE PLACEMENT: EXPEDITED BACKGROUND CHECKS

Time: 3 Minutes

Purpose: Outline the specific expedited background checks required for provisional kinship placement and explain the Specialist's role in evaluating results before a child enters the home

Say:

One of your very first responsibilities after receiving a kinship referral is to ensure that the required background checks have been initiated and reviewed.

Notice I didn't say 'completed.' In provisional placements, we often work under very tight timelines. Some checks can be expedited, while others, like the FBI fingerprint results, may still be pending. FBI results do not have to be received to open the provisional home, but results must be received and cleared to approve as a regular DCFS Resource Home. Your job is to understand what policy requires before placement, what can remain pending, and what would prevent a child from being placed in the home.

According to DCFS Internal Procedure 804: Opening Kinship Homes, prior to placement of the child the Resource Social Services Specialist will:

Process all necessary background checks:

- *Expedited Child Maltreatment Central Registry Check (via CFS-316: Request for Arkansas Child Maltreatment Central Registry Check)*

- ***Expedited State Police Criminal Record Check (via CFS-342: State Police Criminal Record Check)***
- ***Vehicle Safety Program (DMV) Check (see DCFS Internal Procedure 815.4 for forms to be completed)***
- ***Submit the FBI Criminal Record Check (FBI results do not have to be received to open the provisional home, but results must be received and cleared to approve as a regular DCFS Resource Home)***

Also, remember that a clear background check doesn't automatically mean a home is appropriate, and a history doesn't automatically mean a placement is impossible. Your role is to review the information, apply the policy, and assess its impact on the child's safety in the context of the overall situation.

This is why Resource Specialists need both technical knowledge and professional judgment.

Source: DCFS Internal Procedure 804: Opening Kinship Homes; DCFS Internal Procedure 815.4: Resource Family Support System

Would You Move Forward?

Scenario 1: Grandmother's background checks are completely clear. Can the child be placed today?

Scenario 2: Grandfather has a speeding ticket from three years ago. Does this automatically prevent placement?

Scenario 3: A result from the Child Maltreatment Central Registry has not yet been received. What should you do next?

Scenario 4: A criminal history appears that may affect approval. Who do you consult before making a decision?

ACTIVITY: WOULD YOU MOVE FORWARD?

Time: 10 Minutes

Purpose: Provide participants the opportunity to apply background check policies to realistic situations and practice exercising professional judgment when determining whether to move forward with a placement

Say:

I'm going to give you four situations. Don't answer immediately. Talk with your table first. (Display one scenario at a time, as this slide does contain animations.)

Scenario 1: Grandmother's background checks are completely clear.

- **Question:** Can the child be placed today?
- **Expected Discussion:** Maybe. Background checks are only one piece of the assessment.

Scenario 2: Grandfather has a speeding ticket from three years ago.

- **Question:** Does this automatically prevent placement?
- **Expected Discussion:** No. Consider the nature of the offense and applicable policy.

Scenario 3: A result from the Child Maltreatment Central Registry has not yet been received.

- **Question:** What should you do next?
- **Expected Discussion:** Follow policy regarding required checks before placement. Don't

guess or bypass required steps.

Scenario 4: A criminal history appears that may affect approval.

- **Question:** Who do you consult before making a decision?
- **Expected Discussion:** Supervisor, policy, legal guidance if applicable, not making the decision in isolation.

Debrief. Ask:

- *Which situations required the most judgment?*
- *What additional information would you want before making a recommendation?*
- *Why is it important not to rely on one piece of information alone?*

Facilitator Notes:

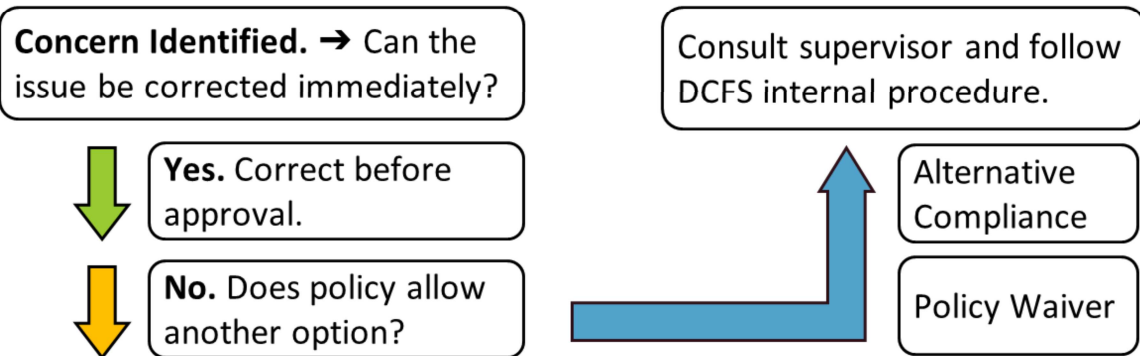
- **Important:** This is not intended to teach disqualifying offenses or every detail of background check policy.
- **The objective is for participants to understand:**
 - Which checks are required.
 - When they occur.
 - How the information contributes to the overall safety assessment.
 - When to seek supervisory guidance.
- If participants ask highly specific policy questions (e.g., “Is offense X automatically disqualifying?”), acknowledge the question, explain where that information is found in policy, and keep the discussion focused on the Resource Specialist’s decision-making process.

Say:

If concerns are identified during the background checks, the next step is to determine whether the issue can be resolved through the approval process.

When A Concern is Identified

Not Every Concern Has the Same Solution. As a Resource Specialist, your role is to identify concerns, evaluate their impact on child safety, and determine the appropriate next step.



WHEN A CONCERN IS IDENTIFIED: WHAT HAPPENS NEXT?

Time: 5 Minutes

Purpose: Help participants understand how Resource Specialists respond when concerns are identified during the approval process by introducing the decision-making framework for correcting deficiencies, requesting Alternative Compliance, or requesting a Policy Waiver

Say:

Yesterday, many of the homes we looked at either met the licensing standards or needed simple corrections before moving forward. Kinship homes are different.

- *Because a child may already be in the home or need placement immediately, you'll sometimes encounter situations where a licensing standard or policy cannot be met exactly as written. That doesn't automatically mean the answer is 'no.'*
- *Your responsibility is to assess the concern, determine whether it can be corrected immediately, and if not, determine whether policy allows another path forward.*
- *Notice I keep using the word 'determine.' I am not saying you approve it. You identify the issue, gather the necessary information, consult with your supervisor, and follow the established approval process.*

You will become more comfortable recognizing which issues are simple corrections, which may require Alternative Compliance, and which may require a Policy Waiver.

Which Path Would You Take?

- **Scenario 1:** During the home consultation, you discover prescription medications stored on the kitchen counter.
- **Scenario 2:** The home has a walk-through bedroom that may not meet the standard for sleeping arrangements.
- **Scenario 3:** A background check reveals a misdemeanor from many years ago with no additional criminal history.
- **Scenario 4:** The family has not installed a smoke detector in one of the bedrooms.
- **Scenario 5:** Grandmother has three biological children under the age of six already living in the home.

ACTIVITY: WHICH PATH WOULD YOU TAKE?

Time: 15 Minutes

Purpose: Guide participants in analyzing identified concerns to determine whether they require immediate correction, a request for alternative compliance, or a formal policy waiver

Facilitator Resource: Internal Procedure 805: Alternate Compliance and Policy Waiver Protocol (See DCFS Internal Procedures)

Say: (Activity Instructions)

Work with your table. For each scenario, don't worry about whether you know the exact policy. Instead, decide what your next step would be.

For each scenario, choose:

- Correct Before Approval
- Consider Alternative Compliance
- Consider a Policy Waiver
- Need More Information / Consult Supervisor

Scenario 1: During the home consultation, you discover prescription medications are stored on the kitchen counter.

Expected Discussion: Correct before approval.

Scenario 2: The home has a walk-through bedroom that may not meet the standard for sleeping arrangements.

Expected Discussion: Consider Alternative Compliance.

Scenario 3: A background check reveals a misdemeanor from many years ago with no additional criminal history.

Expected Discussion: May require a Policy Waiver depending on the offense and policy; consult supervisor and review Internal Procedure 805.

Scenario 4: The family has not installed a smoke detector in one of the bedrooms.

Expected Discussion: Correct before approval.

Scenario 5: Grandmother has three biological children under the age of six already living in the home.

Expected Discussion: Participants should recognize that this may require a Policy Waiver under the kinship process rather than automatically denying the placement.

Debrief Questions:

- Which scenarios were straightforward?
- Which required more professional judgment?
- Why is it important not to immediately tell a family “yes” or “no” when a concern is identified?
- When should you involve your supervisor?

Facilitator Notes:

- Do not spend time memorizing lists of offenses or waiver criteria.
- **Instead, emphasize these core principles:**
 - Child safety is always the priority.
 - Not every concern has the same solution.
 - Know when to stop, consult, and follow policy.
 - Resource Specialists initiate and support the process; they do not make approval decisions independently.

Say:

On the next slide, we'll take a closer look at the difference between Alternative Compliance and Policy Waivers and walk through how those requests move through the approval process.

Alternative Compliance vs. Policy Waiver

Alternative Compliance	Policy Waiver
Request to deviate from a licensing regulation while still meeting the intent	Request to deviate from DCFS policy or procedure when permitted
Used when child safety can be maintained through another acceptable method	Used when policy allows an exception after review and approval
Reviewed through the Child Welfare Agency Review Board process	Approved by the DCFS Director or designee
Commonly used to support timely kinship placements while maintaining safety	Typically requested when specific policy requirements cannot otherwise be met

ALTERNATIVE COMPLIANCE VS. POLICY WAIVER

Time: 5 Minutes

Purpose: Differentiate between Alternative Compliance and Policy Waivers, explain when each may be appropriate, and reinforce the Resource Specialist's role in initiating, not approving, the request process

Participant Resource: DCFS Internal Procedure 805 (Table Copy)

Paraphrase:

Your Role as the Resource Specialist

- ✓ Identify the concern.
- ✓ Assess child safety.
- ✓ Gather supporting documentation.
- ✓ Consult with your supervisor.
- ✓ Submit the request through the established approval process.
- ✗ Do **not** independently approve Alternative Compliance or Policy Waivers.

Remember, the goal is not to find a way around policy. The goal is to safely achieve the intent of the regulation or policy whenever possible.

One of the most common questions new Resource Specialists ask is, 'What's the difference between Alternative Compliance and a Policy Waiver?'

- They're related, but they're not the same. A Policy Waiver asks for permission to deviate from a DCFS policy.
- Alternative Compliance asks whether the intent of a licensing regulation can still be met through another safe approach.
- Neither process is intended to bypass child safety. In fact, both exist because kinship placements often present unique situations that require careful professional judgment.
- Your responsibility is to recognize when one of these options may be appropriate, gather the information needed to support the request, and follow the approval process.

Let's Think Like a Resource Specialist

Focus on:

- Understanding the difference between the two processes.
- Knowing when additional review may be appropriate.
- Following the correct chain of approval.



Activity

ACTIVITY: LET'S THINK LIKE A RESOURCE SPECIALIST

Time: 15 Minutes

Purpose: To provide participants with an opportunity to apply policy and critical thinking skills by evaluating common licensing scenarios and identifying the information needed to make informed recommendations

Facilitator Resource: Scenarios A-D Let's think like a resource specialist

Facilitator Note:

For this next activity participants will need an additional sheet of paper to write on, if they do not have it already. You will also need to cut out the scenarios linked in the Facilitator Resource. Use Scenario "D" if there is an uneven number of tables or participants and an additional scenario is needed.

Activity Instructions:

- I will provide each table one scenario along with questions to answer, and you will work collaboratively as a group to complete the questions.
- You will have 8 Minutes to read the scenario and answer the questions on your additional sheet of paper.

Scenario A: A grandmother's home has a walk-through bedroom that would normally not meet the licensing standard.

- What is the concern?
- Can it be corrected?
- Would you consider Alternative Compliance?
- What additional information would you gather?

Scenario B: A caregiver has a misdemeanor DUI from 12 years ago with no subsequent criminal history.

- Would this automatically disqualify the home?
- Would additional review be needed?
- What documentation might support a request?

Scenario C: The family meets all licensing standards except that they exceed the typical household composition limits.

- What questions would you ask?
- Would this be a correction, an Alternative Compliance request, or a Policy Waiver?
- Who would you consult?

Scenario D: A relative caregiver's home has only one full bathroom, and the hot water heater stopped working the day before the Initial Home Consultation. The caregiver explains that a repair company is scheduled to replace it in 3 days.

- What is the concern?
- Can the issue be corrected?
- Would this be appropriate for an Alternative Compliance request of a Policy Waiver?
- What additional information would you gather before making a recommendation?
- What would your next step be?

Debrief Questions:

Ask each group to explain:

- Their reasoning
- The information they would still need
- Their next step, not their final decision

Then reinforce: Good Resource Specialists don't rush to answer. They gather information, apply policy, consult when needed, and document their recommendations.

Facilitator Notes:

Do not teach every offense listed in Procedure 805. Instead, show participants where the procedure is located and explain that it will guide their work in the field.

Say:

You'll never be expected to memorize every offense, every exception, or every approval pathway. What you do need to know is when to stop, ask questions, consult your supervisor, and follow the process.

Now that we've discussed how concerns are evaluated, let's move to one of the Resource Specialist's most important responsibilities, the Initial Home Consultation, and assessing whether the home can safely support the child.

Let's Think Like a Resource Specialist:

Scenario A:

A grandmother's home has a walk-through bedroom that would normally not meet the licensing standard.

What is the concern?

Can it be corrected?

Would you consider Alternative Compliance?

What additional information would you gather?

Scenario B:

A caregiver has a misdemeanor DUI from 12 years ago with no subsequent criminal history.

Would this automatically disqualify the home?

Would additional review be needed?

What documentation might support a request?

Scenario C:

The family meets all licensing standards except that they exceed the typical household composition limits.

What questions would you ask?

Would this be a correction, an Alternative Compliance request, or a Policy Waiver?

Who would you consult?

Scenario D:

A relative caregiver's home has only one full bathroom, and the hot water heater stopped working the day before the Initial Home Consultation. The caregiver explains that a repair company has been scheduled to replace it in 3 days.

What is the concern?

Can the issue be corrected?

Would this be appropriate for an Alternative Compliance request of a Policy Waiver?

What additional information would you gather before making a recommendation?

What would your next step be?

The Initial Home Consultation: A Kinship Prospective

For kinship homes, the Initial Home Consultation is conducted as soon as possible to assess the home's safety, identify immediate needs, and begin the approval process.

During the Consultation, the Resource Specialist will:

- ✓ Complete a visual inspection of the home.
- ✓ Discuss the household composition and support system.
- ✓ Verify sleeping arrangements.
- ✓ Assess medication storage and other safety concerns.
- ✓ Identify any licensing concerns or potential need for Alternative Compliance or Waivers.
- ✓ Explain the approval process and next steps to the caregiver.

THE INITIAL HOME CONSULTATION: A KINSHIP PROSPECTIVE

Time: 10 Minutes

Purpose: Build upon participants' knowledge of the Initial Home Consultation by focusing on the unique considerations when assessing a kinship home for provisional placement.

Participant Resource: CFS-450: Prospective Provisional Resource Parent Information and Questionnaire (Blank)

Say:

Yesterday, we practiced conducting an Initial Home Consultation with a family who had spent weeks preparing to become resource parents. Today's consultation is different. This caregiver may have received a phone call just hours ago asking them to care for a child they love.

- *The home may not be 'licensing ready,' but your responsibility is to determine whether it is safe, identify what still needs to happen, and help the caregiver understand the approval process.*
- *Notice that your role isn't simply to inspect the home. You're also educating, supporting, answering questions, and helping reduce the family's anxiety while ensuring child safety remains your top priority.*
- *This is often the first relationship the caregiver builds with DCFS, so how you communicate during this visit matters.*

What are you looking for?

Consider:

- What safety factors need to be assessed?
- What information do you need from the caregiver?
- What areas may require additional follow-up?

Activity

ACTIVITY: WHAT ARE YOU LOOKING FOR?

Time: 10 minutes

Purpose: For participants to practice identifying key safety, licensing, and support considerations during a kinship home consultation by applying observation and assessment skills

Participant Manual: CFS-450: Prospective Provisional Resource Parent Information and Questionnaire

Say: (Activity Instructions)

- Think back to the traditional home consultation from Day 1. Working with your table, create a list of everything you would want to observe, verify, or discuss during a kinship home consultation.
- While you are thinking, consider: the safety factors that would need to be assess, the information do you need from the caregiver, and what areas may require additional follow-up. You will have 5 minutes to complete this.

Facilitator Note:

After 5-7 minutes, create a master list with the class.

Use the following areas to guide the participants:

- Safe sleeping arrangements

- Household members and relationships
- Medication storage
- Firearms and ammunition storage
- Smoke detectors and home safety features
- Utilities and basic needs
- Food availability
- Transportation resources
- Caregiver support system
- Child-specific needs and considerations
- Immediate safety concerns
- Potential licensing deficiencies
- Areas requiring Alternative Compliance or a Policy Waiver

After the discussion have participants to compare their list to the applicable sections of CFS-450. Reinforce that the form is a tool to guide the consultation process; however, professional judgement and observation are essential in identifying safety concerns and caregiver support needs.

Say:

In just a little while, you'll have the opportunity to conduct this simulation. Everything we've discussed so far, from the referral and background checks to identifying concerns and using the CFS-450, will come together in that activity.

Now that we've discussed what happens during the Initial Home Consultation, let's look at what comes next, supporting the caregiver through training, documentation, and the remainder of the 45-day approval process.



Guiding the Family Through the Next Steps

GUIDING THE FAMILY THROUGH THE NEXT STEPS

Your Work Doesn't End After the Home Visit

Following the Initial Home Consultation, the Resource Specialist continues to partner with the caregiver throughout the approval process.

Next steps include:

- ✓ Determine the appropriate training pathway: MidSouth Group training **OR** Individual 1:1 training, when appropriate.
- ✓ Provide the Kinship Support Resource Guide.
- ✓ Explain required documentation and timelines.
- ✓ Monitor progress toward the 45-day approval deadline.

GUIDING THE FAMILY THROUGH THE NEXT STEPS

Time: 10 Minutes

Purpose: Explain the Resource Specialist's responsibility for educating, supporting, and guiding relative caregivers through the approval process following the Initial Home Consultation

Say:

Think about Grandma from our scenario. Yesterday, she wasn't planning to become a caregiver. Today, she's trying to figure out where her grandchild will sleep, whether she has enough clothes, how she'll get the child to school, and what all these forms mean.

- *It's easy to become focused on completing paperwork and meeting deadlines, but families remember how they were treated during this process.*
- *One of the Resource Specialist's most important responsibilities is helping caregivers understand what comes next and making sure they don't feel like they're navigating the system alone. That doesn't mean doing everything for them. It means explaining expectations, connecting them with resources, and checking in before small problems become bigger ones.*

What Would Grandma Ask?

Skill: Communicating Next Steps to Kinship Caregivers

- What information would be helpful to reduce uncertainty?
- What would Grandma need to know before your next visit?



Activity

ACTIVITY: WHAT WOULD GRANDMA ASK?

Time: 15 Minutes

Purpose: To help participants practice anticipating caregiver questions and communicating clear next steps that build trust, reduce uncertainty, and support successful kinship placements

Say:

Imagine you have just completed an Initial In-Home Consultation with a grandma who has agreed to care for her two grandchildren. Working with your table, brainstorm the questions you think Grandma would ask before you leave. Record your responses on an additional sheet of paper and be prepared to share with the class after 5 minutes.

Facilitator Note:

Guide participants by using questions such as:

- What happens next?
- When will someone come back?
- Do I have to attend training?
- Will I receive financial assistance?
- What documents do I still need?
- How long does the process take?
- Who do I call if I have questions?
- What if I need help before my next visit?

Emphasize that Resource Specialists support caregivers by providing clear expectations, introducing the Kinship Support Guide, and explaining next steps. Effective communication helps reduce uncertainty, builds trust, and supports families in meeting the 45-day approval timeline.

Say:

Notice that very few of the questions are about policy. They're about uncertainty. One of the best ways to support kinship caregivers is to ensure they understand exactly what will happen next and who they can call if they need help. Good communication builds trust, reduces anxiety, and often prevents placement disruptions before they happen.

Paraphrase:

At this point, introduce the Kinship Support Resource Guide and briefly explain its purpose. Participants do not need to review it page by page; they simply need to know what it is, when to provide it, and how it supports caregivers.

Also, remind participants that, per your internal procedure, they are responsible for helping families stay on track with the 45-day approval timeline by monitoring documentation, training, and follow-up.

Say:

Now that we've walked through the entire approval process, it's time to put everything together. In our next activity, you'll step into the role of a Resource Specialist and work through a kinship home from referral to recommendation.

Supporting Resource Families One Table at a Time

- ✓ Partner with families to create plans that respect their differences.
- ✓ Build shared understanding and agreement through family engagement.
- ✓ Consistent communication.
- ✓ Value the families formal and informal supports (you'll need them).



SUPPORTING RESOURCE FAMILIES ONE TABLE AT A TIME

Time: 5 Minutes

Purpose: To reinforce the Specialist's role in curating collaborative relationships with resource families

Say:

There is much more to your role as a Resource Specialist, and we'll continue to build on that throughout this training. Many of you may already be familiar with the 'At One Table Model' and its seven guiding values. As you think about your responsibilities, it's important to also keep those principles at the center of your work.

Paraphrase:

A key part of your role is to intentionally create opportunities for biological and resource families to communicate, collaborate, and support one another in ways that serve the child's best interests. This includes involving resource families in family-centered meetings such as circles of safety and support to strengthen connections, ensuring they have access to relevant information and education, and helping establish clear expectations that promote safety, permanency, and well-being.

It's also important to recognize that both the resource family and the biological family bring value. They are reciprocal supports for one another. While a child may be in out-of-home care, that does not mean connections with their family lose importance. In fact,

maintaining and strengthening those connections can be critical.

For example, a biological family member, such as a grandparent, may still be a supportive presence, assisting with transportation or attending activities. These are the moments where collaboration matters most, and where both families rely on each other to meet the child's needs.

Key Points: (ensure these are covered)

- Utilize Guided Principles from the At One Table Model.
- Include resource families in family-centered meetings to strengthen connections.
- Provide families with information and support to meet children's needs effectively.
- Maintain and encourage ongoing family connections, even during out-of-home placement.



SUPPORTING RESOURCE PARENTS

Time: 1 Minute

Purpose: To transition into the topic of supporting resource parents

Say:

While it is important to recruit resource parents, it is equally important to retain them, and we do so by providing consistent support. This can be done by communicating with the family to identify their support network members by answering texts and calls in a timely manner.

Resource Parent Coaching Call

Tanya is a licensed resource parent who has cared for 6-year-old Jason for four months. Jason has experienced significant trauma and several placement disruptions. Over the last three weeks, his behaviors have intensified. He refuses bedtime, has frequent emotional outbursts, and has begun lying more often.

Tanya works full time, has two biological children, and has started contacting you more frequently because she feels overwhelmed and unsure she can continue. Today, she calls you asking for help.

Activity

ACTIVITY: RESOURCE PARENT COACHING CALL

Time: 20 Minutes

Purpose: To help specialists recognize the importance of supporting families and retaining resource families through consistent communication, validation, structured decision-making, and practical support, which strengthens placement stability and permanence

Say:

Providing realistic timelines instead of overpromising and under delivering, helping them problem solve, advocating for them internally, using plain language, and a host of other things. Let's try something. I will give you 3 minutes to read the background information on the board and think about what you would say to support this parent.

Activity Instructions:

- You will work in pairs. One participant will assume the role of the Resource Specialist and the other will role-play Tanya, the resource parent.
- The Resource Specialist has 5 minutes to conduct the phone call.
- Your goal is not to solve every problem. Your goal is to:
 - Build trust
 - Validate Tanya's concern
 - Gather information
 - Identify immediate needs
 - Offer realistic supports

- Create a follow-up plan that encourages placement stability

You may not:

- Promise services you cannot guarantee.
- Promise the child will be moved.
- Tell Tanya to “just stick with it”.
- Minimize her concerns.

Debrief questions:

- What emotions did you hear from Tanya?
- What statements helped build trust?
- What responses unintentionally shut the conversation down?
- What supports could you begin arranging today?
- What follow-up should occur within the next 24-48 hours?
- At what point would you involve your supervisor?

Facilitator Note:

Emphasize that Resource Specialists are often the first people a resource parent calls when considering requesting a disruption. Their response during that first conversation can significantly influence whether the placement stabilizes or disrupts.

Participants should demonstrate active listening, empathy, validation, solution-focused problem-solving, timely follow-up, and appropriate documentation. They should avoid seeking the “perfect” answer and instead focus on building a relationship while accurately assessing the family’s needs.

Say:

One of the strongest predictors of placement stability isn't that families never struggle. It is whether they feel supported when they do. Resource Specialists cannot prevent every disruption, but they can often prevent families from feeling they must face those challenges alone. Supporting families well takes more than a good conversation—it takes preparation, collaboration, and consistent follow-through. Let's look back at some practical tools and strategies you can put into practice right away.

Summary of Action Items

Locate Your Core Kinship Resources: Know where to access relevant forms, publications, and procedures to quickly navigate background checks, alternative compliances, and waivers.

Build the Collaborative 'Table' Early: Establish strong, proactive communication with other Specialists and family/network members to support one another in the child's best interests.

Establish a Systematic Follow-Up Process: Create a checklist that helps you monitor and support families through the intensive 45-day approval timeline.

WRAP-UP & REFLECTION

Time: 5 Minutes

Purpose: To summarize learning outcomes, provide new Resource Specialists with actionable next steps in the field, and facilitate a closing reflection on balancing safety with family connection.

Say:

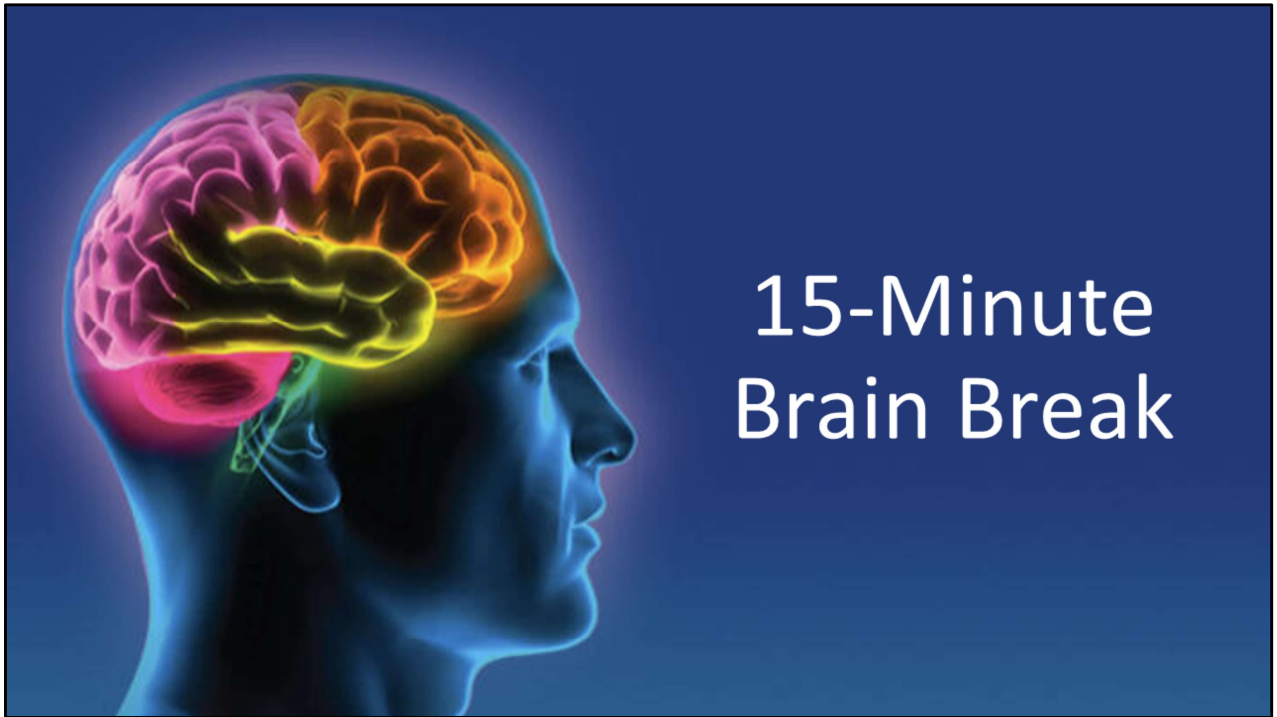
Today, we transitioned from yesterday's highly structured, proactive traditional licensing pathway to the fast-paced, emotionally complex world of kinship care. We learned that our role starts the moment we receive a referral, requiring us to partner closely with the case-carrying specialist to obtain complete information and immediately guide relative caregivers through the CFS-450.

We practiced evaluating background checks and home safety concerns through the lens of policy and professional judgment. We discussed how to identify deficiencies during our initial home consultations and determine the proper solution—whether that means requiring an immediate correction, considering Alternative Compliance, or requesting a Policy Waiver in consultation with our supervisors.

Most importantly, we emphasized that kinship care is about relationships. Relative caregivers usually did not plan to become resource parents overnight. How we communicate, how we support them with tools like the Kinship Support Guide, and how

we manage the strict 45-day approval timeline will directly impact placement stability. Paperwork is never JUST paperwork. You are doing the work to preserve a child's family connections while ensuring safety remains the absolute priority.

As we prepare to transition into the CHRIS Lab for our final section I want you to remember: Safety is always non-negotiable, but rigidity is not safety. Empathy and rules are not opposing forces. Providing clear expectations, walking a caregiver through the CFS-450 step-by-step, and offering a concrete follow-up plan within 24 to 48 hours is actually how we enforce safety while keeping children connected to the families who know and love them.



15-Minute Brain Break

BRAIN BREAK



CHRIS LAB: Resource Screens

CHRIS LAB: RESOURCE SCREENS

Target Outcomes



- Navigation steps required to add a provider and enter household member information.
- Procedures for documenting background checks for both provisional and IV-E eligible services.
- Steps for requesting and receiving supervisory approval for service openings.

TARGET OUTCOMES

Time: 2 Minutes

Purpose: Identify target outcomes for the CHRIS Lab Module on Resource Screens.

Specialists will understand how:

- A new provider is added and configured in CHRIS.
- Household members and required background checks are documented.
- Provisional and IV-E eligible services are approved through the service management screen.
- Provisional services are properly closed when a child transitions to an IV-E eligible placement.

Specialists can apply:

- Navigation steps required to add a provider and enter household member information.
- Procedures for documenting background checks for both provisional and IV-E

eligible services.

- Steps for requesting and receiving supervisory approval for service openings.

Specialists can assess:

- Whether all required background checks are entered and marked eligible.
- Whether the service is properly configured and ready for supervisory approval.
- Whether the provisional service has been correctly closed after transition to IV-E.

ADDING A PROVIDER



ADDING A PROVIDER

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training DR Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Info Status Members FFSS Serv. Mg... Contacts Claims Plc/Srv Assign

Provider Information - New

General Information Address / Telephone AKA Services Contact Person

Provider Involvement

Start Date	End Date	Reason for End Date	Comments
10/07/2017			

Provider

☐ Agency ☒ Person

Provider Name

Agency:

Prefix: First: Middle: Last: Suffix:

Provider ID: ☐ Master Record

Master ID/Name:

Federal Employer ID: SSN:

Medicaid Provider ID:

Direct Deposit (EFT)?: No

RAVE Texting?:

Received Signed W-9 ☐

Date: 00/00/0000

Worker Name:

AASIS Vendor ID:

Add Change Delete Clear Help Cancel

ADDING A PROVIDER: GENERAL INFORMATION

Time: 5 Minutes

Purpose: To introduce the first steps for adding a new provider in CHRIS.

Navigation:

Provider > Directory > New

Say:

When a new resource home is identified, the first step is adding the provider in CHRIS. This process begins in the Provider Directory.

Paraphrase:

Start by selecting the radio button for Person; then enter the name of the caregiver identified as the primary contact for the resource home. This is not a formal process, just whoever the usual contact person is.

Then select the **Address/Telephone tab** to continue.

The **AKA** and **Contact Person** screens are rarely used and not required. The **Contact Person** screen is used for private agencies and other service providers that have a specific individual to contact for their services.

Facilitator Questions:

- What is the first step when adding a new provider in CHRIS?
- Which radio button should be selected on the General Information screen?
- When would the Contact Person screen be used?

Key Points:

- Select the Person radio button.
- Enter the name of the primary contact for the resource home.
- AKA and Contact Person screens are rarely used and not required.
- Proceed to the Address/Telephone tab after entering general information.

(CONTINUE TO THE NEXT SLIDE)

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training DR Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Info Status Members FFSS Serv. Mg... Contacts Claims Plc/Srv Assign

Provider Information - Doe, John

General Information Address / Telephone AKA Services Contact Person

Address/Telephone Information

Address Type	Address	Start Date	End Date	Phone Number
Physical Location	123 Main, LITTLE ROCK Arkansas 72201	10/07/2017	00/00/0000	(123) 456-7890

New
End Date

Add
Change
Delete
Clear

Address

Format

☒ Street Address
☐ P.O. Box
☐ Rural Route Address

Address Type: Start Date:
P.O.Box: End Date:
Rural Route Number: Box Number:
☐ Payments Go to Master

Street

Number: PreDir: Name: Suffix: PostDir:
Unit Type: Unit No.:

City: State: Zip: Zip Lookup
County: Additional Header:

School District of Provider:
County Requesting this out of state provider:

Phone

Phone: Ext: Fax:
Comments:

Help
Cancel

ADDING A PROVIDER: GENERAL INFORMATION (CONT.)

SERVICES TAB



SERVICES TAB

The screenshot shows a software application window titled 'Provider Information - Doe, John'. The 'Services' tab is selected. The 'Service Information' table lists two services: 'Provisional (Relative)' and 'Relative Foster Family Home'. The 'Relative Foster Family Home' service is selected, and its details are shown in the 'Person Services' section. The details include fields for 'Service Provided', 'Service Start Date', 'Service End Date', 'Transaction Date', 'Reason for End Date', 'Comments for End Date', 'Parenting Arrangement', 'Medicaid Facility', 'Trained to accept children with special medical needs?', 'Family Like Setting?', 'Emergency Only Foster Family Home?', 'Last Updated Date', 'Last Updated By', and 'Provider Recruited By'.

Start Date	End Date	Service Provided	Reason for End Date
06/03/2026	00/00/0000	Provisional (Relative)	
06/03/2021	00/00/0000	Relative Foster Family Home	

Person Services

Service Provided: Medicaid Facility: ☐ Yes ☒ No

Service Start Date: Service End Date: Trained to accept children with special medical needs? ☐ Yes ☐ No

Transaction Date: Reason for End Date: Family Like Setting? ☐ Yes ☐ No

Comments for End Date: Emergency Only Foster Family Home? ☐ Yes ☐ No

Parenting Arrangement: Last Updated Date: Last Updated By:

Provider Recruited By:

SERVICES TAB

Time: 5 Minutes

Purpose: To guide Specialists through entering address information and services for the provider.

Say:

On the Address/Telephone tab, enter the physical address of the resource home and the primary contact's phone number. School district is not a yellow box but is also required. If the home has a different mailing address, such as a PO box, it can also be added at this time by saving the physical address and selecting New to add a second address. If a provider moves to a new location, end the date for the first address and add a new physical address on this screen.

Paraphrase:

The Services screen is where all services for any home are entered. For provisional homes, enter both the appropriate provisional service as well as the appropriate relative or fictive kin foster family home service for the easiest processing. Ensure the service start date is

back-dated to the date of the background checks if the background checks were done before the provisional was assessed. Ensure that "No" is selected for Medicaid Facility, and, if required, check that the provider was recruited by DCFS.

Facilitator Questions:

- What services should be entered for a provisional home?
- Why is the service start date back-dated for some provisional homes?

Key Points:

- Enter the physical address, phone number, and school district — school district is required even though it is not a yellow box.
- For provisional homes, enter both the provisional service and the appropriate foster family home service.
- Back-date the service start date to the date of the background checks if applicable.
- Select No for Medicaid Facility.

ASSIGNMENT TO WORKLOAD TAB



ASSIGNMENT TO WORKLOAD TAB

Assign/Transfer - Provider: 142755

County	Unit	Family Service Worker	Responsibility	Start Date	End Date
Jefferson (Pine Bluff)	Two, Super-2006	Twentyeight, Student	Primary	06/04/2026	00/00/0000

☐ Transfer County: Date: Time: ☐ A.M. ☐ P.M.
☐ On-Call Worker Notification

☐ Assign to Unit Unit:
☒ Assign to Worker Unit: Family Service Worker:

Responsibility
☒ Primary ☐ Secondary Description:

Summary
 System Assignment

Assign/Transfer Dates and Info
 Start: 06/04/2026 08:03:12
 Staff:
 End: 00/00/0000 00:00:00
 Staff:

OK
 Cancel
 New
 Help

ASSIGNMENT TO WORKLOAD

Time: 2 Minutes

Purpose: To explain how a provider is automatically assigned to a specialist's workload in CHRIS.

Paraphrase:

After all required information is completed and the provider is added, the provider is automatically assigned to the specialist who clicks Add.

Key Points:

- Once all required information is entered and the specialist clicks Add, the provider automatically assigns it to that specialist's workload.
- No additional steps are needed to assign the provider; the assignment is automatic.

STATUS TAB



STATUS TAB

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Info **Status** Members FFSS Serv. Mg... Contacts Claims Plc/Srv Assign

Provider Service Status - Doe, John

Services Provided

Service Provided	Status	Avail Slots	Availability Status	Re-evaluation Due	Start Date	End Date	IV-E Eligibility	Emergency Only FFH?	Special Nee FFH?
Provisional (Relative)	Applicant				06/03/2026				
Relative Foster Family Home	Applicant				06/03/2021				

Add Change Delete Clear

Current Status **Availability Status** IV-E Eligibility Status Non-Compliant Employees

Availability Status - Provisional (Relative)

Status	Begin Date	End Date
Available	06/03/2026	00/00/0000

New

Availability Status ☒ Available ☐ Unavailable **Dates** Begin Date: 06/03/2026 End Date: 00/00/0000

Comments:

Help Cancel

STATUS TAB

Time: 2 Minutes

Purpose: To explain how to prepare a service for use by marking it available in CHRIS.

Paraphrase:

To prepare the service to be used; move to the Status tab and ensure that the appropriate services are marked available. If the home has already received a provisional placement; ensure the begin date reflects at least the first date of placement.

Facilitator Questions:

- What must be done on the Status tab before a provisional home can be used for placement?
- What date should be used as the begin date if the home has already received a placement?

Key Points:

- Move to the Status tab and mark appropriate services as available.
- If the home has already received a placement; ensure the begin date reflects at least the first date of placement.

MEMBER SCREENS



MEMBER SCREENS

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Directory Members **Members** Relations

Provider Household Members - Doe, John

Client ID	Household Member Name	Date of Birth	Age	HoH	AASIS ID	Driver's Lic #	Does Not Drive
3075008	JOHN DOE	01/01/1987	39	1	3142755	933721097	
3075009	JANE DOE	01/02/1987	39	2		892752781	

Household Information Required Checks

Member Involvement

Start Date: 06/04/2026 End Date: 00/00/0000 Reason for End Date: Comments: History of HoH: 2

Name

Prefix: First: JANE Middle: Last: DOE Suffix:

Date of Birth: 01/02/1987 Age: 39 Gender: Female SSN: 098-74-2681

Education Level: Work Phone: Ext: Cell Phone: (501) 764-2975

Race

Client Refused to Provide Race: Yes No

Race (Check all that apply):

☐ A - American Indian or Alaskan Native

☐ B - Asian

☐ C - Black or African American

☐ D - Native Hawaiian or Other Pacific Islander

☒ E - White

☐ F - Unable to Determine

Ethnicity: Not Hispanic or Latino

Tribe

Primary: Secondary:

Driver's License Information

Driver's License: 892752781

☐ Does Not Drive State: AR

Comments:

Citizenship

Citizenship/Alienage: US Citizen

Primary Language: English Religion: Email Address: jane@doe.com

Other Languages Spoken: English Select...

Physical Characteristics of Member: Select...

Training Add Change Delete Clear Reset Password for provider portal Help Cancel

MEMBERS

Time: 5 Minutes

Purpose: To guide Specialists through entering household member information in CHRIS.

Paraphrase:

In the Members screen, first enter all required personal information for each household member, including name, date of birth, Social Security number, gender, race and ethnicity, email, phone number, and driver's license number. The individual whose name is entered initially will default to being HOH 1. If there is another adult HOH, they must be manually selected as HOH 2. Any other individual will be N/A.

Facilitator Questions:

- What personal information is required for each household member?
- How is the second head of household designated in CHRIS?

Key Points:

- Enter all required personal information for every household member.
- The first individual entered defaults to HOH 1.
- HOH 2 must be manually selected if there is a second adult head of household.
- All other individuals will be marked N/A.

Provider Household Members - Doe, John

Client ID	Household Member Name	Date of Birth	Age	HoH	AASIS ID	Driver's Lic #	Does Not Drive
3075009	JANE DOE	01/02/1987	39	2		892752781	
3075010	JIMMY DOE	01/03/2010	16	N/A			Y

Household Information | Required Checks

Member Involvement

Start Date	End Date	Reason for End Date	Comments	History of HoH
06/04/2026	00/00/0000			N/A

Name

Prefix: First: JIMMY Middle: Last: DOE Suffix:

Date of Birth: 01/03/2010 Age: 16 Gender: Male SSN: 673-99-2842

Education Level: Work Phone: - Ext: Cell Phone: -

Race

Client Refused to Provide Race: ☐ Yes ☒ No

Race (Check all that apply):

☐ A - American Indian or Alaskan Native

☐ B - Asian

☐ C - Black or African American

☐ D - Native Hawaiian or Other Pacific Islander

☒ E - White

☐ F - Unable to Determine

Ethnicity: Not Hispanic or Latino

Tribe

Primary: Secondary:

Driver's License Information

Driver's License:

☒ Does Not Drive State:

Comments: No DL yet

Citizenship

Citizenship/Alienage: US Citizen

Primary Language: English Religion: Email Address:

Other Languages Spoken: English

Physical Characteristics of Member:

Buttons: Training, Add, Change, Delete, Clear, Reset Password for provider portal, Help, Cancel

MINOR HOUSEHOLD MEMBER

Time: 3 Minutes

Purpose: To explain DMV background check requirements for household members, including minors aged 16 and older.

Paraphrase:

If the household includes any adult or minor age 16 or older, CHRIS will require DMV background checks unless Does Not Drive is selected on this screen. If the individual does not have a driver's license and has never been licensed, select Does Not Drive and enter a comment reflecting that information. If that individual has a license, but it is suspended or otherwise ineligible, add their driver's license information as usual, but document their DMV background check as ineligible on the Required Checks tab.

Facilitator Questions:

- What should be selected if a household member has never been licensed?
- How should a suspended or ineligible license be handled in CHRIS?

Key Points:

- DMV background checks are required for adults and minors age 16 or older.
- Select Does Not Drive and enter a comment if the individual has never been licensed.
- If a license is suspended or ineligible, add the license information but document the DMV check as ineligible on the Required Checks tab.

BACKGROUND CHECKS



BACKGROUND CHECKS

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training DR Search Ticklers NYTD CHRIS Net MidSOUTH Edocus Evident...

Provider Directory Members **Members** Relations

Provider Household Members - Doe, John

Client ID	Household Member Name	Date of Birth	Age	HoH	AASIS ID	Driver's Lic #	Does Not Drive
3075008	JOHN DOE	01/01/1987	39	1	3142755	933721097	
3075009	JANE DOE	01/02/1987	39	2	892752781		

Household Information **Required Checks**

Required Checks Information

Required Checks	Requested Date	Received Date	Effective Date	Expiration Date	Eligible ?
Child Maltreatment Central Registry	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
CPR Certification	00/00/0000	00/00/0000	00/00/0000	00/00/0000	
DMV	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
First Aid Certification	00/00/0000	00/00/0000	00/00/0000	00/00/0000	
Non-State CBC	06/03/2026	00/00/0000	00/00/0000	00/00/0000	
State CBC	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y

Required Checks: State CBC

Requested Date: 06/03/2026 Received Date: 06/03/2026

Eligible ? ☒ Yes ☐ No ☐ N/A ☒ Documented in Hard Copy File ☐ Out-of-State

Training Add Change Delete Clear Sort New Reset Password for provider portal Help Cancel

BACKGROUND CHECKS

Time: 5 Minutes

Purpose: To explain the background check requirements needed to open a provisional service in CHRIS.

Paraphrase:

Document all background checks in the Required Checks sub-tab of the Member screen. For a provisional service to be opened in CHRIS, at least State CBC, DMV, and Central Registry must be received and marked eligible. If a check is ineligible, it must still be marked eligible on this screen, with the appropriate waiver documented on the PolWai/AC screen in service management. To open any IV-E-eligible service, CPR, First Aid, and Non-State CBC (FBI check) must also be entered, and be eligible for all adults.

Ensure the box Documented in Hard Copy File is checked and that a physical copy of all checks is included in the paper file stored securely. When keying CPR and First Aid, they generally expire two years from the date of issue, so ensure the expiration date is properly keyed.

Facilitator Questions:

- What three background checks are required at a minimum to open a provisional service?
- What should be done if a background check returns ineligible?

Key Points:

- Provisional requires at minimum: State CBC, DMV, and Central Registry, all received and marked eligible.
- If a check is ineligible, mark it eligible in CHRIS and document the waiver in PolWai/AC.
- IV-E services also require CPR, First Aid, and Non-State CBC (FBI check) for all adults.
- Check the Documented in Hard Copy File box and store physical copies securely.
- CPR and First Aid generally expire two years from the date of issue; key the expiration date correctly.

Required Checks Information

Required Checks	Requested Date	Received Date	Effective Date	Expiration Date	Eligible ?
Child Maltreatment Central Registry	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
CPR Certification	00/00/0000	00/00/0000	06/03/2026	06/03/2028	Y
DMV	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
First Aid Certification	00/00/0000	00/00/0000	06/03/2026	06/03/2028	Y
Non-State CBC	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
State CBC	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y

Required Checks:

Effective Date

Expiration Date

Eligible ? ☒ Yes ☐ No ☐ N/A

☒ Documented in Hard Copy File

Comments:

BACKGROUND CHECKS: FOR IV-E SERVICE

Time: 3 Minutes

Purpose: To explain background check requirements by age for IV-E eligible services.

Paraphrase:

For minors under 14; no background checks are required. Beginning at age 14; Child Maltreatment Central Registry checks are documented. At age 16; DMV checks should be completed or Does Not Drive should be documented.

Facilitator Questions:

- At what age do background check requirements begin for minors?
- What check is added at age 16?

Key Points:

- Minors under 14: no background checks required.
- Age 14 and older: Child Maltreatment Central Registry check required.

- Age 16 and older: DMV check required or Does Not Drive must be documented.

Provider Household Members - Doe, John

Client ID	Household Member Name	Date of Birth	Age	HoH	AASIS ID	Driver's Lic #	Does Not Drive
3075008	JOHN DOE	01/01/1987	39	1	3142755	933721097	
3075009	JANE DOE	01/02/1987	39	2	3142756	892752781	

Required Checks Information

Required Checks	Requested Date	Received Date	Effective Date	Expiration Date	Eligible ?
Child Maltreatment Central Registry	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
CPR Certification	00/00/0000	00/00/0000	06/03/2026	06/03/2028	Y
DMV	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
First Aid Certification	00/00/0000	00/00/0000	06/03/2026	06/03/2028	Y
Non-State CBC	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
State CBC	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y

Required Checks: Child Maltreatment Central Registry

Requested Date: 06/03/2026 Received Date: 06/03/2026

Eligible ? Yes No N/A ☒ Documented in Hard Copy File ☐ Out-of-State

Comments:

Buttons: Training, Add, Change, Delete, Clear, Sort, New, Reset Password for provider portal, Help, Cancel

BACKGROUND CHECKS: IV-E SERVICES (CONT'D)

Paraphrase:

An IV-E service must have ALL required background checks entered and be eligible for each household member; unlike a provisional, which does not require CPR/First Aid or the Non-State CBC to be received for the service to be approved.

Facilitator Note:

If there are any background check hits, DO NOT include any specifics in the comment boxes, as these boxes are viewable by anyone with CHRIS access, which may constitute a security violation.

Facilitator Questions:

- How do background check requirements differ between a provisional and an IV-E service?
- What should never be entered in the comment boxes when a check returns a hit?

Key Points:

- IV-E service requires ALL background checks to be entered and eligible for each household member.
- Provisional does not require CPR/First Aid or Non-State CBC, IV-E does.
- Never enter background check hit specifics in comment boxes; this may be a security violation.

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Members **Members** Relations

Provider Household Members - Doe, John

Client ID	Household Member Name	Date of Birth	Age	HoH	AASIS ID	Driver's Lic #	Does Not Drive
3075009	JANE DOE	01/02/1987	39	2	892752781		
3075010	JIMMY DOE	01/03/2010	16	N/A			Y

Household Information **Required Checks**

Required Checks Information

Required Checks	Requested Date	Received Date	Effective Date	Expiration Date	Eligible ?
Child Maltreatment Central Registry	06/03/2026	06/03/2026	00/00/0000	00/00/0000	Y
DMV	00/00/0000	00/00/0000	00/00/0000	00/00/0000	N/A

Required Checks:

Requested Date: Received Date:

Eligible ? ☐ Yes ☐ No ☒ N/A ☐ Documented in Hard Copy File

Comments:

Training Add Change Delete Clear Sort New Reset Password for provider portal Help Cancel

MINOR BACKGROUND CHECKS

Time: 3 Minutes

Purpose: To explain how to document background checks for a non-driver minor in CHRIS.

Paraphrase:

For a non-driver minor, the Child Maltreatment Central Registry is still required, but select N/A for the DMV check and note that the teen is not licensed and does not drive. Ensure resource parents keep you informed if their teen gets a driver's license so that the proper DMV check can be done at that time. Once all background checks have been entered for each person, click Change to save them. Click Directory to go back to the provider information screen.

Facilitator Note:

If there are any background check hits, DO NOT include any specifics in the comment boxes, as these boxes are viewable by anyone with CHRIS access, which may constitute a security violation.

Facilitator Questions:

- What should be selected for the DMV check for a non-driver minor?
- Why should specifics never be entered in the comment boxes when a check returns a hit?

Key Points:

- Non-driver minor: Child Maltreatment Central Registry still required; select N/A for DMV.
- Note in comments that the teen is not licensed and does not drive.
- Remind resource parents to notify you when their teen gets a driver's license.
- Click Change to save all background checks; then click Directory to return to the provider screen.
- NEVER enter background check hit specifics in the comment boxes, this may be a security violation.

PROVISIONAL SERVICES SCREENS



PROVISIONAL SERVICE SCREENS

Services

Start Date	End Date	Service Provided
06/03/2026	00/00/0000	Provisional (Relative)
06/03/2021	00/00/0000	Relative Foster Family Home

☒ Active Services
☐ All Services

OK
Cancel
New
Help

PROVISIONAL SERVICE APPROVAL

Time: 3 Minutes

Purpose: To introduce the service management navigation for approving a provisional service.

Navigation:

Serv. Mg. > Provisional Service > OK

Say:

Once all household member information and background checks are entered, the next step is to move through the service management screens to approve the provisional service.

Provider Information - Doe, John

General Information Address / Telephone AKA **Services** Contact Person

Service Information

Start Date	End Date	Service Provided	Reason for End Date
06/03/2026	06/04/2026	Provisional (Relative)	Provider/Services No Longer Needed
06/03/2021	00/00/0000	Relative Foster Family Home	

Details

Person Services

Service Provided: Provisional (Relative) Medicaid Facility: ☐ Yes ☒ No

Service Start Date: 06/03/2026 Service End Date: 06/04/2026 Trained to accept children with special medical needs? ☐ Yes ☐ No

Transaction Date: 06/04/2026 Reason for End Date: Provider/Services No Longer Needed Family Like Setting? ☐ Yes ☐ No

Comments for End Date: Emergency Only Foster Family Home? ☐ Yes ☐ No

Parenting Arrangement: Married Couple Last Updated Date: 00/00/0000 Last Updated By:

Provider Recruited By: Last Updated Date: 00/00/0000 Last Updated By:

Buttons: Add, Change, Delete, Clear, New, Help, Cancel

PROVISIONAL SERVICE CLOSURE

Time: 3 Minutes

Purpose: To explain how to correctly close a provisional service once a child transitions to an IV-E eligible service.

Navigation:

Info > Services > Provisional (Relative)

Paraphrase:

Once a child is keyed out of the provisional service and into the IV-E service for a provider; the provisional service must be closed. To close a service; go to Info > Services > Provisional (Relative). Enter the date that the service needs to end in the Service End Date box and click Change. This cannot be undone without a CHRIS Support ticket so be sure to do this intentionally. For the Reason for End Date field; Provider/Service No Longer Needed is adequate when moving the child into a different service within the same provider.

This process is the same when closing any service in any provider. When all services are end-dated within a provider, that provider is considered closed and will fall off that specialist's workload. New services can always be opened within the same provider in the future, but the previous services will not be able to be reopened easily without a CHRIS Support ticket.

Facilitator Questions:

- What reason should be used in the Reason for End Date field when closing a provisional after a child moves to an IV-E service within the same provider?
- What happens to a provider's workload assignment when all services are end dated?
- What is required to reopen a previously closed service?

Key Points:

- Navigate to Info > Services > Provisional (Relative).
- Enter the service end date and click Change — this cannot be undone without a CHRIS Support ticket.
- Use Provider/Service No Longer Needed as the reason when transitioning within the same provider.
- When all services are end dated; the provider falls off the specialist's workload.
- New services can be opened in the future, but previous services cannot be easily reopened.

ADMISSION TAB



ADMISSION TAB

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Serv. Mg... Admission Rates Details Re-eval PolWai/AC

Services/Admission Criteria - Doe, John - Provisional (Relative)

Admission Criteria Preferences Adoption Characteristics Adoption Considerations

Preferred Gender and Age

Males: Birth - 23 Months ☐ Yes ☒ No
 2 - 5 Years ☐ Yes ☒ No
 6 - 8 Years ☐ Yes ☒ No
 9 - 10 Years ☐ Yes ☒ No
 11 - 12 Years ☐ Yes ☒ No
 13 - 14 Years ☐ Yes ☒ No
 15 - 17 Years ☐ Yes ☒ No

Females: Birth - 23 Months ☐ Yes ☒ No
 2 - 5 Years ☐ Yes ☒ No
 6 - 8 Years ☐ Yes ☒ No
 9 - 10 Years ☐ Yes ☒ No
 11 - 12 Years ☐ Yes ☒ No
 13 - 14 Years ☐ Yes ☒ No
 15 - 17 Years ☐ Yes ☒ No

Preferred Number of Children (Non-Siblings) to be placed in home

☐ 1
☐ 2
☐ 3
☒ No Preference

What Prompted Inquiry
 (Select all that apply)

☐ ABCH / Get Connected ☐ DHS/DCFS Facebook ☐ Friend/Neighbor ☐ Radio
☐ Adoption.com ☐ Display/Info Booth ☐ Green County Baptist Assoc. ☐ Relative
☐ Adoptive Parent ☐ Event ☐ Heart Gallery ☐ Television
☐ AdoptUSKids ☐ Every Child Arkansas ☐ Newspaper ☐ The CALL
☐ Brochure ☐ Flyer ☐ Photo-Listing/Album ☐ THV 11 / A Place to Call Home
☐ Christians 4 Kids (C4K) ☐ Foster Love ☐ Poster ☐ Together We Foster
☐ Church ☐ Foster Parent ☐ Project Zero ☐ Web Site
☐ Other

Disability Willing to Accept
 (Select all that apply)

☐ Behavioral Disorders ☐ HIV +/- AIDS
☐ Blind or Visually Impaired ☐ Intellectual Disabilities
☐ Deaf or Hearing Impaired ☐ Learning Disabilities
☐ Developmental Delays ☐ Medical Condition
☐ Emotional Disabilities ☐ Physical Disabilities
☒ Any
☐ None ☐ Other (specify)

Preferred Race and Ethnicity
 Race (Select all that apply)

☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☒ White
☐ No Preference
 Ethnicity Preference

Preferred No. of Siblings
 (Select all that apply)

☐ 2 Siblings
☐ 3 Siblings
☐ 4 Siblings
☐ 5 Siblings
☐ 6 or more Siblings
☒ No Preference

Add
 Change
 Delete
 Clear
 Help
 Cancel

ADMISSION TAB

Time: 3 Minutes

Purpose: To guide Specialists through completing the Admission tab for a provisional service.

Paraphrase:

The first screen that opens in the service management screen is the Admissions screen.

This is a

child-specific service so Specialists should enter the age and gender that matches the child or children to be placed in the home. Click the DCFS box for the What Prompted Inquiry field and enter the correct number of children and siblings to be placed where it applies.

Facilitator Questions:

- What information is entered on the Admission tab?
- What should be selected in the What Prompted Inquiry field?

Key Points:

- Enter the age and gender matching the child or children to be placed.
- Click the DCFS box for What Prompted Inquiry.
- Enter the correct number of children and siblings to be placed.

DETAILS TAB



DETAILS TAB

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training DR Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Serv. Mg... Admission Rates **Details** Re-eval. PolWa/AC

Provider Service Details - Doe, John - Provisional (Relative)

Informal Respite Care
 Willingness to Provide Informal Respite Care (no more than seven continuous days at one time) for Other Foster Families ? ☐ Yes ☐ No
 Current DCF'S Employee? ☐ Yes ☐ No

Provider can be contacted directly for placement
☐ Yes ☐ No ☒ N/A

Initial Home Study Completion Date: 00/00/0000
 Re-evaluation Due Date:

Number of Beds/Slots
 Contracted/Approved: 1 Licensed:
 Facility Considered as Group Home: (Houses between 7 and 12 Residents in one location) ☐ Yes ☐ No

Counties of Services Provided:
 Pulaski (South)

Number of Household Members under 18: 1
 ICPC Out of State Approved : No

Hours/Days of Operation

Comments

☐ Reason for Override

Placement Service Compliance Certification
 I certify that all necessary steps to establish Provider IVE Eligibility for this Placement Service were completed on this date: 00/00/0000
 Name and Staff Position:
 Transaction Date:

DETAILS TAB

Time: 3 Minutes

Purpose: To guide Specialists through completing the Details tab for a provisional service.

Paraphrase:

In this tab; Specialists should select N/A on Provider Can Be Contacted Directly for Placement; enter the correct number of beds in the Contracted/Approved box; and enter the county that the children to be placed were removed from in Counties of Service.

Facilitator Questions:

- What should be selected for Provider Can Be Contacted Directly for Placement?
- What county should be entered in Counties of Service?

Key Points:

- Select N/A for Provider Can Be Contacted Directly for Placement.

- Enter the correct number of beds in the Contracted/Approved box.
- Enter the county the children were removed from in Counties of Service.

POLICY WAIVER SCREENS



POLICY WAIVER SCREENS

POLICY WAIVER SCREENS

Time: 4 Minutes

Purpose: To explain how to complete the Policy Waiver and Alternative Compliance screens for service approval.

Say:

For service approval, both the Policy Waiver and Alternative Compliance screens must be completed. When neither waiver is required, simply select No on these screens. When a waiver is required, enter that information.

(CONTINUE TO THE NEXT SLIDE)

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Serv. Mg... Admission Rates Details Re-eval PolWai/AC

Policy Waivers and Alternative Compliance - Doe, John - Provisional (Relative)

Policy Waiver Alternative Compliance

Policy Waiver Request Information:

Requested?	DCFS Area Director Approval/Denial	Date	DCFS Director Approval/Denial	Date
No				

Was a Policy Waiver requested for this Service? ☒ Yes ☐ No

Requested Date: 06/03/2026 Use Find button if this Policy Waiver was requested by non-assigned Staff

Requested By: Twentyeight, Student (Family Service Worker)

Policy Waiver Type:

Member	Role	Policy Waiver Type
JOHN DOE	Head of Household 1	DUI/DWI

Select...

Comments:

Policy waiver approved by Area manager on 6/3/2026

Approval/Denial Information:

DCFS Area Director: WHITE, ROSEMARY C

☒ Approved ☐ Denied

Date: 06/03/2026

DCFS Director:

☒ Approved ☐ Denied

Date: 06/03/2026

Is Alternative Compliance Required: ☐ Yes ☒ No

Last Updated By:

Last Updated Date:

Add Change Clear Find Help Cancel

POLICY WAIVER SCREEN (CONT'D)

Paraphrase:

Even when a waiver can be approved at the area manager level, CHRIS requires Specialists to indicate that the DCFS Director approved the waiver. In this case, select the Approved radio button and enter the same date that the waiver was approved by the area manager. If an alternative compliance is needed, select Yes. After all these steps are completed, the provisional service is ready for approval.

Facilitator Questions:

- What should be selected on the PolWai/AC screens when no waiver is required?
- What approval level must be entered in CHRIS even when the area manager approves the waiver?

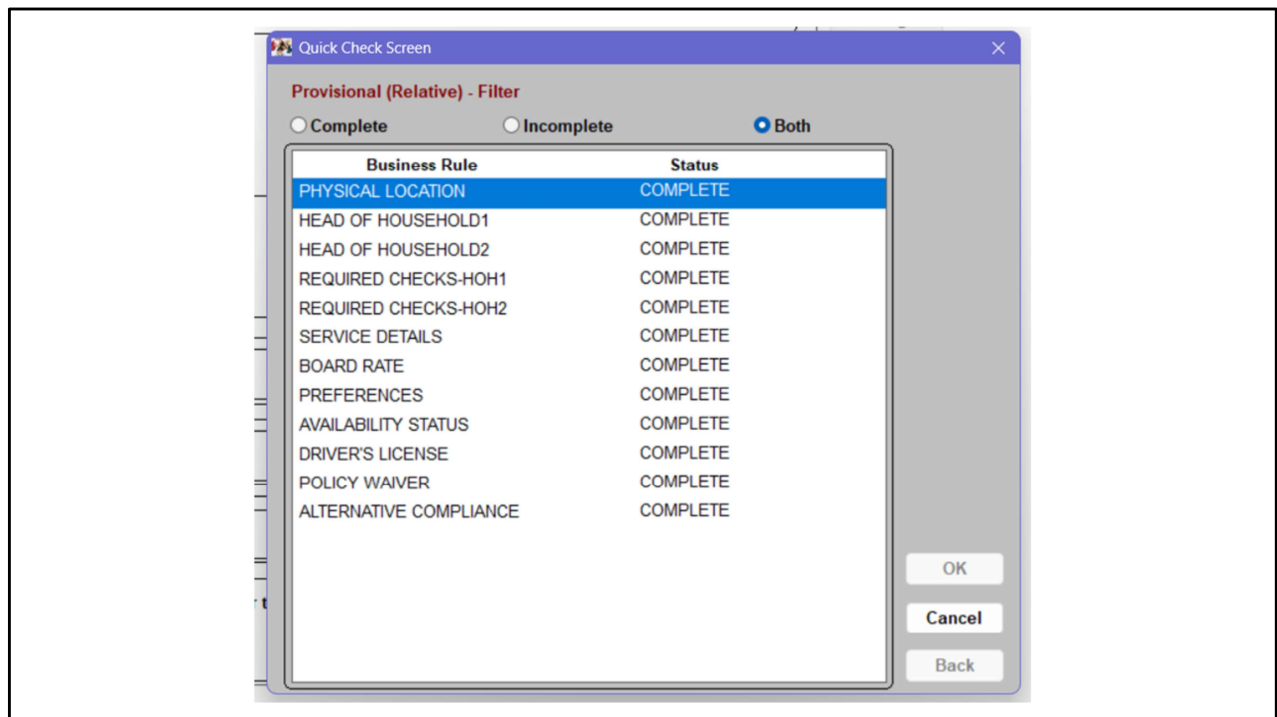
Key Points:

- Complete both the Policy Waiver and Alternative Compliance screens for every service approval.
- When no waiver is required, select No on both screens.
- When a waiver is approved at the area manager level, still enter DCFS Director approval in CHRIS.
- Select the Approved radio button and enter the area manager's approval date.

SUPERVISORY APPROVAL SCREENS



SUPERVISORY APPROVAL SCREENS



SUPERVISORY APPROVAL

Time: 4 Minutes

Purpose: To walk Specialists through requesting supervisory approval for a provisional service.

Paraphrase:

Select the Details tab, click Request, and if all steps have been completed correctly, the provisional service should be ready to go. A checklist will show what items CHRIS is checking for approval. If this list says Complete on each item, click Cancel, and the Supervisor Request tab will pop up.

(CONTINUE TO THE NEXT SLIDE)

Approval / Request

☒ Request

Family Service Worker: Twentyeight, Student Date: 06/04/2026 09:20:22 AM

☐ Approve ☐ Deny

Supervisor: Date:

Denial Reason:

OK

Cancel

Help

SUPERVISORY APPROVAL (CONT'D)

Paraphrase:

Check the box next to Request, then select OK to request your supervisor's approval for the service. Once this service is approved, the child's assigned Social Services Specialist can key the placement in the provisional home. Same-day placements often happen before the provider is entered into CHRIS so it is of the utmost importance that the provisional is keyed open the next business day if possible. Once the IV-E-eligible service is approved, the child must be keyed out of the provisional service and into the IV-E-eligible service so the board payment can begin being paid out of IV-E funds rather than state general revenue.

Facilitator Questions:

- What should you do if the approval checklist shows Complete on each item?
- Why must the provisional be keyed the next business day for same-day placements?

- Why must the child be keyed out of the provisional once the IV-E service is approved?

Key Points:

- Click Request on the Details tab; if all items show Complete, click Cancel, and the Supervisor Request tab appears.
- Check the Request box and click OK to send the approval request to your supervisor.
- Same-day placements must be keyed in CHRIS the next business day if possible.
- Once the IV-E service is approved, key the child out of the provisional and into the IV-E service.

Provider Service Status - Doe, John

Service Provided	Status	Avail Slots	Availability Status	Re-evaluation Due	Start Date	End Date	IV-E Eligibility	Emergency Only FFH?	Special Need FFH?
Provisional (Relative)	Open	1	Available		06/03/2026		Not Eligible		
Relative Foster Family Home	Applicant				06/03/2021				

Current Status: Availability Status IV-E Eligibility Status Non-Compliant Employees

Availability Status - Relative Foster Family Home

Status	Begin Date	End Date
Available	06/04/2026	00/00/0000

Availability Status: ☒ Available ☐ Unavailable

Dates: Begin Date: 06/04/2026 End Date: 00/00/0000

Comments:

IV-E SERVICE APPROVAL

Time: 3 Minutes

Purpose: To introduce the IV-E service approval process and required paper file documents.

Navigation:

(From the provider information screen) **Serv. Mg. > Relative Foster Family Home > OK**

Say:

To approve a service for an IV-E-eligible service, Relative or Fictive Kin Foster Family Home, Adopt Only, or Foster Family Home, the process is very similar but requires a few additional steps to ensure IV-E eligibility.

Paraphrase:

All documents that are not documented in CHRIS must be placed in the provider's paper

file. These include the CFS-446; references; home study; home and auto insurance; physical copies of background checks; CPR and First Aid; home safety plans; and any other required documents indicated on the CFS-475-A. This module covers only the CHRIS opening processes, not the paperwork processes.

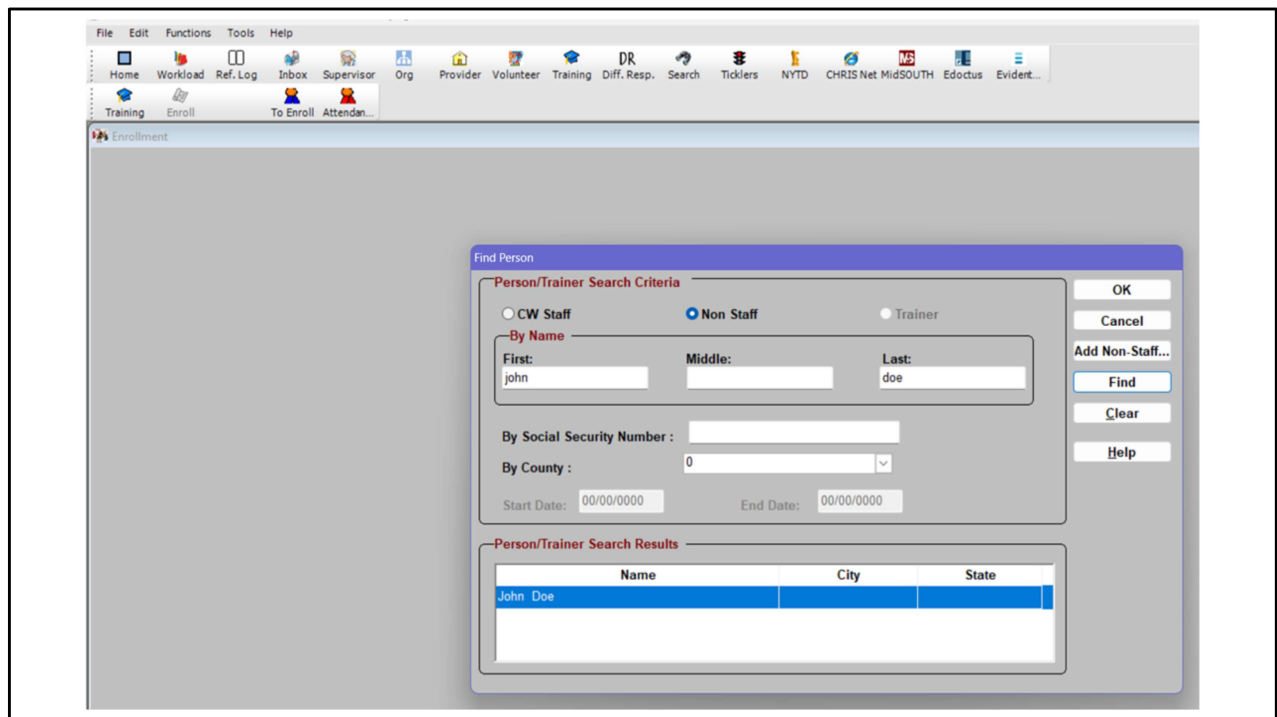
Key Points:

- Navigate from the provider information screen: **Serv. Mg. > Relative Foster Family Home > OK.**
- All documents not in CHRIS must be in the provider's paper file: CFS-446; references; home study; insurance; background checks; CPR/First Aid; home safety plans; CFS-475-A.
- This module covers CHRIS processes only, not the paperwork processes.

TRAINING HOURS SCREENS



TRAINING HOURS SCREENS



TRAINING HOURS

Time: 4 Minutes

Purpose: To explain how training hours are entered and verified in CHRIS for IV-E eligible services.

Paraphrase:

Usually, training hours are automatically entered into CHRIS when the resource parent completes training with MidSOUTH. In the event that they do not, follow these steps:

Navigation:

Home > Training > Enroll > Attendance

Search for your provider by name or SSN, select Find, click the correct individual, then click OK.

(CONTINUE TO THE NEXT SLIDE)

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Training Enroll Attendan... Attendan...

Workshop Attendance Report - John Doe

Workshop

Start Date	Workshop Title
06/03/2026	ARKinship Connect

Add
Change
Delete
Clear

Attendee

First: John Middle: Last: Doe

SSN:

Workshop

Title: ARKinship Connect

Date
Start: 06/03/2026 End: 06/04/2026

Training Hours: 7.5

Provider: UALR MidSOUTH

Description
Hours completed on Zoom

Help
Cancel

TRAINING HOURS (CONT'D)

Paraphrase:

Enter the provider's completed hours as indicated on their training certificate. Different services have different training requirements, so ensure the hours are entered exactly as the certificate says when entering a provider's hours manually.

(CONTINUE TO THE NEXT SLIDE)

The screenshot displays a software application window with a menu bar (File, Edit, Functions, Tools, Help) and a toolbar. The main window is titled 'Provider Household Members - Doe, John' and contains a table with the following data:

Client ID	Household Member Name	Date of Birth	Age	Hoh	AASIS ID	Driver's Lic #	Does Not Drive
3075008	JOHN DOE	01/01/1987	39	1	3142755	833721097	
3075009	JANE DOE	01/02/1987	39	2	3142756	892752781	

Below the table is a 'Household Information' section with tabs for 'Required Checks' and 'Member Involvement'. The 'Member Involvement' tab is active, showing fields for 'Start Date', 'End Date', 'Reason for End Date', and 'Comments'. Below this is a 'Name' section with 'Prefix', 'First', and 'Middle' fields. The 'Date of Birth' is 01/01/1987, 'Age' is 39, and 'Gender' is Male. The 'Education Level' is a dropdown menu, and 'Work Phone' is a text field. The 'Race' section has a 'Client Refused to Provide Race' checkbox (set to No) and a 'Race (Check all that apply)' section with radio buttons for A through F. The 'Citizenship' section has a 'Citizenship/Alienage' dropdown (set to US Citizen) and a 'Primary Language' dropdown (set to English). The 'Other Languages Spoken' section has a text field and a 'Select...' button.

A 'Workshop Attendance Report' dialog box is open, showing a table with the following data:

Start Date	Workshop Title
06/03/2026	ARKinship Connect

Below the table is an 'Attendee' section with 'First', 'Middle', and 'Last' name fields. The 'SSN' field is empty. Below this is a 'Workshop' section with a 'Title' field (set to ARKinship Connect), a 'Date' field (set to 06/03/2026), a 'Start' field (set to 06/03/2026), a 'Training Hours' field (set to 7.5), an 'End' field (set to 06/04/2026), and a 'Provider' field (set to UALR MidSOUTH). The 'Description' field contains the text 'Hours completed on Zoom'. A 'Cancel' button is at the bottom right of the dialog box.

TRAINING HOURS (CONT'D)

Paraphrase:

Specialists can confirm that their household members have completed the required number of hours by clicking the Training button on the Members screen. If the correct training is in this screen, the previous steps are not needed.

Facilitator Questions:

- How can Specialists confirm that a resource parent's training hours have been entered correctly?
- What navigation path is used to manually enter training hours?

Key Points:

- Training hours are usually entered automatically when MidSOUTH training is completed.

- If not automatic, navigate to Home > Training > Enroll > Attendance.
- Search by name or SSN; click Find; select the individual; click OK.
- Enter hours exactly as shown on the training certificate.
- Verify hours by clicking the Training button in the Members screen.

DETAILS SCREEN



DETAILS SCREEN

File Edit Functions Tools Help

Home Workload Ref. Log Inbox Supervisor Org Provider Volunteer Training Diff. Resp. Search Ticklers NYTD CHRIS Net MidSOUTH Edoctus Evident...

Provider Directory Serv. Mg... Admission Rates **Details** Re-eval PolWai/AC

Provider Service Details - Doe, John - Relative Foster Family Home

Informal Respite Care
 Willingness to Provide Informal Respite Care (no more than seven continuous days at one time) for Other Foster Families ? ☒ Yes ☐ No
 Current DCFS Employee? ☐ Yes ☐ No

Provider can be contacted directly for placement
☒ Yes ☐ No ☐ N/A

Initial Home Study Completion Date: 06/03/2026
 Re-evaluation Due Date: 00/00/0000

Number of Beds/Slots
 Contracted/Approved: 1 Contracted/Approved History... Licensed:
 Facility Considered as Group Home: (Houses between 7 and 12 Residents in one location) ☐ Yes ☒ No

Counties of Services Provided:
 Pulaski (South) Select...

Number of Household Members under 18: 1
 ICPC Out of State Approved : No

Hours/Days of Operation

Comments

☐ Reason for Override

Placement Service Compliance Certification
 I certify that all necessary steps to establish Provider IV-E Eligibility for this Placement Service were completed on this date: 06/04/2026
 Name and Staff Position: Twentyeight, Student (Family Service Worker)
 Transaction Date: 6/4/2026

Add
 Change
 Delete
 Clear
 Request...

Help
 Cancel

DETAILS: IV-E SERVICE

Time: 4 Minutes

Purpose: To walk Specialists through the IV-E service approval screens and the Details tab requirements.

Paraphrase:

This process is generally the same for all IV-E eligible services. Enter the preferences for the home reflecting the child or children to be placed. In a traditional home, these preferences will come from the CFS-409 Resource Family Preference Checklist completed by the resource home. The PolWai/AC screen should be completed in the same way as it is completed for provisionals.

Details Screen

The Details screen for an IV-E service is similar to a provisional but the Willingness to Provide Informal Respite Care box is now required and the Placement Service Compliance

Certification must be entered at the bottom. This is the date that the home completed all steps to become IV-E eligible.

For kinship homes, the County of Service will still be the county of removal for the children. Traditional homes will generally be available statewide. Traditional homes must also decide whether to provide respite. Kinship homes are not available to provide respite because they are child-specific services.

Once these steps are complete, specialists can click Approve to open the same approval checklist seen with the provisional service and request approval from their supervisor. Once approved, the children must be keyed out of the provisional service and into the Relative Foster Family Home service to ensure their board payments are paid from IV-E funds.

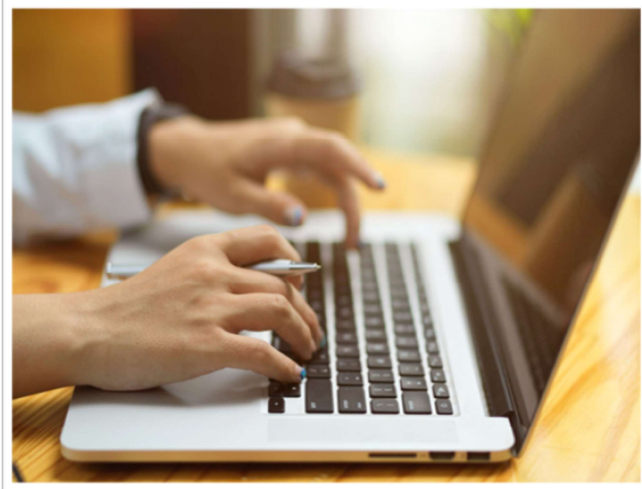
Facilitator Questions:

- What two fields are required on the IV-E Details tab that are not required on the provisional Details tab?
- Why are kinship homes not available to provide respite?

Key Points:

- Willingness to Provide Informal Respite Care is required on the Details tab for IV-E services.
- Enter the Placement Service Compliance Certification date — the date of the final walkthrough.
- Kinship homes are child-specific and not available to provide respite.
- Traditional homes are generally available statewide and must indicate respite preference.
- Once approved, key children out of the provisional and into the IV-E service.

CHRIS LAB WRAP UP



CHRIS LAB WRAP UP

Time: 5 Minutes

Purpose: Participants will demonstrate understanding of the CHRIS navigation steps for adding providers, documenting background checks, approving services, and closing provisional placements.

Facilitator Questions:

- What is the navigation path to begin adding a new provider in CHRIS?
- What three background checks are required at a minimum to open a provisional service?
- What additional checks are required to open an IV-E eligible service?
- What should you do if a background check returns a hit?
- What two additional fields are required on the **Details tab** for IV-E services that are not required for provisionals?
- What happens to a provider's workload assignment when all services are end-dated?

Facilitator Answers:

- **Provider > Directory > New.**
- State CBC, DMV, and Central Registry must be received and marked eligible.
- CPR, First Aid, and Non-State CBC (FBI check) must also be entered and be eligible for all adults.
- Mark the check eligible in CHRIS; document the appropriate waiver in the **PolWai/AC screen**; and do NOT enter specifics in the comment boxes as they are viewable by anyone with CHRIS access.
- Willingness to Provide Informal Respite Care and Placement Service Compliance Certification date.
- When all services are end-dated, the provider falls off the specialist's workload.

Say:

Throughout this section, we covered the full sequence for adding a provider in CHRIS — from entering general information and household members, to documenting background checks, approving provisional and IV-E eligible services, and closing out the provisional once a child transitions. Each step in this process is connected to IV-E compliance, accurate board payments, and the overall integrity of the child's case record. As you continue to gain experience, this navigation sequence will become more familiar — but the importance of accuracy and timeliness will always remain the same.



Target Outcomes Evaluation

TARGET OUTCOMES EVALUATION

Time: 2 Minutes

Purpose: To assess the learning outcomes for this training day

Facilitator Note: Before ending the day instruct participants on the QR code on the slide. Participants will need to use their phones to scan the code to complete the section target outcomes evaluation in Qualtrics.