North Carolina Department of Health and Human Services
Foster Home Licensing Track Training

Participant's Workbook
Day Four

October 2024

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This curriculum was developed by the North Carolina Department of Health and Human Services, Division of Social Services and revised by Public Knowledge® in 2024.

Table of Contents

Instructions

This course was designed to guide child welfare professionals through the knowledge, skills, and behaviors needed to engage with families in need of child protection services. The workbook is structured to help you engage in the lesson through reflection and analysis throughout each week of training. Have this workbook readily available as you go through each session to create a long-lasting resource you can reference in the future.

If you are using this workbook electronically: Workbook pages have text boxes for you to add notes and reflections. Due to formatting, if you are typing in these boxes, blank lines will be "pushed" forward onto the next page. To correct this when you are done typing in the text box, you may use delete to remove extra lines.

Course Themes

The central themes of the Foster Home Licensing Track Training are divided across several course topics.

- The Practice Model and Family-Centered Practice
- Diversity, Equity, Inclusion, and Belonging
- Licensing Worker Roles and Responsibilities
- Foster Parent Roles, Responsibilities, and Skills
- Assessing Foster Homes
- Foster Parent Qualifications and Background Checks
- Assessing 12 Skills for Successful Fostering
- Physical and Environmental Safety Requirements
- Issuing a License
- Mutual Home Assessment
- Permanency
- Shared Parenting
- Supporting Foster Parents
- Working with Relatives
- Supporting Placement
- Licensing Visits with Family
- Quality Licensing Visits
- Other Licensing Topics
- Foster Home Recruitment and Retention
- Worker Safety

Training Overview

Training begins at 9:00 a.m. and ends at 4:00 p.m. If a holiday falls on the Monday of training, the training will begin on Tuesday at 9:00 a.m. This schedule is subject to change if a holiday falls during the training week or other circumstances occur. The time

for ending training on Fridays may vary and trainees need to be prepared to stay the entire day.

Attendance is mandatory. If there is an emergency, the trainee must contact the classroom trainer and their supervisor as soon as they realize they will not be able to attend training or if they will be late to training. If a trainee must miss training time in the classroom, it is the trainee's responsibility to develop a plan to make up missed material.

Pre-Work Online e-Learning Modules

There is required pre-work for the Foster Home Licensing Track Training in the form of online e-Learning modules. Completion of the e-Learnings is required prior to attendance at the classroom-based training. The following are the online e-Learning modules:

1. North Carolina Worker Practice Standards
2. Safety Organized Practice
3. Introduction to Foster Home Licensing
4. Understanding and Assessing Safety and Risk
5. Understanding and Screening for Trauma

Transfer of Learning (TOL) Tool

The Foster Home Licensing Track Training Transfer of Learning (ToL) tool is a comprehensive and collaborative activity for workers and supervisors to work together in identifying worker goals, knowledge gain, and priorities for further development throughout the training process. In four distinct steps, the worker and supervisor will highlight their goals and action plan related to participating in training, reflect on lessons and outstanding questions, and create an action plan to support worker growth. The tool should be started prior to beginning the Foster Home Licensing Track Training and re-visited on an ongoing basis to assess growth and re-prioritize actions for development.

- Part A: Training Preparation**:** Prior to completing any eLearning and in-person Track Training sessions, the worker and supervisor should meet to complete Part A: Training Preparation. In this step, the worker and supervisor will discuss their goals for participation in training and develop a plan to meet those goals through pre-work, other opportunities for learning, and support for addressing anticipated barriers.

- Part B: Worker Reflections During Training**:** The worker will document their thoughts, top takeaways, and outstanding questions regarding each section. This level of reflection serves two purposes. First, the practice of distilling down a full section of training into three takeaways and three remaining questions requires the worker to actively engage with the material, subsequently forming cognitive cues related to the information for future use in case practice. Second, prioritizing takeaways and questions by section allows workers to continually review information to determine if questions are answered in future sessions and supports the development of an action plan by requiring workers to highlight the questions they find most important.

- Part C: Planning for Post-Training Debrief with Supervisor**:** The worker considers the takeaways and questions they identified in each section and creates a framework to transfer those takeaways and questions into an action plan.
- Part D: Post-Training Debrief with Supervisor**:** Provides an opportunity for the supervisor and worker to determine a specific plan of action to answer outstanding questions and to further support worker training.

While this ToL is specific to the Track Training in North Carolina, workers and supervisors can review the takeaways and questions highlighted by the worker in each section of training on an ongoing basis, revising action steps when prior actions are completed, and celebrating worker growth and success along the way.

Training Evaluations

At the conclusion of each training, learners will complete a training evaluation tool to measure satisfaction with training content and methods. The training evaluation tool is required to complete the training course. Training evaluations will be evaluated and assessed to determine the need for revisions to the training curriculum.

All matters as stated above are subject to change due to unforeseen circumstances and with approval.

Learning Objectives

Day Four

Shared Parenting, Continued
• Learners will be able to discuss their role in facilitating and supporting shared parenting between parents and out-of-home care providers.
• Learners will be able to document and monitor shared parenting communication and activities.
• Learners will be able to explain the purpose and importance of shared parenting.

Supporting Foster Parents
• Learners will be able to identify the child, family, and case-related benefits of educational stability.
• Learners will be able prepare and support foster families in their contribution to educational stability for children in out-of-home care.
• Learners will be able to identify the importance of maintaining compliance with capacity requirements.
• Learners will be able to distinguish the maximum placement capacities between family foster homes and therapeutic foster homes.
• Learners will be able to recognize the importance of keeping siblings together and explain the appropriate use of waivers.
• Learners will be able to explain and provide examples of strategies for how to plan and make decisions about placement with the foster family.
• Learners will be able to implement processes to prepare the placement provider for placement.
• Learners will be able to demonstrate engagement skills to involve foster parents in planning for placement and other support.
• Learners will be able to provide support, resources, and referrals for services for foster parents.
• Learners will be able to describe the importance of maintaining a child in one single, stable placement to reduce placement disruption.
• Learners will be able to develop and implement plans that support caregivers to maintain safe and stable placements.
• Learner will explain the essential role of coaching to support foster families in maintaining placement stability.

Day Four, continued

Supporting Foster Parents, continued
• Learners will be able to explain the role of CFT meetings in achieving safety, permanency, and well-being outcomes.
• Learners will be able to support foster parents in their participation in child and family team meetings
Working With Relatives
• Learners will be able to defend the benefits of placement and ongoing connection with relatives.
• Learners will be able to describe the process for relative caregivers to take placement, as well as the process and associated benefits of licensure.
• Learners will be able to explain the importance of applying flexibility with non-safety-related licensing regulations.
• Learners will be able to describe the areas of licensing rules and regulations where exceptions and waivers can be applied to allow relatives to benefit from the status of foster home licensure.
• Learners will be able to recognize the support needs of relative caregivers based on their unique circumstances, even without relatives voicing those needs.
• Learners will be able to initiate conversations with relative caregivers to highlight how their role might be challenging and provide applicable support.
Supporting Placement Learning Lab
• Learners will be able to appropriately identify placement considerations based on child needs.
• Learners will be able to defend the benefits of placement and ongoing connection with relatives.
• Learners will be able to assess safety and risk in foster homes and determine appropriate next steps to plan for placement and/or address concerns related to safety or risk in the home.
• Learners will be able to demonstrate decision-making processes for safety, risk, and appropriate placements using North Carolina policy guidance and Structured Decision Making (SDM) tools.
• Learners will be able to identify signs of disruption and plan supports to safely maintain placement

Day Four Agenda

Foster Home Licensing Track Training

I.   Welcome

Shared Parenting, Continued

II.   Shared Parenting Policy Requirements

Supporting Foster Parents

III. Support While Waiting for Placement

IV.   Placement Preferences

V.   Educational Stability

VI.   Placement Capacity in Foster Home

VII. Choosing and Appropriate Placement

VIII. Preparing for Placement

IX.   Supporting Placement Stability

X.   Child and Family Team (CFT) Meetings

Working with Relatives

XI.   Placement with Relatives

XII. Support for Relative Caregivers

Supporting Placement Learning Lab

Self-Reflection Activity

Welcome & Team Agreements

- How are people feeling today?
- What was your main "takeaway" from yesterday?
- Is there any clean-up we need to do?
- Review agenda and learning objectives for the day

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Shared Parenting, continued
Shared Parenting Policy Requirements

Overview of Policy and Procedure Requirements

No later than 14 days after placement

Must occur when children are placed in:

- Licensed foster homes (therapeutic and family foster care)
- Relative and non-relative kinship placements
- Group home placements
- Any other placement in which the county child welfare agency has legal custody, and the child is separated from their parent or caregiver

NC Permanency Planning Services Policy, Protocol, and Guidance (March 2024)

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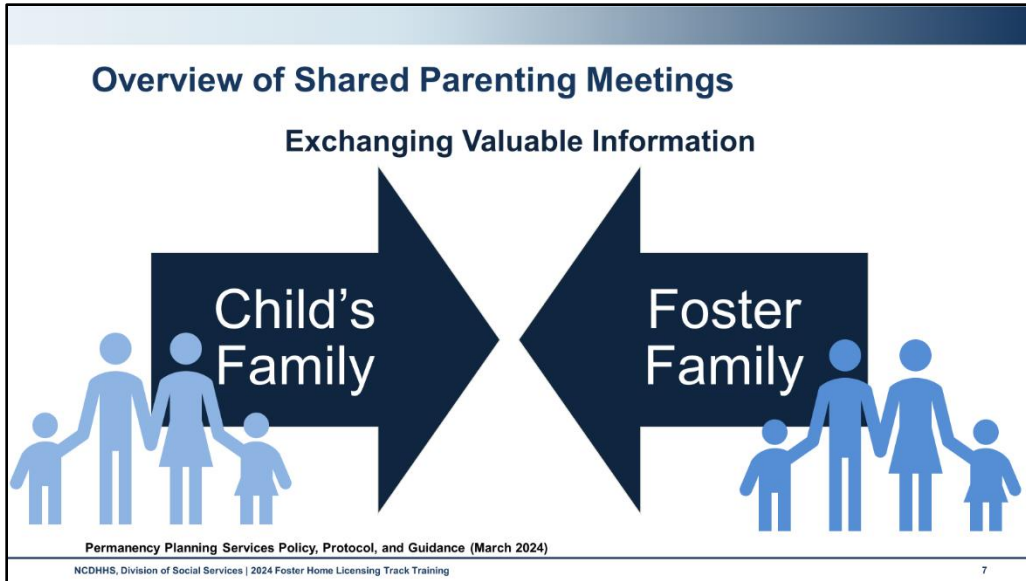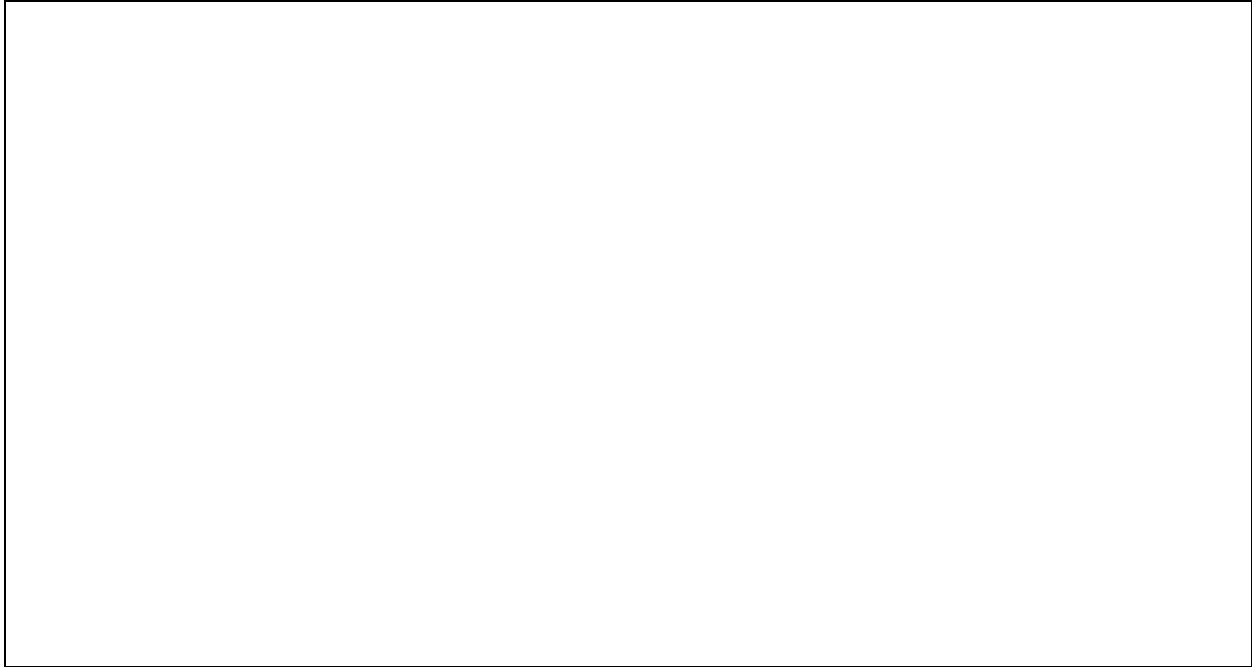
What topics do you think should be discussed during shared parenting meetings?
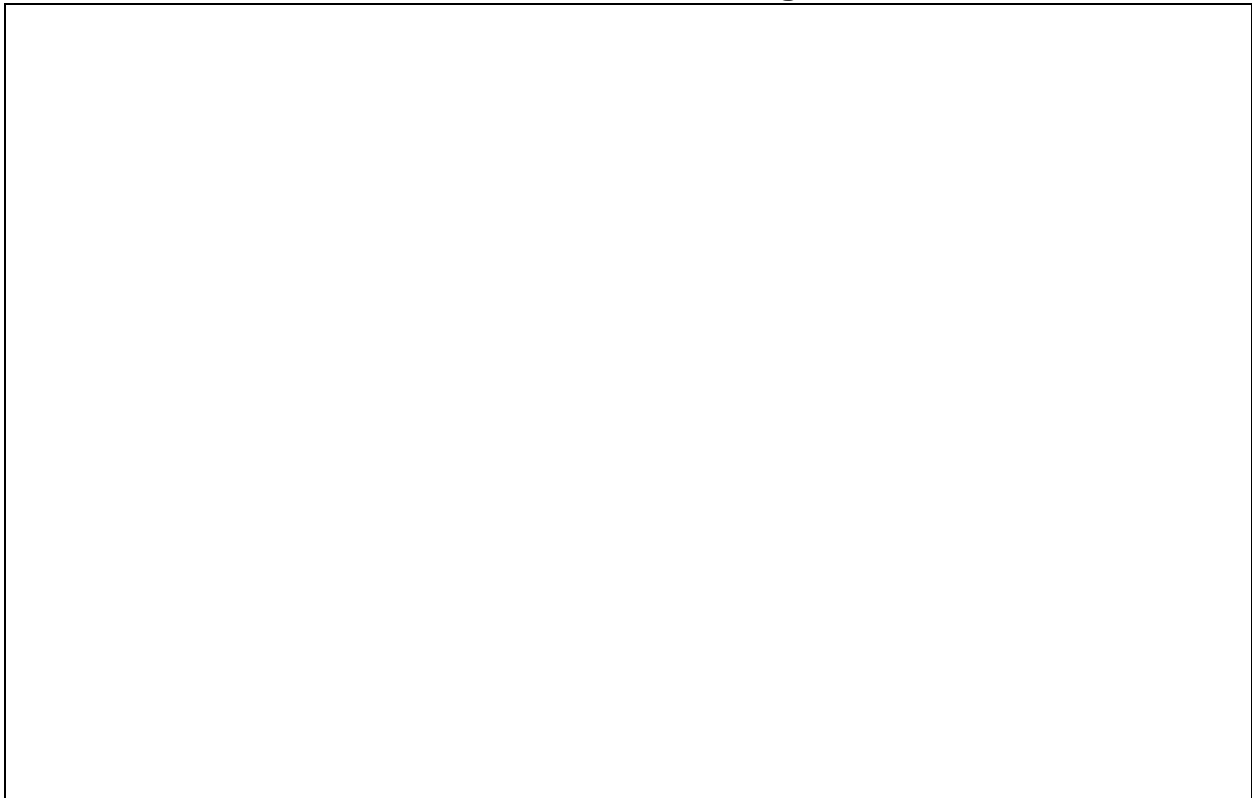
What situations may need to be revisited?

Video: Overcoming Common Barriers to Shared Parenting
Overcoming Common Barriers to Shared Parenting

Barriers to Shared Parenting

Solutions to Overcome Barriers to Shared Parenting

Worksheet: Barriers and Solutions to Shared Parenting

Using the barrier identified in the left column, create a solution that will help support shared parenting between the birth parent and foster parent.

Barrier	Solution
Birth parent has mistrust of the system and the stakeholders involved	
Opposite work schedules of birth parent and foster parent	
Birth parent does not have transportation to and from child activities or events	
Long distance between birth parent home and foster parent home	
Incarceration of one or both birth parent(s)	
Different parenting styles and perspectives between birth parent and foster parent	

Roles and Responsibilities in Shared Parenting

Licensing Social Worker	Foster Parent
• Provide education about collaborative relationships • Assist in managing conflicts • Assist in understanding cultural differences • Mediate and resolve conflicts • Talk openly about concerns • Serve as positive role model • Share all permitted information • Encourage post-reunification contact	• Learn about, understand, and respect culture • Positive view of child's family • Exchange letters • Encourage parent to call child • Host/arrange sibling visits • Share copies of homework and report cards • Share Lifebook • Serve as support following reunification

NC Permanency Planning Services Policy, Protocol, and Guidance (March 2024)

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Use this space to record notes.

Video: Shared Parenting Advice for Foster Parents
Shared Parenting Advice for Foster Parents

What stood out to you from Donna's advice?

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

Supporting Foster Parents
Support While Waiting for Placements
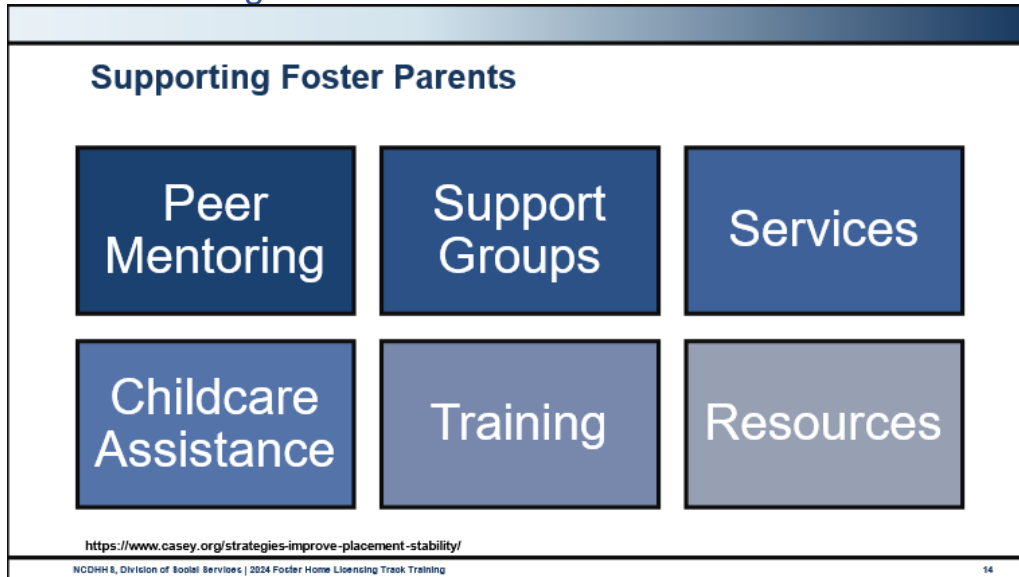
How will you support foster parents?

Respite

Well-being of family

Length of respite needed

Approved provider

Payment of respite

Communication with respite provider

Respite Care - Families Rising (wearefamiliesrising.org)

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Use this space to record notes.

Training

Targeted Training (Kinship, Teens, Infants)

Fostering Perspectives

Fostering NC

Foster Family Alliance of NC

Conferences

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Use this space to record notes.

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

Placement Preferences

Use this space to record notes.

Understanding and Respecting Placement Preferences

Placement Preferences

Flexibility

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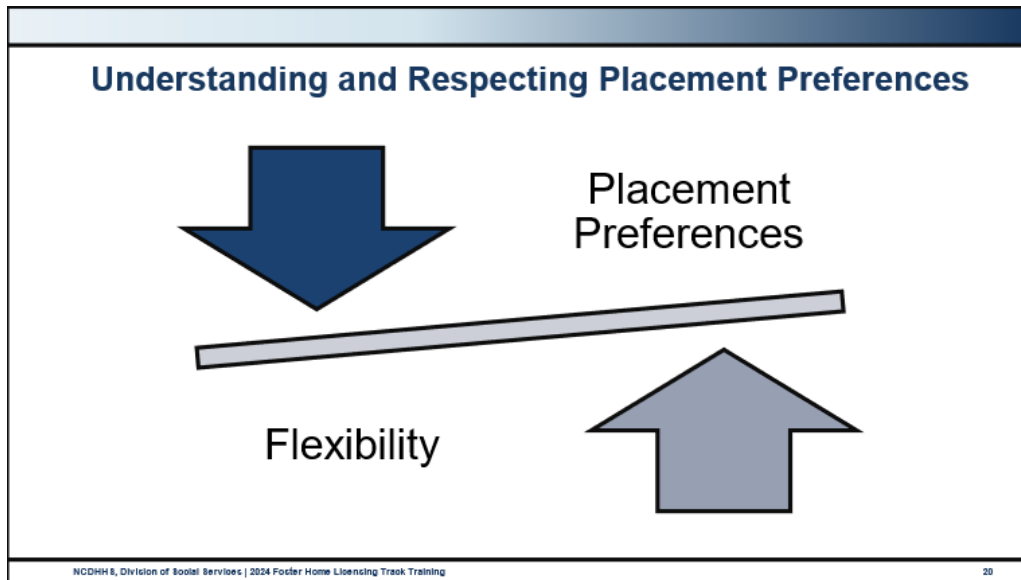
Use this space to record notes.

Video: Cultural Matching in Foster Care – A Child-Centered Approach
Cultural Matching in Foster Care – A Child-Centered Approach

How can we maintain cultural connections for children?

Questions and Reflections

Use this space to record questions and reflections about what you have learned.

Educational Stability

Use this space to record notes:

Educational Stability and Normalcy Considerations

School Stability: 31% of youth in foster care need to change schools when first entering care

School Engagement: 17– to 18-year-old youth in care are 2 – 4 times more likely to be expelled than non -foster care youth

Reading Attainment: Only 29 – 33% of 17– to 18-year-old foster care youth meet state standards for reading

High School Graduation: Only 64% of foster youth complete high school (via diploma or GED) by age 18 (compared to 87.3% of non-foster care youth)

Foster+Care+and+Education+Fast+Facts+final.pdf (squarespace.com)

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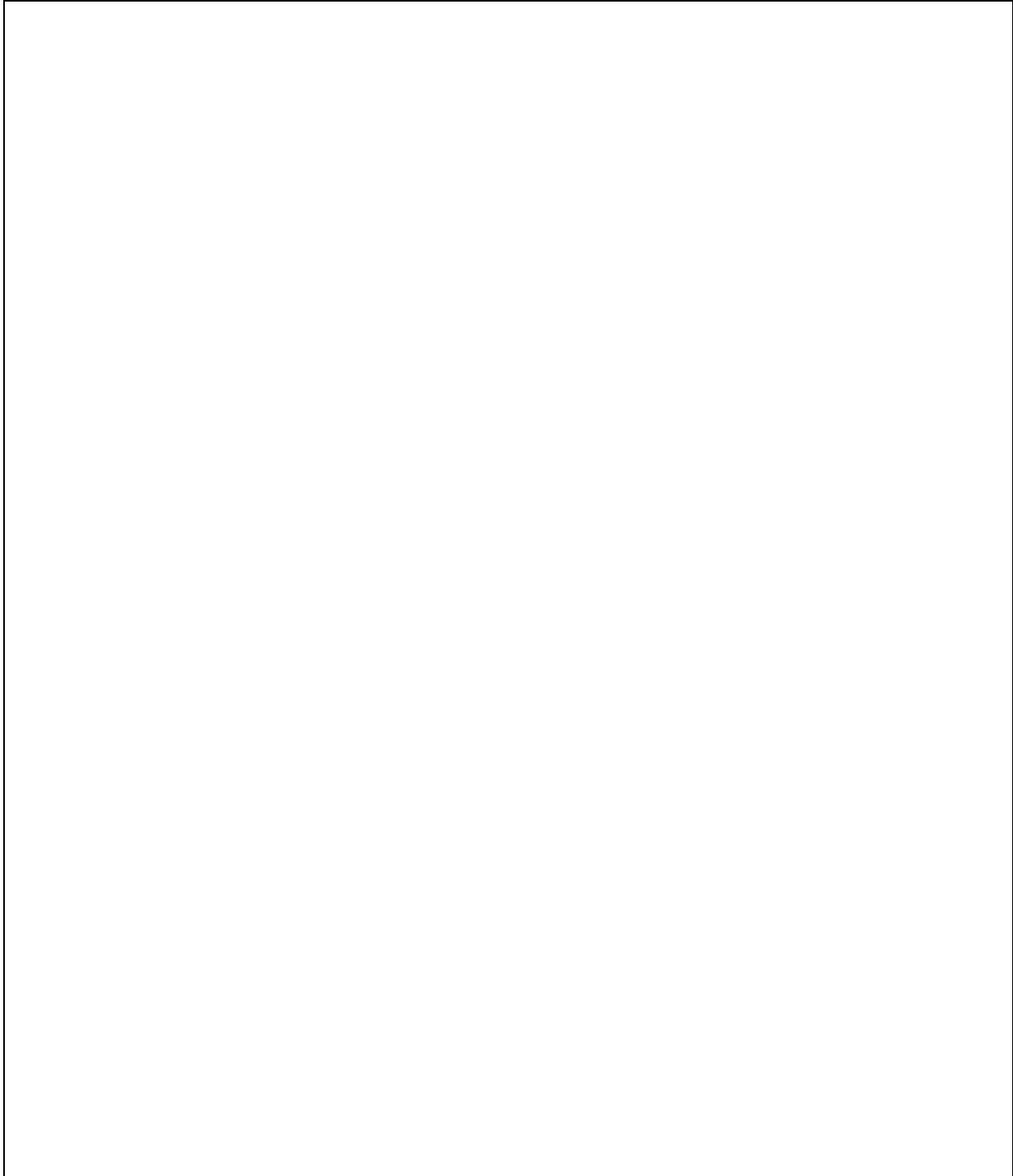
Handout: Foster Care Educational Stability

FOSTER CARE & EDUCATION · DATA DRIVING PRACTICE

Fast Facts
Foster Care & Education Data At A Glance

ABA Center on Children and the Law   January 2022

Educational Experiences & Outcomes of Youth in Foster Care

Strong policies and practices are needed to create positive school experiences and counteract the negative effects of abuse, neglect, separation, and lack of permanency, often experienced by children and youth in foster care. A strong education can improve the well-being of students in physical, intellectual, social, and emotional domains while in school and in adulthood. This table presents outcome data on educational experiences and achievements of youth in foster care, with some comparisons with the general student population. Where available, national estimates are provided, but there are gaps in the national data so statewide or multistate studies are included.

	Educational Experience or Outcome	Findings
		National/Multistate
School Stability	% of youth in foster care who change schools when first entering care	31%–75%[1]
	% of 17-18 year-olds who experienced 5 or more school changes	25%–34.2%[2]
School Engagement	% chronically absent from school	About twice the rate of non-foster students[3]
	% of 17-to-18 year-old youth in foster care having out-of-school suspensions	12%–23% (compared to 5-7% of all students)[4]
	% of 17-to-18 year-old youth in foster care being expelled	3-4 times that of non-foster students[5]
Reading Attainment	Reading level of 17-to-18 year-old youth in foster care	29% -33% (meet state standards)[6]
Special Education	% of youth in foster care receiving special education services	30%-50%[7] (compared to 14% for all students[8])
High School Graduation	% of youth in foster care who complete high school by age 18 (via a diploma or GED)	64% of foster youth compared to 87.3% for non-foster youth[9]
Postsecondary Education	% of 17-to-18-year-old youth in foster care who want to go to college	70%[10] - 84%[11]
	% of youth in foster care who graduated high school who enrolled in postsecondary education at some level	13%-38%[12]
	% of foster care alumni who attain a bachelor's degree	2%[13] -10.8%[14]

Legal Center for Foster Care and Education   1   https://www.fostercareandeducation.org/

Demographic Data of Youth in Foster Care

The following national child welfare data provides an overview of key data indicators on children and youth in foster care across the United States. These data summarize some important demographics (e.g., age ranges, race) and details about the experiences children and youth have while in foster care (e.g., number of moves, length of stay in foster care, and living placement types). All data shared below is from the AFCARS Report #28: FY2020 Estimates as of October 4, 2021, unless otherwise specified.
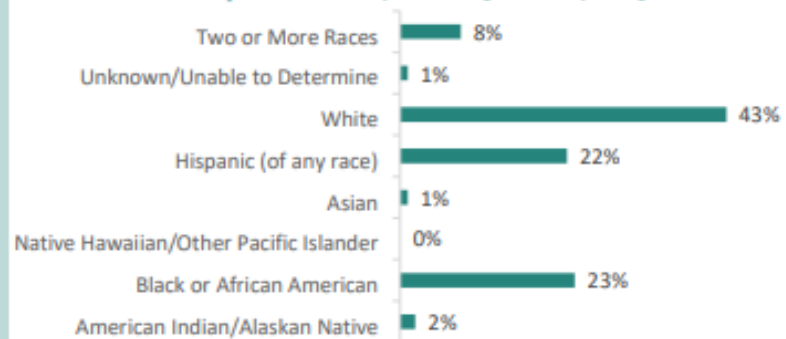
➤ Approximately 61% of all youth in foster care are ages 5 through 17 (typical K-12 school age).

Number of Youth in Foster Care	National Data
Number of children and youth in foster care on September 30, 2020	407,493
Number of children aged 0-4	147,018
Number of children aged 5-17 (typical school age)	247,586
Number of young adults aged 18-20	12,779

Missing data are excluded from the count of children by age range in the table. As a result, the sum of each age group will not equal the total number of foster children in care on September 30, 2020.
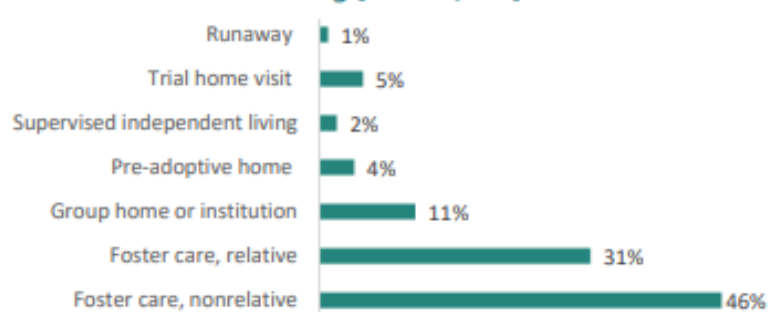
➤ The race and ethnicity of children and youth in foster care reflects disproportion-ality of involvement in the foster care system of children and families of color (e.g., African American children represented 23% of children in foster care in 2020, compared to 12.4% in the general population according to 2020 census data).

Race/Ethnicity of Children in Foster Care on September 30, 2020 [N=407,493]

- Two or More Races — 8%
- Unknown/Unable to Determine — 1%
- White — 43%
- Hispanic (of any race) — 22%
- Asian — 1%
- Native Hawaiian/Other Pacific Islander — 0%
- Black or African American — 23%
- American Indian/Alaskan Native — 2%

➤ While a majority of children and youth in foster care live in nonrelative foster homes and relative foster homes, there are many youth who live in congregate care or in an institutional setting.

Percentage of Children and Youth in Foster Care on September 30, 2020 by Most Recent Placement Setting [N=407,493]

- Runaway — 1%
- Trial home visit — 5%
- Supervised independent living — 2%
- Pre-adoptive home — 4%
- Group home or institution — 11%
- Foster care, relative — 31%
- Foster care, nonrelative — 46%

Legal Center for Foster Care and Education   2   https://www.fostercareandeducation.org/

➤ Of the estimated 224,396 children who exited foster care during FFY 2020 for whom data were available, the median amount of time spent in care was 15.9 months.

Length of Stay for Children Exiting Foster Care in FY 2020 [N=224,396]

Category	Percentage
<1 Month	7%
1-11 Months	31%
12-23 Months	30%
24-35 Months	16%
3-4 Years	11%
5+ Years	4%

➤ 66% of children ages 5-17 experience more than one living placement while in foster care.

School-Aged Children and Youth in Foster Care (ages 5-17), FY2019: Number and Percentages of Children by Number of Living Placements

Category	Percentage
1 Placement	34% (n=87,956)
2-3 Placements	37% (n=96,669)
4-5 Placements	14% (n=36,156)
6+ Placements	15% (n=39,938)

National data from AFCARS obtained from NCANDS; data is point-in-time count of children in care on 9/30/2019. Produced by Data Advocacy, Casey Family Programs.

➤ Data indicate that children with longer times in care have experienced more placement changes.

Children With Two or Fewer Living Placements in a Single Foster Care Episode

Category	Percentage
In care <12 months	83.60%
In care 12-24 months	65.10%
In care at least 24 months	39.80%

■ Median percentage children with 2 or fewer placements

Legal Center for Foster Care and Education   3   https://www.fostercareandeducation.org/

Endnotes

For full citations to references mentioned below, see Exploring Education Outcomes: What Research Tells Us.

1. In CO the rate was 31% (Clemens, Kopfenstein, Tis & LaLonde, 2017). In one California study the rate was 75% (Frerer, Sosenko, Pellegrin, Manchik & Horowitz, 2013).

2. In MA, 25% of foster youth attended two or more schools during the academic year (Massachusetts Court Improvement Program, 2019); In CO, foster care students changed schools an average of 3.46 times (Clemens, LaLonde & Sheesley, 2016; see also Courtney, Terao, Bost, 2004, p.42).

3. Zorc, O'Reilly, Matone, Long, Watts, & Rubin, 2013; In MA, 33% of foster care students were chronically absent (Massachusetts Court Improvement Program, 2019).

4. All students: National Center for Education Statistics (for 2013-2014 school year). In IN, 23.3% or 2.5 times higher than other students (Indiana Department of Education and Department of Child Services Foster Care Data Report 2018-2019 School Year, April 1, 2020). In MA, 12% (Massachusetts Court Improvement Program, 2019); In WA, 14.3% of all school age foster youth or about 3.5 times that of other students (includes expulsions) (Source: WA Office of Superintendent of Public Instruction (OPSI), 2020, retrieved from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300

5. IN: 1.08%, 4 times higher than other students (Indiana Department of Education and Department of Child Services Foster Care Data Report 2018-2019 School Year, April 1, 2020); In WA, all school age foster youth, about 3.5 times that of other students (includes suspensions) (Source: OSPI (2020), retrieved from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300

6. IN: English Language Pass Rate 29.2% (Grade 10) (Indiana Department of Education and Department of Child Services, 2020); WA: 32.7% meet grade level and also meet state standards at less than ½ the rate of same grade peers (Crume, 2020; Chen, Pyle & Aldrich, 2019).

7. McLeskey, Rosenberg & Westing, 2010; Zeitlin, 2006; Pecora, Kessler, Williams, Downs, English, White & O'Brien, 2010; Courtney, Terao, Bost, 2004; Nationally, 2.7 times more likely than non-foster youth (Gee, 2020; Casaneuva, Smith, Dolan & Ringeisen, 2011; OR: 30% of 16-18 year-olds (Lee, Powers, Geenen, Schmidt, Blakeslee & Hwang, 2018).

8. From U.S. Department of Education - In 2019-20, the number of students ages 3-21 who received special education services under the IDEA was 7.3 million or 14% of all public school students. Among those students receiving special education services, the most common category of disability (33%) was specific learning disabilities. U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 31, 2021, from https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bc

9. Foster and non-foster youth graduation rates in 2019 (National Center for Education Statistics, 2020).

10. McMillen, Auslander, Elze, White, & Thompson, 2003.

11. Courtney, Terao & Bost, 2004.

12. CO: 13.4% (Clemens, 2014); WA: 13.4% (4-year college) and 37.6% (any post-secondary) (Crume, 2020; Chen, Pyle & Aldrich, 2019).

13. Casey Family Programs, 2018.

14. Pecora et al., 2003.

Best Interest Determination

Preference of Child	Preference of Parent	Attachment to School
Placement of Siblings	Safety	Service Availability
Previous School Transfers	Commute	Disability

Best Interest Determination

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Use this space to record notes.

Foster Parent's Role in Educational Stability

Communication Evaluations Homework

Extracurricular Activities Creativity

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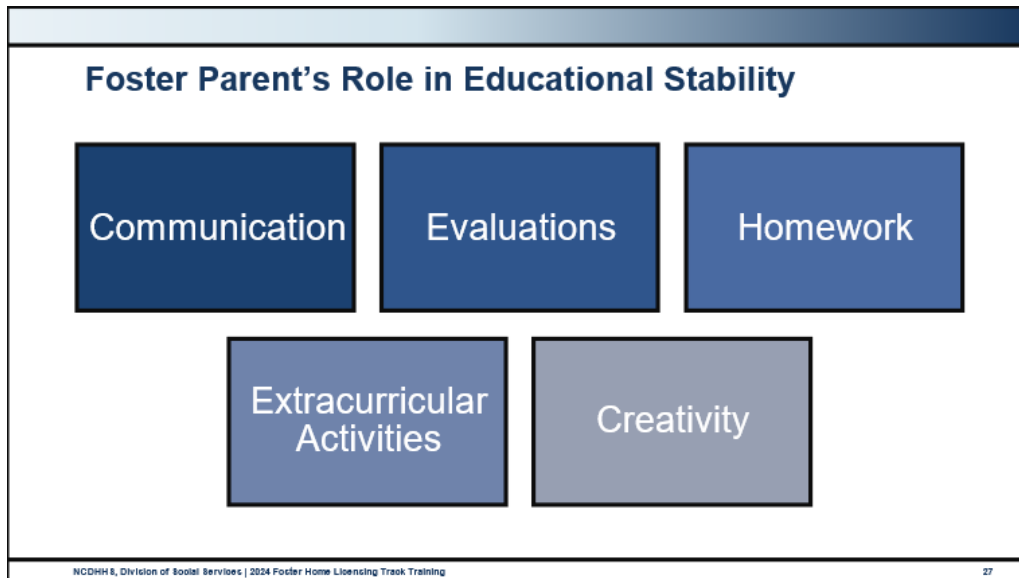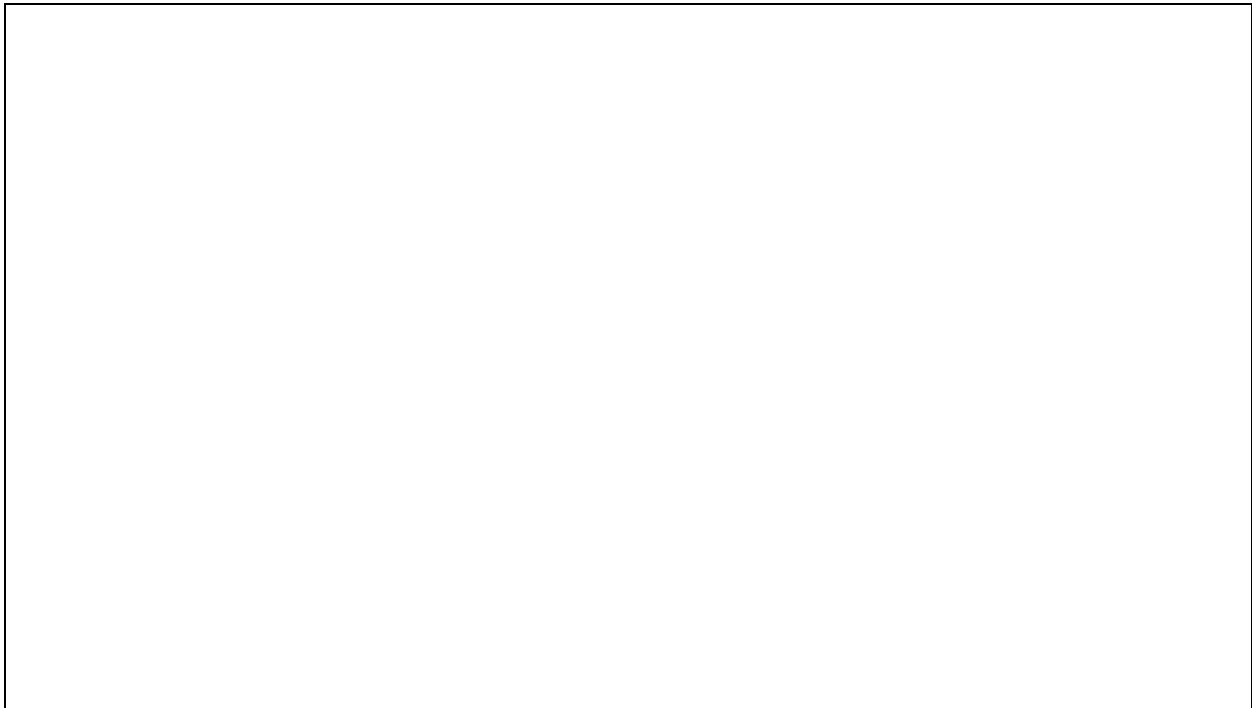
Use this space to record notes.

Activity: Foster Parent's Role in Educational Stability

With your groups, brainstorm ideas of how a foster parent could support a child's educational stability using the 5 themes below. Have one participant record your ideas on a flipchart paper and be prepared to share your responses with the larger group.
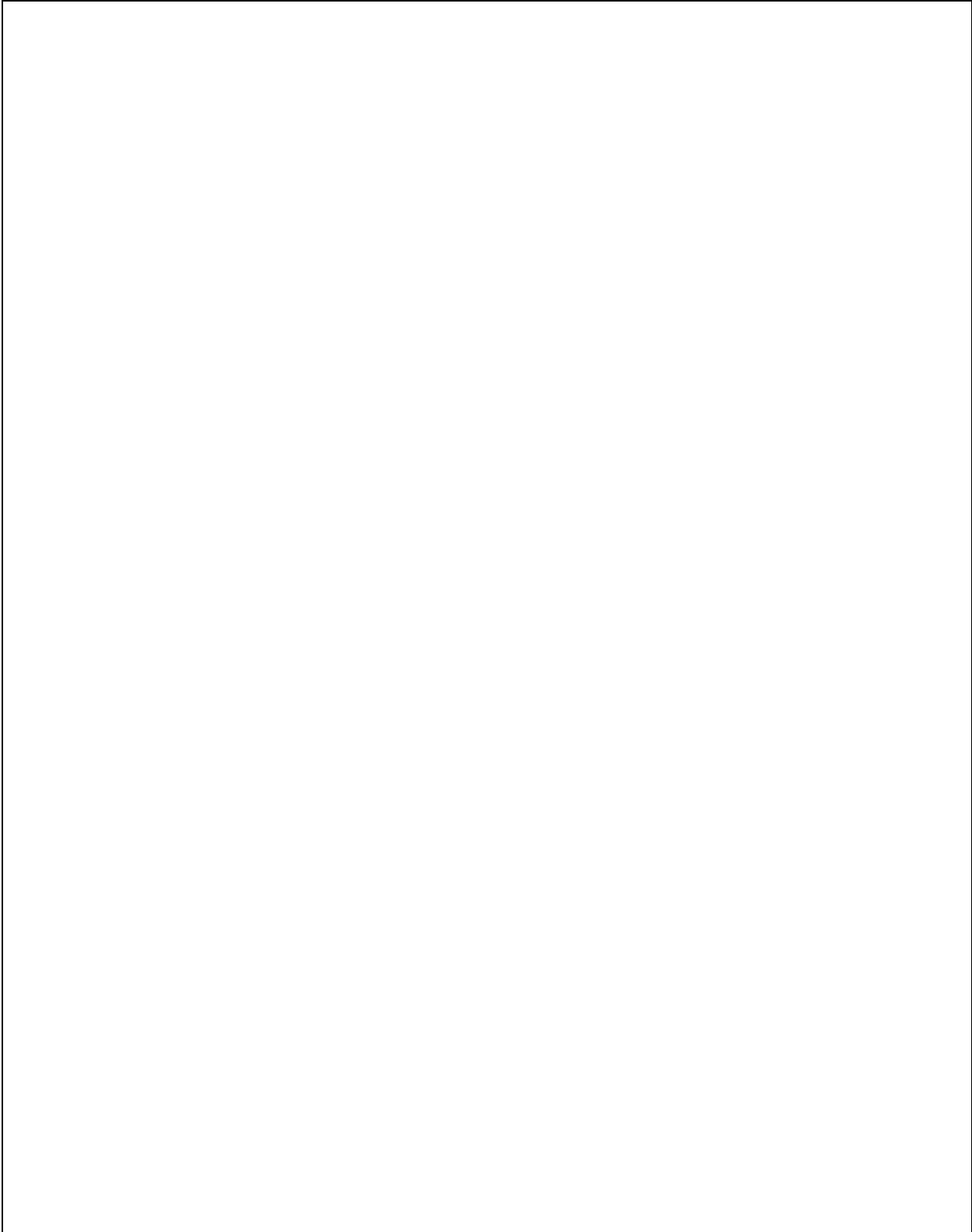
Communication

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Evaluations

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Homework

Extracurricular Activities

Creativity

Questions and Reflections

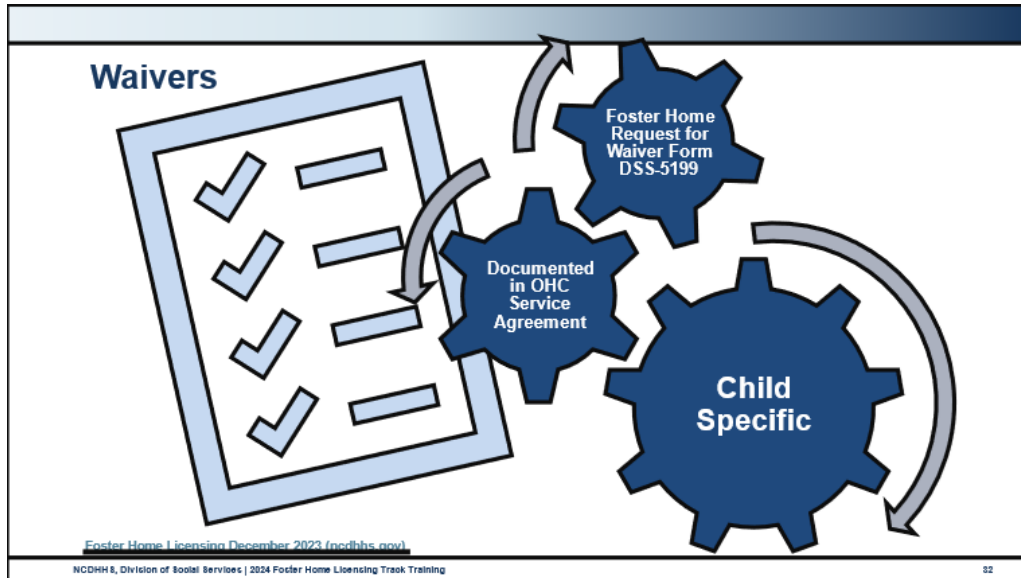**Use this space to record questions and reflections about what you have learned.**

Placement Capacity in Foster Homes

Use this space to record notes.

Use this space to record notes.

Non-Safety Related Licensure Requirements

- Income
- Bedroom & Sleeping Arrangements
- Space Requirements
- Background Checks

https://policies.ncdhhs.gov/wp-content/uploads/fhlicensing_october_-2023.pdf

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Use this space to record notes.

Questions and Reflections

Use this space to record questions and reflections about what you have learned.

Choosing an Appropriate Placement

Use this space to record notes.

Use this space to record notes.

Activity: Placement Considerations

Brainstorm how each of these placement considerations support successful placement matching.

What is the importance of sibling connections and placements with siblings?

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How does placement matching help children maintain their cultural connections?

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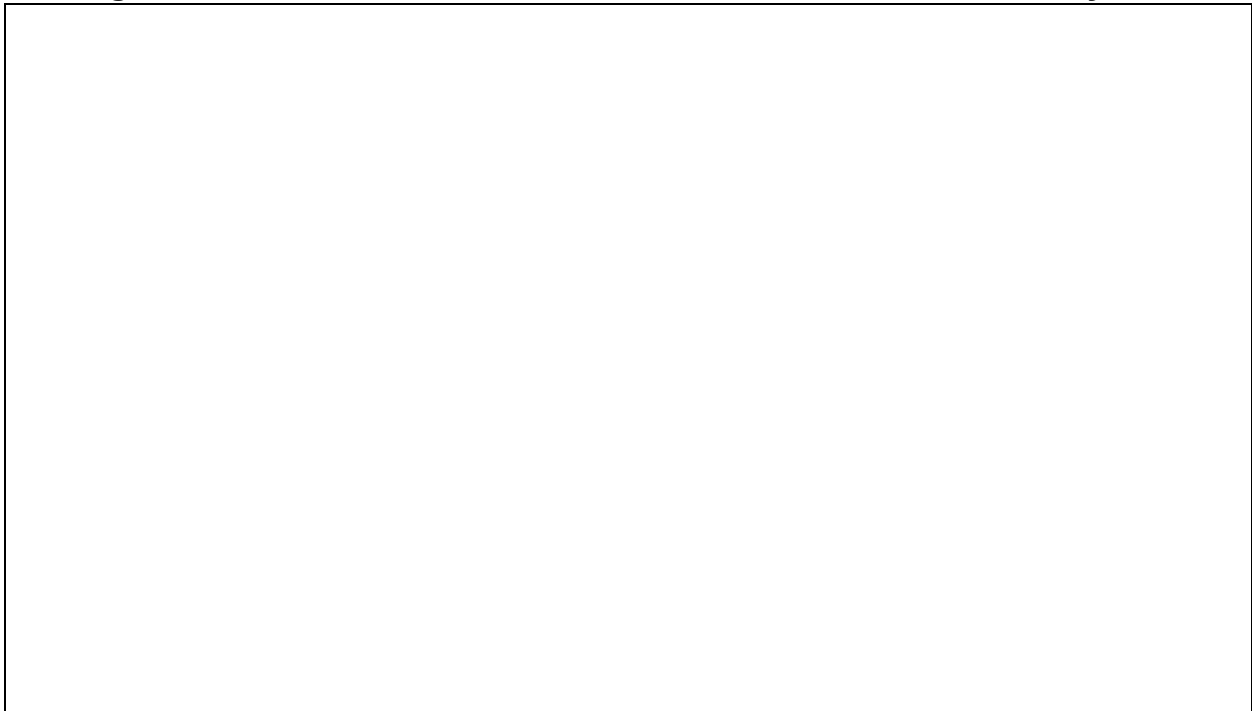
Strengths and Needs of Child: What should we know and consider about the child's strengths and needs and how do the 12 Skills relate to this?

How do we support social connections with placement matching?

What considerations need to be made to provide continuity and stability for education?

Community connections and securing a placement within a child a child in their community can support all the other considerations. What else should we be thinking about when it comes to a child's connection to their community?

Questions and Reflections
Use this space to record questions and reflections about what you have learned.
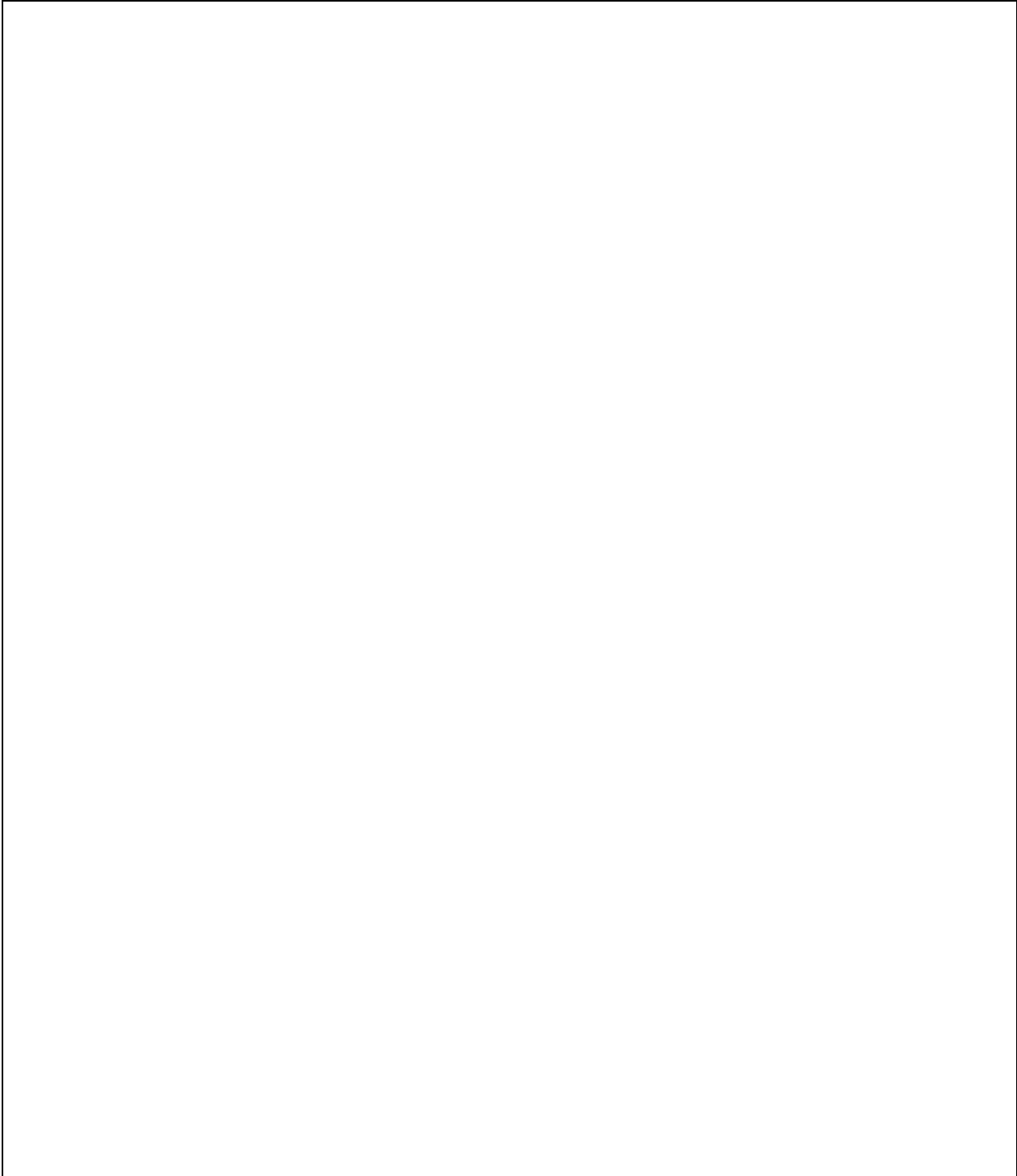
Preparing for Placement

Placement Preparation

- Child's Routine, Schedule, and Interests
- Strengths and Needs
- Behavioral Information
- History of Abuse or Neglect
- Placement History
- Permanency Goal
- Medical Information
- Educational Needs

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Use this space to record notes.

Video: ReMoved #3: Kevi's Story
ReMoved: Kevi's Story

Worksheet: Setting Expectations: Kevi's Story
What stands out to you as we watch Kevi's experience?

How is the foster family adjusting to Kevi's placement?

Where does the family excel in the 12 Skills?

Where are the opportunities for growth?
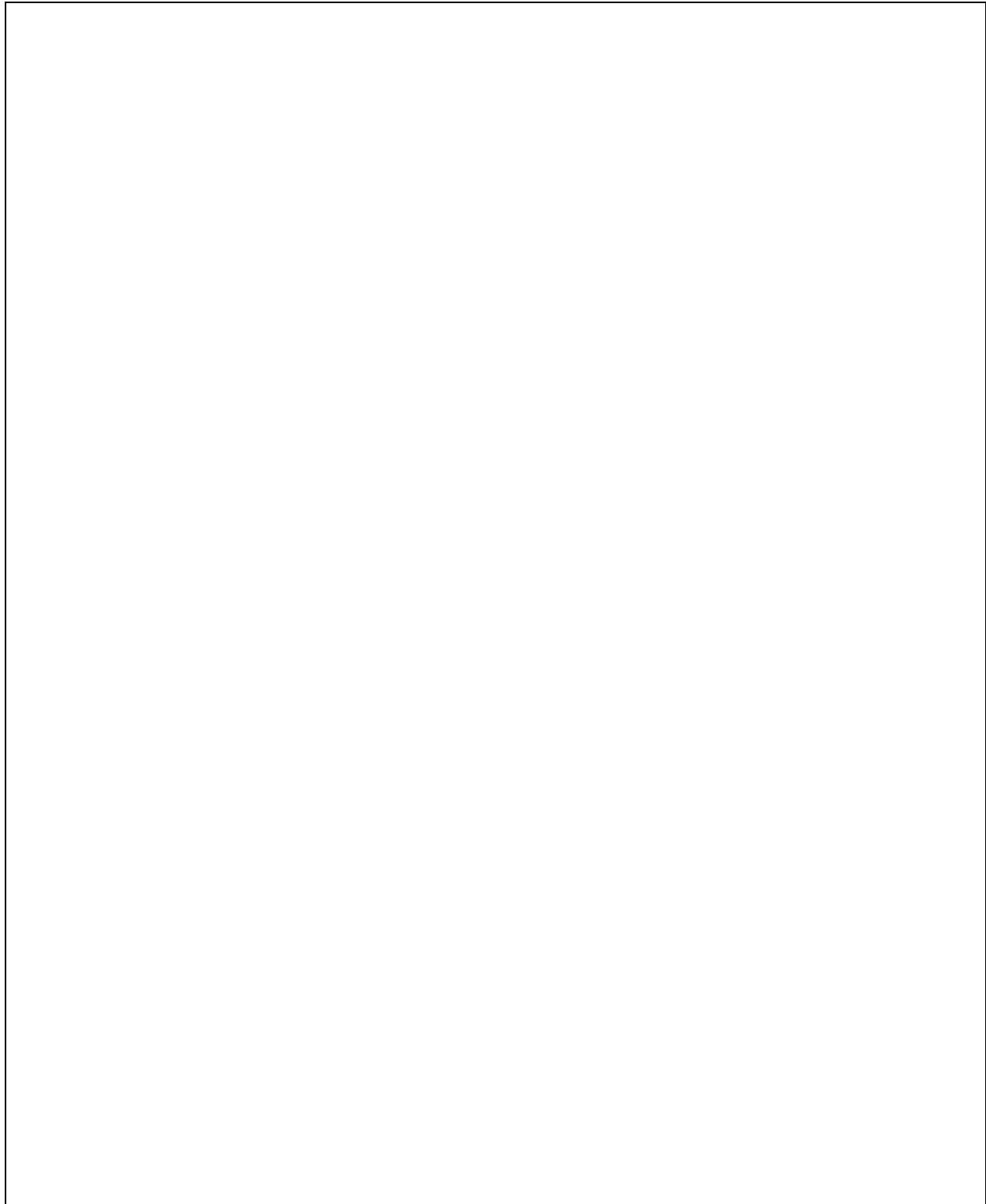
Activity: Connecting Families with Support: Kevi's Story
What supports would you offer Kevi's foster family?

What training needs did you identify?

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

Supporting Placement Stability
Video: Josh Shipp – Be the Difference
<u>Josh Shipp – Be the Difference</u>

Use this space to record notes and reflections from this video.

Looking Beyond the Behavior

Child or Youth's Behavior

Living in Foster Care
Greif and loss, the trauma of coming into care, placement changes, new rules and relationships

Daily Stressors
School, friendship tensions, chores, not feeling well, developmentally appropriate growth and change

Child Characteristics
Developmental stages, m ental health, substance abuse, disabilities, neurodivergence, personality, identity expression

Trauma, including systemic oppression
Abuse , neglect, and dependency before entering care , ACEs, poverty, harmful behaviors of others rooted in bias and discrimination

NCDHH S, Division of Social Services | 2024 Foster Home Licensing Track Training   47

Use this space to record your thoughts and reflections on what might be above and below the surface.

Increasing placement stability will benefit children by:

- Creating a greater sense of safety and well-being.
- Providing emotional safety and reducing behavioral issues.
- Developing a greater sense of self and belonging.
- Increasing the likelihood of developing positive adult relationships.
- Reducing the risk of negative outcomes once they leave care, such as homelessness, substance use, teen pregnancy, and educational completion.

Use this space to record notes.

Stages of Disruption

```
Diminishing          Child is seen
Pleasure       →     as the problem      →    Going public
                     for everything
      ↓
Turning point  →     The deadline        →    The decision to
                     or ultimatum             disrupt
```

NCDHHS, Division of Social Services | 2024 Foster Home Licensing Track Training   49
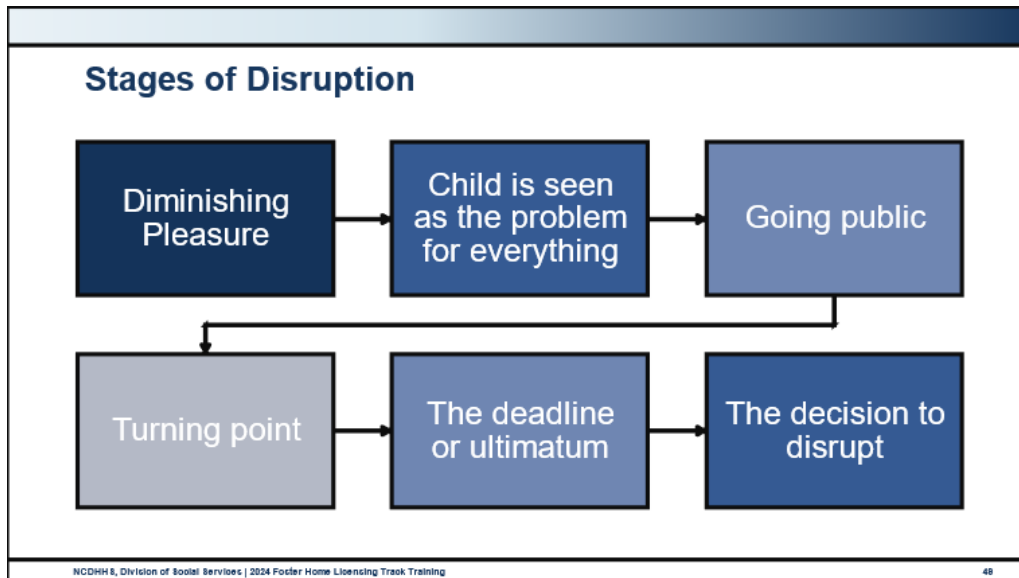
Use this space to record notes.

Video: Lever Seven: Support for Resource Caregivers
Lever Seven: Support for Resource Caregivers

Handout: 12 Skills of Successful Foster Parenting
Skill 1: Assessing individual and family strengths and needs, and building on strengths and meeting needs. Ask yourself:

Do they know where they excel?

| |
| |

Do they understand the areas where there are opportunities for growth?

| |
| |

If they have that deep awareness, are they also able to communicate what those strengths and needs are to others, especially you as their licensing worker?

| |
| |

Skill 2: Using and developing effective communication.

Interact positively

| |
| |

Open communication with birth families

| |
| |

Collateral communication

| |
| |

Hear diverse perspectives

| |
| |

Active listening skills

| |
| |

Clear, concise language

| |
| |

Skill 3: Identifying the strengths and needs of the children placed in the home. Foster parents need to know how to:

Observe child development

Compare abilities with stages of normal development

Gather information

Skill 4: Building on children's strengths and meeting the needs of children placed in their homes.

Skill 5: Developing partnerships with children and youth, birth families, other foster and adoptive families, the agency, and the community to develop and carry out plans for the child's continued growth and development.

Skill 6: Helping children placed in the home develop skills to manage loss and skills to form attachment.

Skill 7: Helping children placed in the home manage their behaviors.

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Skill 8: Helping children placed in the home maintain and develop relationships that will keep them connected to their past.

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Skill 9: Helping children placed in the home build a positive self-concept and positive familial, cultural, and racial identity.

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Skill 10: Providing a safe and healthy environment for children in the home that keeps them free from harm.

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Skill 11: Assessing the ways in which providing family foster care or therapeutic foster care affects the family.

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Skill 12: Making an informed decision regarding providing family foster care or therapeutic foster care.
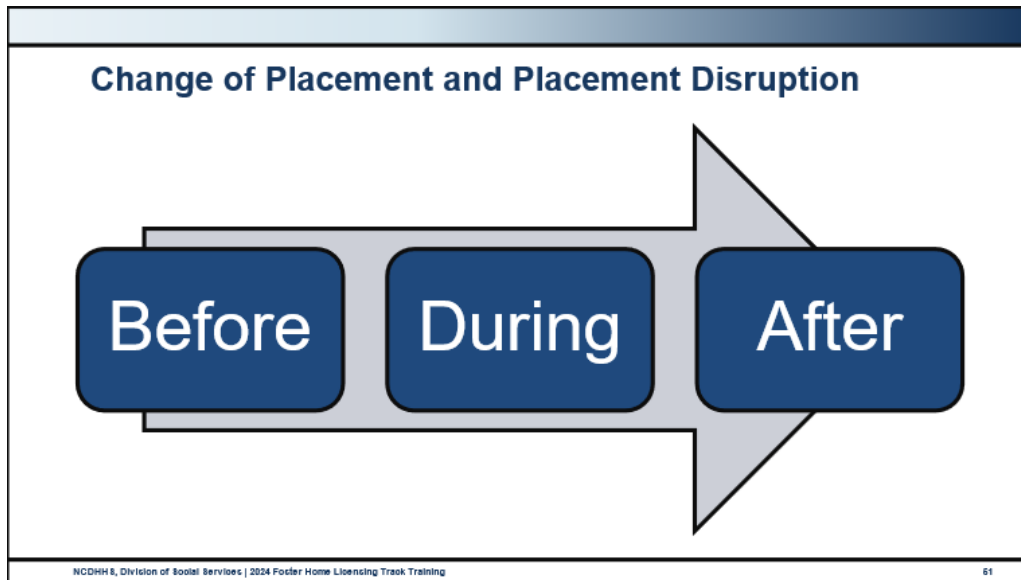
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Use this space to record notes.

Questions and Reflections

Use this space to record questions and reflections about what you have learned.

Child and Family Team (CFT) Meetings

Use this space to record notes.

Policy and Procedure

For children who are in the legal custody of a county child welfare services agency, a CFT meeting must be held when there is a:

Change of placement

Change of family circumstance

Change in permanent plan

Anytime, at the request of the child and family

NC DSS Permanency Planning Services policy

NCDHHS, Division of Social Services | 2024 Foster Home Licensing Track Training   65

Use this space to record notes.

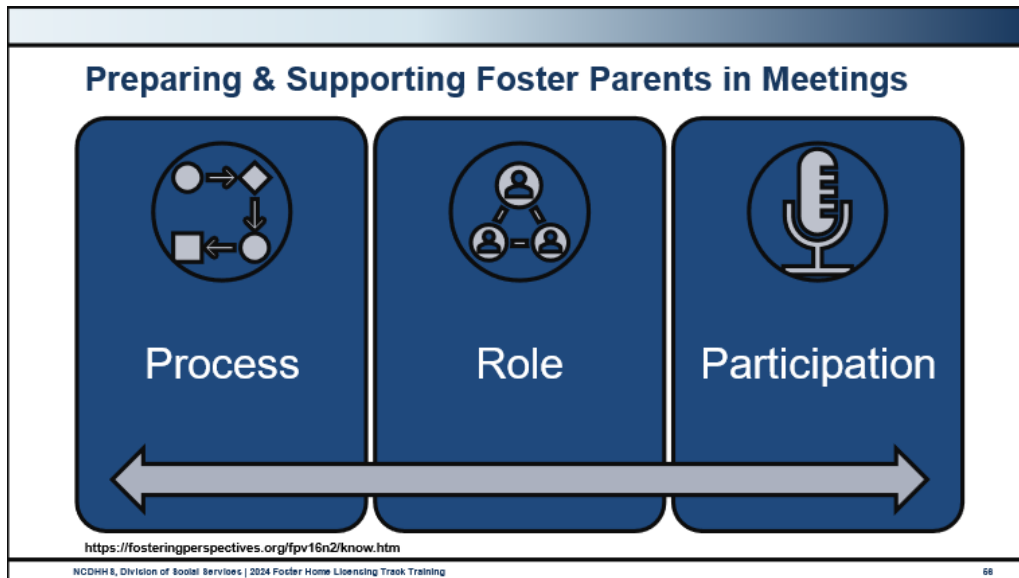The CFT process has four stages:

1. Referral
2. Preparation
3. The Meeting
4. Follow-up

Use this space to record notes.

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

Working with Relatives
Placement with Relatives

Review: What is Bias?

• **Systemic Bias** (also called institutional bias): The inherent tendency of a process to support a particular outcome.

• **Implicit Bias:** Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

• **Explicit Bias:** Conscious beliefs and thoughts.

Kirwan Institute. Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection

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Systemic bias, which is also called institutional bias, is prejudice, bigotry, or unfairness directed by health, educational, government, judicial, legal, religious, political, financial, media, or cultural institutions towards individuals of an oppressed or marginalized group. Systemic bias exists in rules, procedures, practices, and policies.

Implicit bias is the attitudes or stereotypes that have developed as a result of prior influences that affect someone's understanding, actions, and decisions in an unconscious manner. Implicit bias is an automatic positive or negative preference for a group, based on your subconscious thoughts.

Explicit bias is the conscious beliefs and thoughts that you hold. With explicit bias, someone is aware of your prejudices and attitudes toward certain groups. These include conscious positive or negative preference for a particular group.

Use this space to record notes.

Relatives: Truths & Myths

- Knowing the child will make parenting them easier.
- Relatives can say "no."
- Relatives need less support.
- "She's a chip off the old block."
- Relative placements can happen more quickly.

The Annie E. Casey Foundation "Engaging Kinship Caregivers with Joseph Crumbley" (October 2017)

NCDHHS, Division of Social Services | 2024 Foster Home Licensing Track Training   82

Knowing the child will make parenting easier.   ☐ TRUTH   ☐ MYTH

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Relatives can say "no."   ☐ TRUTH   ☐ MYTH

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Relatives need less support.   ☐ TRUTH   ☐ MYTH

```



```

"She's a chip off the old block."   ☐ TRUTH   ☐ MYTH

```



```

Relative placements can happen more quickly. ☐ TRUTH   ☐ MYTH

```



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Use this space to record notes.

Use this space to record notes.

Use this space to record notes.

Beyond Placement: When Relatives cannot take Placement

- Provide Respite Care
- Supervise Family Time
- Participate in Child and Family Team Meetings
- Talk, Listen, and Provide Emotional Support
- Celebrate Milestones and Accomplishments

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Use this space to record notes.

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

Support for Relative Caregivers

Changing Roles and Boundaries

Parent

Grandparent

Kinship Caregiver

NCDHHS, Division of Social Services | 2024 Foster Home Licensing Track Training   88
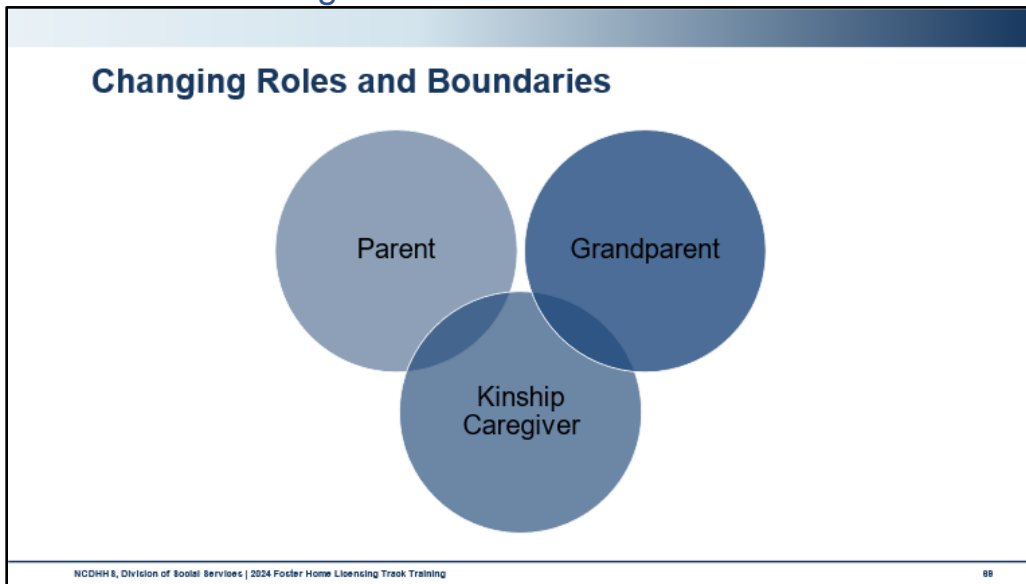
Use this space to record notes.

Unique Needs of Relative Caregivers

- Risk of Retaliation
- Lack of Financial Support
- Isolation
- Natural Support System Change
- Changing Parenting Norms
- Different Parenting Skills
- Complex System
- Capacity to Care

NCDHHS, Division of Social Services | 2024 Foster Home Licensing Track Training   70

Use this space to record notes.

Video: Lifting Up Voices: Kinship and Resource Parents
Lifting Up Voices: Kinship and Resource Parents

What struggles did the relatives in the video describe?

Imagine you are working with one or all the relatives in the video – what resources or support might you offer?

What one action step do you commit to taking in response to what you heard?

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

Supporting Placement Learning Lab

Accountability and Support
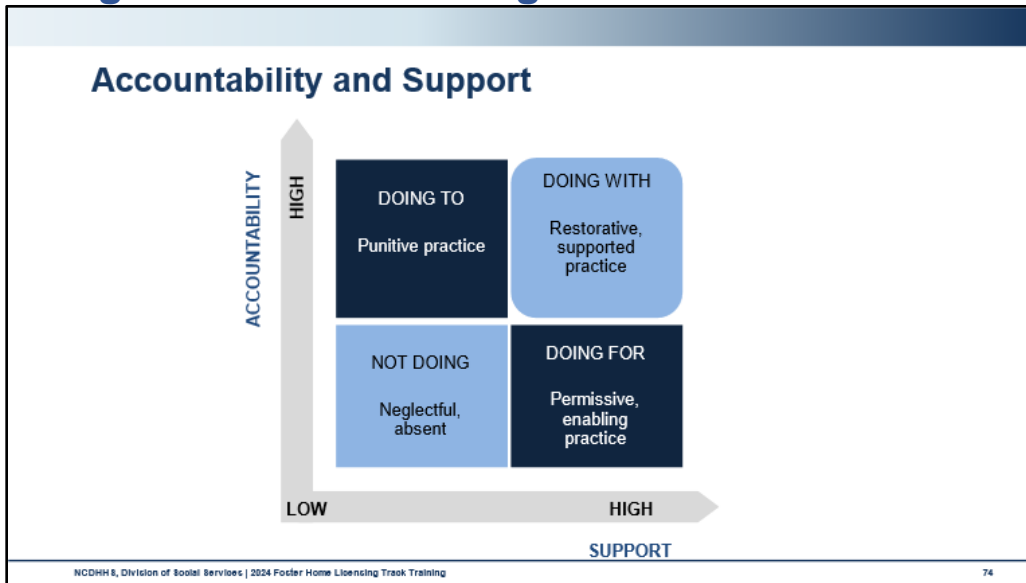
Use this space to record notes.

Worksheet: Accountability and Support
Accountability

[blank box]

Support

[blank box]

Each person is more than the harm they have caused. Understanding the interplay of accountability and support gives your families the best chance for change.

Doing To	**Doing With**
High Accountability + Low Support	High Accountability + High Support
Not Doing	**Doing For**
Low Accountability + Low Support	Low Accountability + High Support

Additional resources to learn more:
Barnard Center for Research on Women, Accountability Series, specifically the
following two videos:

- *What is Accountability?*
  https://www.youtube.com/watch?v=QZuJ55iGI14&list=RDCMUCQlRhZk3WxSLP
  KxrFUGfUlw&index=1
- *How to Support Harm Doers in Being Accountable*.
  https://www.youtube.com/watch?v=AhANo6wzBAA&list=RDCMUCQlRhZk3WxS
  LPKxrFUGfUlw&index=2

Activity: Behavior as Communication

For this skills practice exercise, one person will role play as Kevi's foster parent, one person will play the role of foster home licensing social worker, and one person will keep time for those doing the role play and observe their conversation to offer strengths-based feedback when the practice is over. As you practice your skills, think back to the Accountability and Support handout above.

For this practice, you will have a ten-minute dialogue about Kevi's behaviors.

The **licensing social worker** will offer support to Kevi's foster parent and help them find ways to understand and manage his behaviors.

The **foster parent** will talk about Kevi's behaviors and respond to the licensing social worker.

Observers will keep a five-minute timer. When the time is up, you will then switch roles, repeating the practice and feedback session until each person has an opportunity to practice in each role of licensing social worker, foster parent, and observer.

Only one role play will occur. After your ten minute role play, discuss your discussion and receive feedback.

Use this space to record notes.

Questions and Reflections
Use this space to record questions and reflections about what you have learned.

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Day Four

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Appendix: Handouts

Foster Care Educational Stability

FOSTER CARE & EDUCATION · DATA DRIVING PRACTICE

Fast Facts
Foster Care & Education Data At A Glance

ABA Center on Children and the Law   **January 2022**

Educational Experiences & Outcomes of Youth in Foster Care

Strong policies and practices are needed to create positive school experiences and counteract the negative effects of abuse, neglect, separation, and lack of permanency, often experienced by children and youth in foster care. A strong education can improve the well-being of students in physical, intellectual, social, and emotional domains while in school and in adulthood. This table presents outcome data on educational experiences and achievements of youth in foster care, with some comparisons with the general student population. Where available, national estimates are provided, but there are gaps in the national data so statewide or multistate studies are included.

	Educational Experience or Outcome	**Findings**
		National/Multistate
School Stability	% of youth in foster care who change schools when first entering care	31%-75%[1]
	% of 17-18 year-olds who experienced 5 or more school changes	25%-34.2%[2]
School Engagement	% chronically absent from school	About twice the rate of non-foster students[3]
	% of 17-to-18 year-old youth in foster care having out-of-school suspensions	12%-23% (compared to 5-7% of all students)[4]
	% of 17-to-18 year-old youth in foster care being expelled	3-4 times that of non-foster students[5]
Reading Attainment	Reading level of 17-to-18 year-old youth in foster care	29% -33% (meet state standards)[6]
Special Education	% of youth in foster care receiving special education services	30%-50%[7] (compared to 14% for all students[8])
High School Graduation	% of youth in foster care who complete high school by age 18 (via a diploma or GED)	64% of foster youth compared to 87.3% for non-foster youth[9]
Postsecondary Education	% of 17-to-18-year-old youth in foster care who want to go to college	70%[10] - 84%[11]
	% of youth in foster care who graduated high school who enrolled in postsecondary education at some level	13%-38%[12]
	% of foster care alumni who attain a bachelor's degree	2%[13] -10.8%[14]

Legal Center for Foster Care and Education   1   https://www.fostercareandeducation.org/
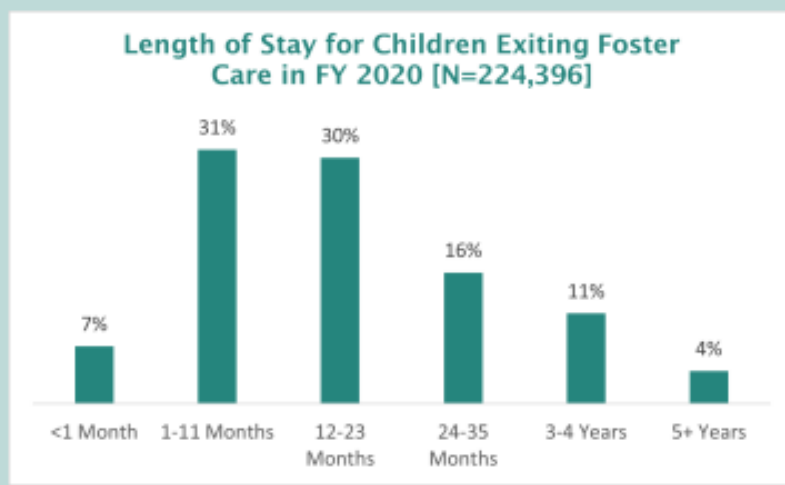
Demographic Data of Youth in Foster Care

The following national child welfare data provides an overview of key data indicators on children and youth in foster care across the United States. These data summarize some important demographics (e.g., age ranges, race) and details about the experiences children and youth have while in foster care (e.g., number of moves, length of stay in foster care, and living placement types). All data shared below is from the AFCARS Report #28: FY2020 Estimates as of October 4, 2021, unless otherwise specified.

➤ Approximately 61% of all youth in foster care are ages 5 through 17 (typical K-12 school age).

Number of Youth in Foster Care	National Data
Number of children and youth in foster care on September 30, 2020	407,493
Number of children aged 0-4	147,018
Number of children aged 5-17 (typical school age)	247,586
Number of young adults aged 18-20	12,779

Missing data are excluded from the count of children by age range in the table. As a result, the sum of each age group will not equal the total number of foster children in care on September 30, 2020.
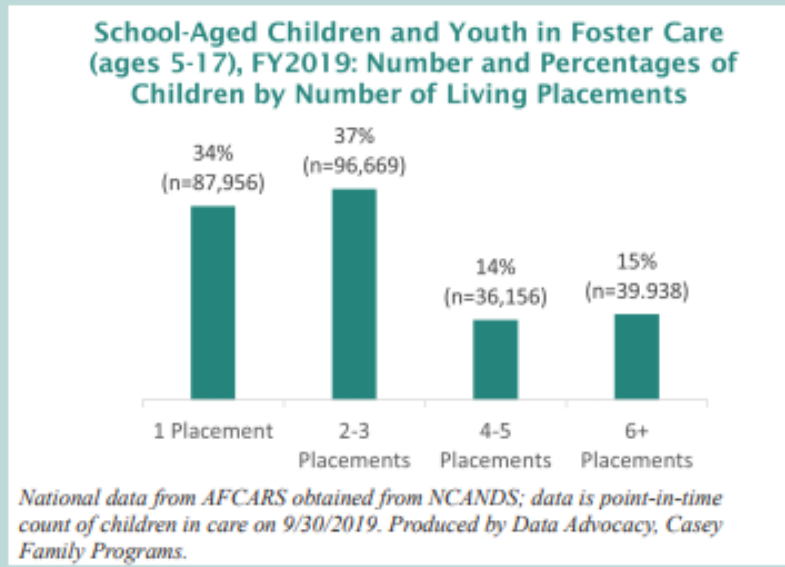
➤ The race and ethnicity of children and youth in foster care reflects disproportionality of involvement in the foster care system of children and families of color (e.g., African American children represented 23% of children in foster care in 2020, compared to 12.4% in the general population according to 2020 census data).

Race/Ethnicity of Children in Foster Care on September 30, 2020 [N=407,493]

- Two or More Races: 8%
- Unknown/Unable to Determine: 1%
- White: 43%
- Hispanic (of any race): 22%
- Asian: 1%
- Native Hawaiian/Other Pacific Islander: 0%
- Black or African American: 23%
- American Indian/Alaskan Native: 2%

➤ While a majority of children and youth in foster care live in nonrelative foster homes and relative foster homes, there are many youth who live in congregate care or in an institutional setting.

Percentage of Children and Youth in Foster Care on September 30, 2020 by Most Recent Placement Setting [N=407,493]

- Runaway: 1%
- Trial home visit: 5%
- Supervised independent living: 2%
- Pre-adoptive home: 4%
- Group home or institution: 11%
- Foster care, relative: 31%
- Foster care, nonrelative: 46%

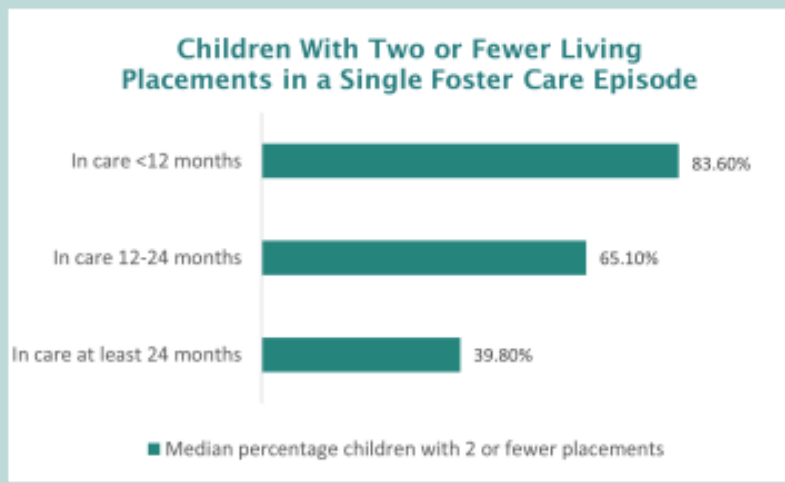Legal Center for Foster Care and Education   2   https://www.fostercareandeducation.org/

> Of the estimated 224,396 children who exited foster care during FFY 2020 for whom data were available, the median amount of time spent in care was 15.9 months.

Length of Stay for Children Exiting Foster Care in FY 2020 [N=224,396]

> 66% of children ages 5-17 experience more than one living placement while in foster care.

School-Aged Children and Youth in Foster Care (ages 5-17), FY2019: Number and Percentages of Children by Number of Living Placements

National data from AFCARS obtained from NCANDS; data is point-in-time count of children in care on 9/30/2019. Produced by Data Advocacy, Casey Family Programs.

> Data indicate that children with longer times in care have experienced more placement changes.

Children With Two or Fewer Living Placements in a Single Foster Care Episode

■ Median percentage children with 2 or fewer placements

Legal Center for Foster Care and Education   3   https://www.fostercareandeducation.org/

Endnotes

For full citations to references mentioned below, see Exploring Education Outcomes: What Research Tells Us.

1. In CO the rate was 31% (Clemens, Kopfenstein, Tis & LaLonde, 2017). In one California study the rate was 75% (Frerer, Sosenko, Pellegrin, Manchik & Horowitz, 2013).

2. In MA, 25% of foster youth attended two or more schools during the academic year (Massachusetts Court Improvement Program, 2019); In CO, foster care students changed schools an average of 3.46 times (Clemens, LaLonde & Sheesley, 2016; see also Courtney, Terao, Bost, 2004, p.42).

3. Zorc, O'Reilly, Matone, Long, Watts, & Rubin, 2013; In MA, 33% of foster care students were chronically absent (Massachusetts Court Improvement Program, 2019).

4. All students: National Center for Education Statistics (for 2013-2014 school year). In IN, 23.3% or 2.5 times higher than other students (Indiana Department of Education and Department of Child Services Foster Care Data Report 2018-2019 School Year, April 1, 2020). In MA, 12% (Massachusetts Court Improvement Program, 2019); In WA, 14.3% of all school age foster youth or about 3.5 times that of other students (includes expulsions) (Source: WA Office of Superintendent of Public Instruction (OPSI), 2020, retrieved from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300

5. IN: 1.08%, 4 times higher than other students (Indiana Department of Education and Department of Child Services Foster Care Data Report 2018-2019 School Year, April 1, 2020); In WA, all school age foster youth, about 3.5 times that of other students (includes suspensions) (Source: OPSI (2020), retrieved from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300

6. IN: English Language Pass Rate 29.2% (Grade 10) (Indiana Department of Education and Department of Child Services, 2020); WA: 32.7% meet grade level and also meet state standards at less than ½ the rate of same grade peers (Crume, 2020; Chen, Pyle & Aldrich, 2019).

7. McLeskey, Rosenberg & Westing, 2010; Zeitlin, 2006; Pecora, Kessler, Williams, Downs, English, White & O'Brien, 2010; Courtney, Terao, Bost, 2004; Nationally, 2.7 times more likely than non-foster youth (Gee, 2020; Casaneuva, Smith, Dolan & Ringeisen, 2011; OR: 30% of 16-18 year-olds (Lee, Powers, Geenen, Schmidt, Blakeslee & Hwang, 2018).

8. From U.S. Department of Education - In 2019-20, the number of students ages 3-21 who received special education services under the IDEA was 7.3 million or 14% of all public school students. Among those students receiving special education services, the most common category of disability (33%) was specific learning disabilities. U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 31, 2021, from https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bc

9. Foster and non-foster youth graduation rates in 2019 (National Center for Education Statistics, 2020).

10. McMillen, Auslander, Elze, White, & Thompson, 2003.

11. Courtney, Terao & Bost, 2004.

12. CO: 13.4% (Clemens, 2014); WA: 13.4% (4-year college) and 37.6% (any post-secondary) (Crume, 2020; Chen, Pyle & Aldrich, 2019).

13. Casey Family Programs, 2018.

14. Pecora et al., 2003.