

## 6. Training and Support

### Overview

The Department supports ongoing training for foster parents, relative caregivers and potential adoptive resources to provide children with substitute caregivers who:

1. Are adequately trained and supported in effectively parenting a child burdened with the trauma of varying abuse experiences;
2. Have an increased understanding and ability to help manage the behavior difficulties presented when children externalize or internalize the emotion and experience of abuse, which is their reaction to trauma; and
3. Realize the importance of meeting their own needs while also meeting the needs of children.

Foster parents, relative caregivers, and potential adoptive resources participating in training continue to develop skills to parent effectively. Training also provides information and tools in assisting children for whom they provide care to process the experience of removal from their family and support biological family ties. Training also provides foster parents and relative caregivers with support and a forum to problem solve issues in a safe environment; with individuals experiencing the same or similar challenges.

Well trained caregivers generally experience greater satisfaction in their parenting experience and children experience more positive environments.

These procedures cover Orientation, Foundations, and ongoing training requirements for applicants, foster parents, pre-adoptive parents and relative caregivers referred in the following procedures as foster parents and relative caregivers.

This section also covers the biennial training plans developed through each District regarding utilization of Child Welfare Partnership classes and other training resources available through the Department.

All foster parents and relative caregivers are required to participate in training activities. These training activities include:

Orientation to child welfare and the role of a foster parent and relative caregiver,  
Foundations training which includes information relating to caring for the population of children served by the department, and

Ongoing training to enhance skills and abilities during the course of certification.

Orientation and Foundations training is provided by Department staff in the branch offices around the state.

Ongoing training can be obtained through a variety of sources. Some ongoing training is provided through a contract with Portland State University Child Welfare Partnership (CWP), planned in each District, and scheduled through local branch offices. Some ongoing training is provided by Department staff with knowledge in areas such as addiction, mental health, medication management, or department rules and procedures. Other ongoing training is obtained through various community resources, collaborative efforts between the local branch offices and community partners, regional or national conferences, support groups, books and articles, and other electronic resources available on line or through various libraries.

## **Procedure:**

### **A. Orientation**

- Orientation of foster parents and relative caregivers is intended to provide a high level overview of information related to the Department and substitute care giving. There are multiple ways to present Orientation information.
- A certifier can present the Orientation material during the application and assessment process. Orientation can be:
  1. Incorporated into a group meeting of potential foster parents; or
  2. Incorporated into the Foundations training schedule as a distinct, additional topic. When Orientation is incorporated into the Foundations training schedule, it should be the first topic covered.
- A certifier can also present Orientation on a one-to-one basis during an expedited certification process. In these instances, the certifier must present the Orientation within 30 days of issuing the expedited certificate of approval.
- A certifier conducting Orientation, whether in a meeting with a group of applicants or on a one-to-one basis:
  1. Provides an individual with the booklet “Foster Parent Orientation Basics” (9800P), and
  2. Reviews content, emphasizes main points, answers questions, and provides specific local area information. Handing the booklet to an individual without conversation and review of the information is not considered an orientation.
- When a certifier conducts a one-to-one Orientation during an expedited certification, answer the foster parent or relative caregiver’s questions about next steps, and provide information regarding next steps in the full certification process, as well as questions about next steps regarding child welfare’s involvement with the family.

- Connect with the child’s caseworker to ensure you are providing the newly certified family with correct information about caseworker contact, any visitation plans that have been arranged, and other case-specific information.

## **B. Foundations Training:**

- Foundations training is a series of classroom trainings based on a standardized curriculum. The preferred practice is for general applicants to complete Foundations training before they are certified to care for a child in the Department’s care or custody.
- A train-the-trainer class is provided periodically through the Child Welfare Partnership. This instruction includes training tips and distribution of trainer materials for the branch offices to use during the classroom training. If you do not know who in your office schedules and conducts training, contact the certification supervisor. Foundations training is required for all foster parents and relative caregivers within 12 months of receiving a certificate of approval.
- Sometimes when a foster parent has been certified for several years it is appropriate to recommend taking one or more of the Foundations classes again as a refresher course.
- When a certifier completes an expedited certification:
  1. Work with the foster parent or relative caregiver to enroll in Foundations training within 90 days of the child’s placement. The process of enrolling a foster parent or relative caregiver in Foundations training varies across the state. Talk with the certification supervisor for information about enrolling a foster parent or relative caregiver in Foundations training if you do not know the process in your local branch.
  2. Include Foundations training as part of conversations with the foster parent or relative caregiver.
  3. Encourage participation and provide information about any available supports, such as child care or transportation that may be available.
  4. Support attendance by sharing the networking opportunities with other foster parents or relative caregivers that come with attendance.
  5. Facilitate contact with other foster parents or relative caregivers who may be able to offer assistance or other types of support during Foundations training.
  6. Provide foster parents and relative caregivers schedule information of Foundations training in bordering counties when training times or locations are more convenient in a nearby location and assist in the process to enroll in Foundations training in a bordering county.

7. Communicate clearly about the requirement of Foundations training, including the timeline for completion of Foundations training.
  8. Assist a family having difficulty attending Foundations training. This difficulty can be due to scheduling conflicts, misunderstanding about the training requirements, lack of child care resources, or the availability and or location of training, or other reasons. Provide the foster parents or relative caregivers the information about the Foundations schedule and the local process to enroll in Foundations training.
  9. Develop a simple written plan with the foster parent or relative caregiver about attending Foundations training. An effective plan clarifies who is going to attend the training, where and when the training will occur, and solutions to any identified barriers such as travel time, child care, etc.
  10. When efforts to facilitate completion of Foundations training are unsuccessful, consult with your supervisor. Invite the caseworkers of any children placed in the home to participate in the consultation.
  11. Determine, after consultation with the supervisor, if the foster parent's or relative caregiver's lack of Foundations training creates a safety or well-being concern for any children placed in the home, and if so, what actions the Department needs to take to address the issue.
  12. Document the foster parent's and relative caregiver's completion of Foundations training in the Department's computer information system.
- Individualized Training Plans. There can be two types of individualized training plans, developed for families in place of the required Foundations training. Individualized plans are considered when language barriers exist or when attending Foundations would cause a hardship for a child specific certified individual, and the child's needs can be address through other training. Consult with your supervisor or with the Foster Care Program Coordinator when preparing and individualized training plan.
    1. Individualized training plans for families who have limited English proficiency and/or hearing or visual impairments.
      - a. Consider local DHS resources such as interpreters, community resource, and written or audio books, videos, DVDs, internet resources or other resources which may be available in languages other than English or are available to the hearing or visually impaired.
      - b. Develop the individualized training plan with the foster family.
      - c. Obtain approval of the plan from the certification supervisor.
      - d. Document the plan in the Department's information system.

2. Individualized training plans for child-specific certified families are developed when the family:
  - a. Has a significant relationship with the child,
  - b. Would incur a hardship by attending the full foundations training, and
  - c. Is able to meet the child's individual needs with less than the full foundations training,
3. The plan must be developed within the first 90 days of the child specific certificate being issued.
4. Plan must include training on the topics of the mental and emotional problems that occur in child victims of abuse and neglect, including sexual abuse and rape of a child, and
5. Plan must include the reason why Foundations is not appropriate for the family and how the individualized training plan will strengthen the certified family's ability to understand and meet the safety and well-being needs of the child.
6. Foundations training, or part of it, can be waived when an individualized training plan is in place.
7. The training plan is not developed for the sole purpose of relieving the foster parent from attending Foundations Training.

### **C. Ongoing Training**

Ongoing training provides foster parents and relative caregivers with current information on parenting trends and research, strengthens their skills, provides opportunities to stay connected to other foster parents and relative caregivers, and allows a sharing of knowledge between experienced and new foster parents. Ongoing training can be obtained in a variety of settings and methods. Each certified adult in a foster parent or relative caregiver home must obtain thirty (30) hours of ongoing training for each 24 month period of certification.

The thirty hours of required ongoing training can be obtained from various sources. For the foster parent being recertified the first time, all the hours of Foundations training they completed during the first two-year certification period, count toward the required 30 hours of ongoing training.

- Meet with the foster parents or relative caregivers to discuss the parenting issues that have been presented with the child or children in their home.
- Discuss topics or information that the foster parent or relative caregiver believes would be useful in further developing care giving skills.

- Review any information from children who have been or are currently placed in the home and review and supervision needs identified through a CANS screening, any medical issues that are being addressed through a Personal Care Services Plan, or other issues unique to the children in the home, including medical, mental health, educational or developmental issues the children may have.
- Take into consideration the developmental stages of the children in the home when recommending specific subject area interests.
- Discuss with the foster parent or relative caregiver specific subject area interests.
- Provide foster parents and relative caregivers with information about local support groups and encourage attendance. Provide specific information about dates, times, locations, and a contact number of someone in the group.
- Ask the foster parent or relative caregiver permission to give their contact information to support group facilitators or a group member that might reach out to the foster parent or relative caregiver. Although a certifier encourages participation in support groups, a foster parent or relative caregiver's desire to not participate must be honored.
- Encourage foster parents and relative caregivers to complete at least 50% of their ongoing training through training that includes a face-to-face or interactive component. This includes: classroom training, Netlink training, attending support groups, conferences, or seminars, and active participation in a child's counseling sessions. The remaining 50% of continuing education training can be obtained through independent study, which includes reading books or articles, viewing videos or DVDs, or listening to audio recordings.
- Develop the written training plan with the foster parent or relative caregiver.
- Discuss the foster parent's or relative caregiver's completion of training during regular contacts during the certification period.
- Work with the foster parent or relative caregiver to keep on track with regularly gaining ongoing training hours.
- Approve ongoing training hours as described in Awarding Training Hours for Ongoing Training, described in the next section.

## D. AWARDING TRAINING HOURS

- Classroom Training: Training hours are awarded for the scheduled hours of the specific training. For example, if ‘Managing Difficult Behaviors’ is scheduled from 6:00-9:00, attendance at this training is 3 training hours.
- Netlink Training: Training hours are awarded for the scheduled hours of the specific Netlink training. For example, if ‘Transitioning Children with Sensitivity’ is scheduled from 8:00-12:00, attendance at this training is 4 training hours.
- Library Resources, Library books, DVD’s, and audio recordings are another resource for foster parents to obtain continuing education credit.
  1. Public Library Foster parents and relative caregivers can use public library resources to receive training credit.
    - a. Document the title of the library resource used and, whenever possible, have a conversation with the foster parent or relative caregiver ensuring the materials were useful to the foster parent or relative caregiver.
    - b. Assign the number of training hours appropriate to the library resource. A certifier can use the training hours chart used for the Department lending library resources as a guideline.
  2. Department Lending Library
    - a. The Department’s lending library has hundreds of resources available for training credit.
    - b. Foster parents and relative caregivers can access the lending library directly at <http://oregondhs.booksys.net/opac/oregondhs/index.html>. The foster parent’s or relative caregiver’s provider number acts as the user name and PIN number and is used to reserve and check out library materials.
    - c. Users can receive training credit for reading books, viewing videos or listening to books or training materials. A report form is sent out to the user with each item shipped from the library. The instructions on the report form direct the user to complete the report form and submit it to the certifier (along with the Check Out Item sheet) for training credit. The training credit for each item is indicated in the “Call Number” field of the “Check Out Items” sheet.

3. Training hours for library materials are allotted as follows:

<b>Books, including books on tape or CD</b>		<b>Training Videos (VHS or DVD)</b>	
Number of Pages	Training Hours	Length	Training Hours
100 – 170 page	1.5 hours	75 – 90 minutes	1.5 hours
171 – 275 pages	3 hours	91 – 120 minutes	2 hours
276 – 375 pages	4 hours	Over 121 minutes	3 hours
Over 375 pages	5 hours		

- It is best practice, although not always possible, for the certifier to have a conversation with the foster parents or relative caregivers about what they learned.
- A child’s counseling or other therapeutic services
  1. Count the time a foster parent or relative caregiver spends with a child in counseling sessions or other therapeutic services as training credit only when the foster parent or relative caregiver is part of and involved in the counseling session or therapeutic service. For example if a foster parent or relative caregiver spends an hour with the child in occupational therapy, award 1 training hour.
- Support Groups
  1. The hands-on experience of being a foster parent or relative caregiver is an invaluable tool and can be used to help train and support other foster parents and relative caretakers within a support group structure. A foster parent or relative caregiver support group includes several general criteria. These criteria include settings where foster parents or relative caregivers have the opportunity to:
    - a. Receive support from other experienced foster parents
    - b. Identify mentors
    - c. Get ideas from others
    - d. Participate in a forum to communicate with others
    - e. Express emotions and frustrations with others that understand (empathize)
    - f. Provide constructive support and guidance
    - g. Network and build relationships with others.
  2. Structured Support Group
    - a. In a structured support group, a professional, designated leader, or facilitator directs the meeting, and includes an agenda or outline of items discuss during the meeting. A structured support group could also provide a speaker/trainer on specific topics related to foster or adoption issues. Structured support groups have a regularly scheduled time and meeting location.

- b. Some counties have a Foster Parent Association that provides support group meetings in their area. In some counties there are multiple structured support groups, such as groups for foster parenting children with medical needs, a group solely for relative caregivers, a group for Spanish, or other non-English speaking foster parents or relative caregivers, or a group for those caring for teens. In some counties Department staff lead the support group.
- c. DHS participation in support groups is based on resources, foster parent desire, and the focus of the support group. When DHS staff participates in structured support groups, the personal connection between workers and support group members works well for building working relationships. In a support group setting, Department staff can provide updates on policy, changes in practice, answer general questions etc. but need to be sensitive to how and when support group members perceive Department involvement. Although part of a structured support group may include discussion about concerns or disappointments with the Department, it is paramount that a structured support group be positive and supportive of both foster parents and relative caregivers and the role with DHS.

### 3. Unstructured Support Groups

- a. An unstructured support group is more of a social gathering to provide support and connection between foster parents and or relative caregivers without the structure of a regular or designated facilitator.
- b. Unstructured support groups include social events like “Day at the Park” where foster parents get together to talk while the children play or one-on-one mentoring situations. This could also include larger informal group gatherings.

### 4. Training Hours for Support Groups

- a. Granting training hours can be used as an incentive for foster parent participation in support groups. Either type of support group should be considered for training hours; however, the number of hours will vary depending on the event. A certifier makes the decision about the approval of hours for support group.
- b. Base the decision on the length of the activity/group, if training was or was not part of the group, and the agenda of the group’s meeting. Support group sign-in sheets should be completed at structured support group and individual essay/reports (similar to short book reports) be completed by foster parents for unstructured meetings for foster parents requesting training hours and to document participation.
- c. A maximum of twelve training hours is the total allowed for any 24-month period from attending support group activities or meetings.
- d. Approve a maximum of 3 training hours for a structured support group.
- e. Approve a maximum of 2 training hours for the unstructured support group.

- f. Approve up to 1.5 training hours for mentoring between foster parents or relative caregivers.
- g. Approve up to 1 training hour for attending foster parent advisory committee or local foster parent association meetings.
- h. Approve .5 training hours for a social gathering of foster parents or relative caregivers.

**Note:** formal training or presentation of educational material that is part of a support group can be counted separate from support group hours. For example, when 30 minutes of a 2 hour support group is formal training this would be counted as 90 minutes of support group time and 30 minutes of in-person training time.

- For a quick reference to training hours awarded for various types of training see Appendix 7.2.

## **E. Documentation**

Certifiers, foster parents and relative caregivers can use the form, CF 34 Report of Certified Caregiver Training for Credit to track ongoing training credit received during a certification period. Document all training for the current certification period in OR-Kids in the provider module, training tab.

For some training, foster parents and relative caregivers will receive a certificate of completion for trainings attended. The certifier can view the certificate of completion to verify training has been completed. Certifiers will document foster parents' and relative caregivers' training in the Department's information system, in the provider section under the training tab.

## **F. District and Local Office Training Plans**

The Department has a contract with Portland State University through their Child Welfare Partnership (CWP) to provide a specified number of classroom trainings in each District based upon the number of certified homes within the District and the budget allocation for foster parent and relative caregiver training in each biennium's budget. At the beginning of each biennium, each District develops a biennial training plan to utilize the resources allocated to the District. Although primarily used to plan and schedule the contracted training resources, this meeting can be used to invite and collaborate with other community partners to further expand training opportunities for foster parents or relative caregivers. A key factor to the success of ongoing training for foster parents and relative caregivers, is the local support in developing and implementing the biennial training plan.

In developing the biennial training plan, the District can collaborate with community partners, central office and CWP staff to develop a schedule of classroom trainings for foster families and relative caregivers. Local offices within a district participate in planning which specific trainings will be provided at the local branches within the District. In addition to certifiers, supervisors, foster parents and relative caregivers, other child welfare staff, when a District invites others to the planning process (the local school districts, educational service districts, Head Start, Early Intervention Programs, local Indian tribes or tribal organizations, religious communities who may offer parenting or other appropriate training, mental health organizations, the local commission on children and families, hospital education programs, public health or WIC offices, public libraries and other organizations), other local resources can greatly expand the learning opportunities that might be available locally to foster parents and relative caregivers.

- The biennial plan should include training in each of the following 13 subject areas at least once in a 24 month period, whenever possible.
  1. Role and Responsibilities: Achieving success in your role as a Foster parent.
  2. Behavior Management: Strategies for positively influencing challenging behaviors.
  3. Attachment and Development: Understanding the impact of abuse and neglect on child development.
  4. Systems Processes and Procedures: A fuller understanding of the Child Welfare system and community partners such as CASA and the CRB.
  5. Sex Abuse: Caring for sexually abused children.
  6. Foster Family Dynamics: Preparing for and understanding your changing family.
  7. Surviving and Thriving: Developing support for yourself and your family as a Foster parent.
  8. Relationships with the Child's Family: Connecting and working with a child's family.
  9. CPR, First Aid, child safety, and beyond.
  10. Parenting Children with Specialized Needs: Specialized diagnoses.
  11. The effects of drugs and alcohol on children and families.
  12. Dealing with grief and loss.
  13. Successful transition of children.

Although the training plan is developed at the beginning of each biennium, circumstances may change and a District or branch can change the initial request when a specific training need is identified, or request additional training if funding is available. Changes to plan for the contracted services are arranged through conversations with CWP staff.

The meeting to develop the biennial training plan includes planning for all of the following resources.

- Classroom Training.
  1. CWP staff arrange for the trainer for the contracted classroom training. The local staff arrange for the room location, for ensuring staff are available at the training location before, during, and after the training. Classroom trainings provided through the contract with CWP are shared among the local offices in the district to maximize the availability of training opportunities.
  2. In Districts where CWP contract training resources are limited due to a lower population of foster parents or relative caregivers, branches within the District can arrange for V-Con access among the branch offices to expand the audience for the scheduled training.
    - a. For two-site video conferences (V-Con) the person scheduling the training in the branch may work through their local V-Con Site Coordinator.
    - b. For multi-site (3 or more) video conferences (V-Con) the person scheduling the training in the branch needs to reserve rooms and equipment through the local Site Coordinator. That person will also need to contact the DHS Statewide Video Conference Coordinator in the CAF Training Unit to have the V-Con event scheduled on the video bridge.
    - c. Part of the District's plan can also include local community training opportunities open to foster parents and relative caregivers provided by other local community organizations.
- Foster Parent College
  1. Foster Parent College is an online training resource for foster parents. Foster Parent College has a variety of training topics that a foster parent or relative caregiver can use. Follow the link to the website, to view the subject areas provided through this resource(<http://www.fosterparentcollege.com/?gclid=CNv6h6fE9KcCFeUbQgodBHVGBw>) .Each District is allotted a specified number of foster parent college training units each biennium. Each District has representative selected to monitor Foster Parent College utilization. The certification supervisor knows who in the District monitors and allocates Foster Parent College units.
- Netlink trainings.
  1. The CWP is contracted to provide a specified number of Netlink Trainings for foster parents and relative caregivers each biennium. The Netlink training schedule will be provided to each District during the biennial planning meeting.
  2. Additionally, upcoming Netlink trainings can be located on the CWP training directory at <http://www.cwpsalem.pdx.edu/foster/index.htm>.

3. The Netlink trainings are available statewide, and are limited only by Netlink capacity for number of participants for successful operation of the system. Foster parents or relative caregivers can register and attend a Netlink training from their personal computer at home. As an alternative, branches can schedule a group for training around a scheduled Netlink training session by taking the following actions to make the Netlink information available to a group of people in the branch office.
  - a. Schedule a group Netlink training and host the training in the local branch, office.
  - b. Advertise the availability of the Netlink as a group training to your foster parents and relative caregivers.
  - c. Arrange for access to a computer, internet access and a microphone in the room in which the group will be meeting.
  - d. Register for the specific Netlink training by going to <https://dhslearn.hr.state.or.us>
  - e. A certifier needing help or more information about connecting to a Netlink training can get detailed information on the CWP website at <http://cwpsalem.pdx.edu/distance/resource.htm>.
- Training provided through other community agencies
  1. When the District has engaged the local community in planning for training opportunities for foster parents or relative caregivers, there may be opportunities to greatly expand classroom offerings. Working together with local partners, arrange for sharing training resources, cross-training groups of parents and caregivers, or ask that foster parents or relative caregivers can participate in trainings offered through these community organizations. The District or branch offices can delegate staff to facilitate these discussions and provide regular contact and communication with the community partners.
  2. Under district or branch management approval, establish connections and relationships with the identified individuals through in-person meeting, phone calls, or e-mail.
  3. Facilitate meetings during the year for the purpose of reviewing the trainings each community partner has scheduled and those trainings appropriate for foster parent or relative caregiver attendance.
- Develop Strategies to Promote Training Opportunities

1. Develop strategies to share upcoming training information with foster parents and relative caregivers through newsletters, posting information on the foster parent website, sending information by email, or through visits or other in-person contact. When possible, make phone calls to foster parents and relative caregivers, to remind them of upcoming training opportunities and to personalize notification.
  2. Share your plan with all certifiers and with foster parents and relative caregivers so everyone knows where to find information on upcoming training.
- Special Considerations
    1. Training for Spanish-Language Speakers Spanish language training is available from various sources.
      - a. Foundations training is provided in Spanish in several branches throughout the state. Contact your foster care coordinator if you do not know which branches provide training in Spanish. This may be a resource for a Spanish language family if travel is reasonable.
      - b. The Department's lending library has some materials in Spanish.
      - c. Contracted classroom training through the CWP can be provided in Spanish, and a limited number of Netlink trainings for foster parents and relative caregivers are provided in Spanish each year.
      - d. Spanish language training resources can also be found on the internet. One such resource is through the Child Welfare Information Gateway at <http://www.childwelfare.gov/spanish/#tab=general>.
      - e. Check with local community resources for Spanish or other non-English training opportunities. Community resources such as the Educational Service District, local school districts, community mental health agencies, and hospitals could be resources for training.
    2. Translation
      - a. The child welfare training specialist in central office has access to translation equipment. To use this equipment for bilingual training, the branch will need to have a translator in the classroom when an English-speaking trainer is teaching material. For more information contact the Training Services Unit.
      - b. There may be occasions where the certifier may use an American sign language interpreter.
      - c. See Appendices 7.3 and 7.4 for additional information regarding translation equipment and translation of documents.
    3. Special Accommodations

- a. There may be occasions where other accommodations need to be made, for example a foster parent or relative caregiver who is blind, hearing impaired or has other needs for special accommodations. If the local branch office cannot arrange for these accommodations, contact your foster care coordinator and see whether additional resources might be available.
- Foster Parent Training Support Funds
    1. Each District is given a specified amount of flexible funds dedicated to support foster parent and relative caregiver training. These funds can be used to provide a variety of supports. The CAF Training Unit staff support the distribution and expending of these funding resources. In the planning process for the biennium, be aware that funds can be used to support the following items and plan to use funds to best support ongoing training for your foster parents and relative caregivers:
      - a. Child Care
      - b. Refreshments
      - c. Facility Rental
      - d. Scholarships
      - e. Travel to attend approved conferences
      - f. Per-diem expenses related to approved conferences
      - g. Training Supplies
      - h. Contracted Training
    2. If you need more information about these resources, contact your certification supervisor or the child welfare program manager. Staff in the Department's Training Unit in Central Office is also available when needed.
  - Training Incentives
    1. Incentives can be helpful to improve the participation of some foster parents and relative caregivers in the training process. Plan whether and how the District will support training through the use of incentives. There are many ways to support training efforts through incentives. Types of Incentives the Department can encourage and support include:
      - a. Award certificates to individuals that complete a training session,
      - b. Acknowledge individuals during support group meetings.
      - c. Provide child care services to the children of foster parents that attend training.
      - d. Provide snacks, highlight a foster parent or relative caregiver in local newsletters when foster parents or relative caregivers have attained a certain number of training hours i.e., 10, 20, and 30.

- e. Award a small gift to individuals that accomplish training milestones. For example, the foster parent or relative caregiver who achieves the greatest number of training hours or the foster parent or relative caregiver who completes the required training earliest could receive a small community donated gift.
- f. Distribute donated goods and services through a drawing to foster parents and relative caregivers who have completed training.
- g. Approach community partners and business for donations that can be given to foster parents. Branch offices can provide community businesses and partners with a letter containing information necessary for them to use the donation as a tax deduction.



## Supervisor's Role

- Discuss foster parent and relative caregiver training with the certifier during regular case staffing.
- Review whether the foster parent or relative caregiver is following their training plan whether there are specific training topics from which a family could benefit, and how the certifier is working with the foster parent or relative caregiver regarding training needs.
- Confirm through a certifier's documentation that a family has completed the required training prior to approving recertification.
- Participate in the development of the District's biennial training plan.
- Ensure there are sufficient staff resources to support on-site training.



## Forms and References

### Forms

- CF 34 – Report of Certified Caregiver Training for Credit  
<http://apps.state.or.us/Forms/Served/ce0034.doc>

## References

- II-B.1 Standards for Certification of Foster Parents and Relative Caregivers and Approval of Potential Adoptive Resources  
[http://www.dhs.state.or.us/policy/childwelfare/manual\\_2/ii-b1.pdf](http://www.dhs.state.or.us/policy/childwelfare/manual_2/ii-b1.pdf)
- II-B.1.1 Responsibilities for Certification and Supervision of Foster Parents, Relative Caregivers and Approval of Potential Adoptive Resources  
[http://www.dhs.state.or.us/policy/childwelfare/manual\\_2/ii-b11.pdf](http://www.dhs.state.or.us/policy/childwelfare/manual_2/ii-b11.pdf)