County of Los Angeles
DEPARTMENT OF CHILDREN AND FAMILY SERVICES

425 Shatto Place, Los Angeles, California 90020
(213) 351-5602

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April 4, 2016

To: Supervisor Hilda L. Solis, Chair
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From: Philip L. Browning
Director

ETTIE LEE FOSTER FAMILY AGENCY QUALITY ASSURANCE REVIEW

The Department of Children and Family Services (DCFS) Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Ettie Lee Foster Family Agency (the FFA) in June 2015. The FFA has one licensed office located in the First Supervisorial District and provides services to the County of Los Angeles DCFS placed children and youth. According to the FFA's program statement, its mission is, "To provide each child with a safe and nurturing environment in which to meet his/her unique challenges, to provide the most home-like environment possible and to offer comprehensive and effective treatment that supports the child to meet his/her goals."

The QAR looked at the status of the placed children's safety, permanency and well-being during the most recent 30 days and the FFA's practices and services over the most recent 90 days. The FFA scored at or above the minimum acceptable score in 7 of 9 focus areas: Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, and Tracking & Adjustment. OHCMD noted opportunities for improved performance in the focus areas of Safety and Teamwork.

The FFA provided the attached approved Quality Improvement Plan (QIP) addressing the recommendations noted in this report. In September 2015, OHCMD Quality Assurance Reviewer discussed results of the QAR with the FFA and provided the FFA with technical support to address methods for improvement in the areas of Safety and Teamwork.

If you have any questions, your staff may contact me or Aldo Marin, Board Relations Manager, at (213) 351-5530.

PLB:EM:KR:rds

Attachments

c: Sachi A. Hamai, Chief Executive Officer
John Naimo, Auditor-Controller
Public Information Office
Audit Committee
Terri Varnum, Chief Executive Officer, Ettie Lee Foster Family Agency
Lajuannah Hills, Regional Manager, Community Care Licensing Division
Lenora Scott, Regional Manager, Community Care Licensing Division

ETTIE LEE FOSTER FAMILY AGENCY
QUALITY ASSURANCE REVIEW (QAR)
FISCAL YEAR 2014-2015

SCOPE OF REVIEW

The Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Ettie Lee Foster Family Agency (the FFA) in June 2015. The purpose of the QAR is to assess the FFA's service delivery and to ensure that the FFA is providing children with quality care and services in a safe environment, which includes physical care, social and emotional support, education and workforce readiness, and other services to protect and enhance their growth and development.

The QAR is an in-depth case review and interview process designed to assess how children and their families are benefiting from services received and how well the services are working. The QAR utilizes a six-point rating scale as a *yardstick* for measuring the situation observed in specific focus areas. The QAR assessed the following focus areas:

Status Indicators:

- Safety
- Permanency
- Placement Stability
- Visitation

Practice Indicators:

- Engagement
- Service Needs
- Assessment & Linkages
- Teamwork
- Tracking & Adjustment

For Status Indicators, the reviewer focuses on the child's functioning during the most recent 30 day period and for Practice Indicators, the reviewer focuses on the FFA's service delivery during the most recent 90 day period.

For the purpose of this QAR, interviews were conducted with three focus children, three Department of Children and Family Services (DCFS) Children's Social Workers (CSWs), three FFA social workers, three certified foster parents, and the FFA director.

At the time of the QAR, the placed children's average number of placements were nine, their overall average length of placement was 14 months and their average age was 11. The focus children were randomly selected. None of the focus children were included as part of the sample for the 2014-2015 Contract Compliance Review.

QAR SCORING

The FFA received a score for each focus area based on information gathered from on-site visits, agency file reviews, DCFS court reports and updated case plans, and interviews with the FFA social workers, certified foster parents, DCFS CSWs, service providers, and the children. The minimum acceptable score is 6 in the area of Safety and 5 in all remaining areas.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Safety - The degree to which the FFA ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other settings.	6	5	**Good Safety Status** - The focus children are generally and substantially avoiding behaviors that cause harm to self, others, or the community and are generally free from abuse, neglect, exploitation, and/or intimidation in placement.
Permanency - The degree to which the child is living with caregivers, who are likely to remain in this role until the child reaches adulthood, or the child is in the process of returning home or transitioning to a permanent home and the child, the FFA staff, caregivers and DCFS CSW, support the plan.	5	5	**Good Status** - The focus children reside in a foster home, and DCFS permanency goals are adequately supported by the FFA. The focus children are in a setting which will endure until the focus children reach maturity.
Placement Stability - The degree to which the FFA ensures that the child's daily living, learning, and work arrangements are stable and free from risk of disruptions and known risks are being managed to achieve stability and reduce the probability of future disruption.	5	5	**Good Stability** - The focus children have substantial stability in placement and school settings with only planned changes and no disruptions. The focus children have established positive relationships with primary caregivers, key adult supporters, and peers in those settings. Any known risks are now well controlled.
Visitation - The degree to which the FFA staff support important connections being maintained through appropriate visitation.	5	5	**Substantially Acceptable Maintenance of Visitation & Connections** - Generally effective family connections are being sought for all significant family/Non-Related Extended Family Members (NREFMs) through appropriate visits and other connecting strategies.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Engagement - The degree to which the FFA staff working with the child, biological family, extended family and other team members for the purpose of building a genuine, trusting and collaborative working relationship with the ability to focus on the child's strengths and needs.	5	5	**Good Engagement Efforts** - To a strong degree, a rapport has been developed, such that the FFA staff, caregivers, DCFS CSW, and the focus children feel heard and respected.
Service Needs - The degree to which the FFA staff involved with the child, work toward ensuring the child's needs are met and identified services are being implemented and supported and are specifically tailored to meet the child's unique needs.	5	5	**Good Supports & Services** - A good and substantial array of supports and services substantially matches intervention strategies identified in the case plan. The services are generally helping the focus children make progress toward planned outcomes.
Assessment & Linkages - The degree to which the FFA staff involved with the child and family understand the child's strengths, needs, preferences, and underlying issues and services are regularly assessed to ensure progress is being made toward case plan goals.	5	5	**Good Assessment and Understanding** - The focus children's functioning and support system are generally understood. Information necessary to understand the focus children's strengths, needs, and preferences are frequently updated. Present strengths, risks, and underlying needs requiring interventions and supports are substantially recognized and well understood.
Teamwork - The degree to which the "right people" for the child and family have formed a working team that meets, talks, and makes plans together.	5	4	**Minimally Adequate Teamwork** - The team contains some of the important supporters and decision makers in the focus children's lives, including informal supports. The team has formed a minimally adequate to fair working system that meets, talks and/or plans together; at least one face-to-face team meeting has been held to develop plans.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Tracking & Adjustment - The degree to which the FFA staff who is involved with the child and family is carefully tracking the progress that the child is making, changing family circumstances, attainment of goals and planned outcomes.	5	5	**Good Tracking and Adjustment Process** - Intervention strategies, supports, and services being provided to the focus children are generally responsive to changing conditions. Frequent monitoring, tracking, and communication of the focus children's status and service results to the team are occurring.

STATUS INDICATORS

(Measured over last 30 days)

What's Working Now (Score/Narrative of Strengths for Focus Area)

Permanency (5 Good Status)

Permanency Overview: The FFA provided substantial permanence for the three focus children. The FFA staff developed appropriate permanency plan goals for the focus children. The FFA staff demonstrated efforts to assist the focus children in achieving permanency.

The first focus child's permanency plan of Family Reunification (FR) was recently terminated and the child is now receiving services through Planned Permanency Living Arrangement (PPLA). The focus child is of Native-American descent, and is receiving services through an Indian Child Welfare Act (ICWA) worker. The tribe is exploring placements with two separate relative homes: a paternal aunt and family who reside on an Indian Reservation ranch out-of-state and the maternal grandmother who lives on an Indian Reservation out-of-state. Another option being considered is adoption with the focus child's siblings' foster parent. The foster parent is raising two of his siblings and would like to adopt all four of the children. The focus child, DCFS CSW and the FFA social worker are in favor of this plan.

The second focus child's permanency plan is to reunify with his father. The plan is for the focus child and his sibling to live with their father in the home of their paternal uncle. The plan for the focus child to live with his father is moving forward, as the visits have progressed from monitored to unmonitored visits. The biological mother has not been part of the permanency plan.

The third focus child's current permanency plan is FR with his biological mother. The concurrent plan had been PPLA, with the certified foster parents and the child to remain in their home until he transitions out of care. The focus child, DCFS CSW and FFA social worker are in agreement for the child to remain in long-term care with the certified foster parents.

The FFA staff has demonstrated good efforts to assist the focus children in achieving permanency and ensure that the treatment team is aware of each focus child's permanency plan. The FFA staff

ensures that the focus children maintain contact with their family members and assists in maintaining and strengthening those relationships through regular visitation and telephone contact with their family members and other important people in their lives.

Placement Stability (5 Good Stability)

Placement Stability Overview: The FFA staff have provided good stability for the focus children. The focus children have established positive relationships with their certified foster parents, FFA social workers, and key people in their lives. The FFA staff have provided substantial stability in placement and school settings for the three focus children. The FFA social workers conduct weekly announced and unannounced visits to the foster homes in order to ensure the focus children and their foster family's needs are being met.

The first focus child's FFA social worker reported that she visits the focus child in his various activities, including Boys and Girls Club, after-school tutoring program, and sibling visits, to ensure the focus child is safe and comfortable in the new settings and activities he is experiencing. The DCFS CSW stated that it has been an ongoing process and that she will continue to focus on a permanent placement for the focus child and his siblings to live together.

The second focus child's FFA social worker stated that the focus child had a smooth transition into school, due in part to the FFA social worker's visits to the focus child's school to ensure the school setting was appropriate. The DCFS CSW stated that a Child and Family Team meeting was conducted to discuss the focus child's placement plan of residing with his father.

The third focus child's FFA social worker stated that they have worked to place the focus child with his sibling and have involved the focus child in ongoing and open communication to ensure the focus child felt that he was treated with respect in his foster home. The DCFS CSW reported that he has closely monitored the focus child's progress with the foster parents and has been a bridge to communicate the focus child's needs with the team members.

The focus children reported feeling safe and comfortable in their foster homes. They feel supported by their foster family, as well as trusting and having a good rapport with their FFA social worker.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The FFA staff was generally effective in maintaining visits and connections for the focus children. The FFA social workers, along with the certified foster parents, are following the focus children's visitation plan in accordance with the Court's visitation orders. The FFA social workers ensured the focus children had regular contact and visits with family members, including providing monitored visits when necessary. The FFA staff ensured that the focus children's visits were convenient for all parties. The FFA staff made every effort to ensure a missed family visit was rescheduled in a timely manner.

The first focus child received bi-monthly visits with his siblings at various locations convenient for everyone, including activities and overnight visits at one of his siblings' foster home. There has been good collaboration between the FFA social worker, DCFS CSW and certified foster parents to ensure the focus child and his siblings have regular visits and share in each other's lives. Although reasonable efforts have been made by the FFA social worker and DCFS CSW, the mother has only

had very sporadic contact with the focus child. The DCFS CSW reported that the maternal grandmother maintained contact via telephone calls and greeting cards.

The second focus child received regular visits with his father at his paternal uncle's home. The child is scheduled to begin overnight visits with his father. The focus child stated that his father lives with his uncle. He stated that "a long time ago I had visits with my mom. I want her to call me." The DCFS CSW stated that the biological mother is not involved in the visitation plan. The third focus child is allowed weekly monitored visits with his mother; the focus child and his sibling have refused contact and visits with their mother, in spite of efforts made by the FFA and DCFS CSW. The FFA staff and DCFS CSW have arranged regular visits with his siblings and maternal grandmother. The focus child stated that his visits with his grandparents and siblings "are good and fun" and stated, "I love to see my grandparents and siblings."

The FFA staff and certified foster parents have been supportive of contacts and visitations between the focus children and their family members, through good communication with the key people in the focus children's lives.

What's Not Working Now and Why (Score/Narrative of Opportunities for Improvement)

Safety (5 Good Safety Status)

Safety Overview: The FFA generally and substantially provided the focus children with a safe living environment and with competent and reliable certified foster parents. The focus children reported feeling safe in their current foster homes and have not shown any suicidal behavior or exhibited any self-injurious behaviors. The focus children are free from harm in their placements and other daily settings, including at school and in the community.

The FFA submitted a total of four Special Incident Reports (SIRs), via I-Track database, in the last 30 days. None of the SIRs were related to the focus children; however, two SIRs were not submitted timely, and one incident may have been avoided with better communication between the certified foster parent and the substitute caregiver. One SIR was related to an injury a placed child sustained while playing soccer. The second SIR was related to a placed child having a temper tantrum and hitting the foster father on the arm. The placed child's Therapeutic Behavioral Services Coach and FFA social worker arrived and implemented a Safety Plan. The third and fourth SIRs involved the same placed child. In one incident, the placed child bit the cheek of another young foster child while in the care of a substitute caregiver. The children were quickly separated by the substitute caregiver and the young child's Wraparound team was contacted for support immediately after the incident. In the second incident, the placed child had argued with an older foster child and was kicked by the older child. The children were quickly separated and the older child's Wraparound team was called, although they did not respond to the foster mother's second call, the FFA social worker provided telephone assistance and the placed child was able to calm down.

The Out-of-Home Care Investigations Section reported that no referrals were under investigation during the last 30 days.

All three of the focus children expressed feeling comfortable and safe in their foster homes. One focus child stated that he liked his foster mother and foster brothers and that he goes out with them. The focus child stated that he has not been hurt in the foster home, but if it were to happen, he can

talk to his foster mother if he has a concern. The second focus child, was asked if he feels safe in the foster home and he stated that there were always adults in the home and he is not left alone. He also stated that if he were hurt that he can tell his foster mother. The third focus child reported that no one has hurt him; however, if it were to happen, "I will let my foster parents know."

All of the DCFS CSWs stated that they are in communication with the FFA social workers, via telephone calls and e-mails to resolve any issues or concerns that may arise. One DCFS CSW related that she goes directly to the FFA social worker, stating that the FFA social worker is the oversight to ensure the foster parent follows through on the focus child's needs. Furthermore, the DCFS CSW stated, "FFA social worker is very honest and frank with regards to the focus child and his siblings and their needs being met." All three DCFS CSWs reported that if they had any concerns or issues related to their focus child, they would address their concerns directly with the FFA social worker, while one DCFS CSW reported that she would also address any concerns with the certified foster parent as well.

PRACTICE INDICATORS

(Measured over last 90 days)

What's Working Now (Score/Narrative of Strengths for Focus Area)

Engagement (5 Good Engagement Efforts)

Engagement Overview: The FFA made consistent good efforts to engage the focus children and key people in decisions they all made on behalf of the focus children. The FFA has developed a good rapport between the DCFS CSWs, family members/significant people, certified foster parents and the focus children. Furthermore, the FFA social workers have utilized reasonable efforts in informing key people of the focus children's needs and functioning in their respective certified foster homes. The FFA social workers visited the focus children at least twice a month. The FFA director stated that the relationship they share with the DCFS CSWs is "very important" in conveying the focus child's needs and in working together.

The first focus child was visited by the FFA social worker on a weekly basis. The FFA social worker stated that she visits the focus child in different settings and activities, besides the foster home, to ensure the child is safe and comfortable in his daily setting and activities. She also shared that she is very involved with the DCFS CSW via meetings, visits, telephone calls and e-mails. The FFA social worker stated that she has a "very honest and good" working relationship with the DCFS CSW. The FFA social worker related that the DCFS CSW spends a lot of time with the focus child and his siblings when visiting with them. Although the child's therapist stated that she did not have good communication with the FFA as she was not notified in advance of the focus child's change in foster homes so that she could prepare him for the change, the FFA social worker shared a good rapport with the focus child and prepared and supported him before and throughout the change in certified foster homes. The certified foster parent stated in regard to the focus child, "He relies on me and the FFA social worker and knows he can call his DCFS CSW and FFA social worker at any time." The focus child stated that he likes his foster mother and foster siblings and is comfortable talking to all of them, including his FFA social worker if he has any concerns.

The second focus child is visited by the FFA social worker twice a month. The FFA social worker stated that the focus child "is doing so well" and "loves his foster mother and father." She stated that she talks via telephone with the DCFS CSW to inform her of the child's progress. The DCFS CSW reported that she has not had much contact with the focus child's father, as he had not been available. The therapist explained the process of presenting the focus child for an internal monthly meeting and the participants in the meeting, which did not include the DCFS CSW. The focus child shared that he likes his foster home and can play video games and engage in outdoor activities such as soccer and swimming.

The third focus child is also visited by the FFA social worker bi-monthly. The FFA social worker reported that she maintains monthly contact or as needed with the DCFS CSW to provide updates on the focus child's progress or needs. She stated that it is difficult to reach the DCFS CSW, although the FFA staff and certified foster parents make their schedule available and flexible for the DCFS CSW's monthly visits to the foster home. The DCFS CSW reported that he consults with the FFA social worker and certified foster parents through monthly visits in which they discuss the focus child's case plan, concurrent permanency plan, educational needs, transportation needs and dental treatment. The focus child's therapist related that although he has not had much contact with the DCFS CSW, there has not been a need. He stated that the FFA social worker keeps everyone informed through emails. The therapist commented that his engagement with the FFA staff is "really good." He shared that he has a good rapport with the focus child. The focus child reported that he felt heard and respected by the FFA social worker and his foster parents. The focus child stated that he can confide in his various team members to discuss any issues of concern.

Service Needs (5 Good Supports and Services)

Service Needs Overview: The FFA staff provided the focus children with a good array of supports and services that are congruent with the intervention strategies identified in the focus children's case plan goals. The FFA social workers collaborated with the certified foster parents, the mental health providers and the focus children to develop and ensure the focus children's needs were being met. The three focus children were receiving individual therapy, while two of the focus children were receiving or had received academic tutoring services. The third focus child was achieving and thriving in his school.

The first focus child, who had not been enrolled in school and was academically not performing at grade level, received an Individual Education Plan (IEP), with designated education services through a Special Day Class small classroom setting. The focus child also received speech therapy and has made great strides in his speech and language skills. He had been attending an after school tutoring program until the FFA social worker determined that the setting was not restrictive enough to meet the focus child's needs and during the same time the focus child had begun to make progress in his small Special Day Class. The focus child also attended the Boys and Girls Club, camps, and cultural awareness services and activities through the United American Indian Involvement (UAII). Through the UAII, the focus child and his siblings were being assessed to receive a full complement of services, including a mental health evaluation and follow-up services, and cultural awareness field trips. She stated that the team developed the focus child's treatment goals and determined if he has met any treatment goals, and if necessary, will modify to an achievable goal. The FFA social worker further stated that she has a good rapport with the DCFS CSW. The focus child's therapist stated that she provides weekly therapy for the focus child at the foster home and more recently has visited

the focus child at his school to determine how he functions in the school setting. The DCFS CSW said that the focus child has been struggling and has been working to stabilize him.

The second focus child is receiving weekly individual therapy in order to work on his specific behavioral challenges and will be attending a sports program offered through the local community. The focus child's therapist stated that without a signed release of information from the DCFS CSW, she could only share that she provides progress reports to the DCFS CSW. The DCFS CSW stated that to support the focus child's academic performance, he will be attending an after-school tutoring program. The focus child stated that he meets individually with his therapist and FFA social worker every week to discuss his specific behavior challenges.

The third focus child's stability and encouragement in the certified foster home has helped him succeed in school, achieving a 4.0 grade point average. The focus child's foster parents have been working on ways to motivate and encourage the focus child to consider college and his future career. The FFA staff referred the focus child to a College Readiness program. The focus child's therapist stated that he visits the focus child at least weekly at his foster home or school and believes that the focus child is making progress in his goals. The DCFS CSW stated that he checks with the focus child to ascertain if his needs are being met. The focus child stated that he can talk to his foster parents and that they help him.

The focus children have received applicable services and have made progress while placed with the FFA.

Assessment & Linkages (5 Good Assessments and Understanding)

Assessment & Linkages Overview: The FFA has a good understanding of the focus children's functioning, needs, and support systems. The information required to understand the focus children's strengths and needs were frequently assessed and updated on an ongoing basis. The FFA social workers continually assessed the focus children's needs and provided intervention strategies to help ensure the children function effectively in their daily settings. The focus children's services and supports were reviewed and if necessary modified, at least monthly, to ensure the focus children were moving forward in their case plan goals. The FFA staff conducted monthly internal treatment team meetings, with multiple agency staff members, in part to identify realistic goals and communicate what's working and not working for the focus children.

The first focus child's DCFS CSW reported that the FFA social worker "is very honest and frank" with regard to the focus child's behavioral and academic needs, as well as the services that are necessary to meet the focus child's multiple challenges. The second focus child's DCFS CSW related that the FFA social worker keeps him "up-to-date" on the focus child's functioning and medical and dental treatment. The third focus child's DCFS CSW shared that he communicates with the FFA social worker, receives progress reports and visits the focus child and foster parents monthly in order to monitor the focus child's progress.

Through ongoing assessment and communication with key people, the FFA staff has helped the focus children achieve progress in their academic and daily functioning.

Tracking & Adjustment (5 Good Tracking and Adjustment Process)

Tracking & Adjustment Overview: The intervention strategies, supports, and services provided by the FFA staff were generally responsive to the focus children's changing needs. The FFA staff provided frequent monitoring, tracking, and communication of the focus children's status and service results, and communicates the information to other team members, including the DCFS CSW, the teacher, and other key supporters. Implementation of supports and services were tracked by progress notes, case plans, Needs and Services Plans and through communication with the focus children. The FFA social workers adjusted and modified treatment goals to meet the focus children's needs or when services were not enabling the child to make progress. The interviewed FFA social workers and DCFS CSWs expressed ongoing, responsive and good communication amongst each other. The FFA director reported that internal treatment team meetings are conducted on a monthly basis in order to "brainstorm" and share information regarding the focus children's functioning and progress.

The first focus child's DCFS CSW reported that through good communication, assessments and visits by the FFA social worker, the DCFS CSW and the FFA foster parents determined that the focus child's treatment plan needed modification and subsequently requested a second opinion from UAII.

The second focus child's DCFS CSW stated that through communication with the FFA and the focus child's father, the focus child was evaluated for an IEP and although he did not qualify, he is doing well in school. The third focus child's DCFS CSW related that he communicates with the focus child, his family and the FFA staff through group e-mails, progress reports and a Case Conference.

<u>What's Not Working Now and Why (Score/Narrative of Opportunities for Improvement)</u>

Teamwork (4 Minimally Adequate to Fair Teamwork)

Teamwork Overview: The FFA involved some of the important supporters and decision makers in the focus children's lives. There has been constant communication between the DCFS CSWs, the FFA social workers, certified foster parents, therapists and the focus children. Although all of the interviewed DCFS CSWs and FFA social workers expressed good and constant communication regarding the focus children's daily functioning, only one of the three focus children's treatment team had a face-to-face meeting in the past 90 day period. The FFA director stated that their internal treatment team meets monthly to discuss the focus children's progress and challenges. She stated that the DCFS CSWs, focus children, parents and family members have not been invited and were not regular participants in this monthly meetings. The DCFS CSWs and focus children did not express that they meet with a team of people on a regular basis, to discuss the focus children's treatment goals; however, they did state that they meet and talk to each of the team members, excluding the children's therapists, on a regular and individual basis.

Although for the most part, the teams do not meet face-to-face on a regular basis, they have formed a good working system that had ongoing communication, worked collaboratively, and contributed to the development of the focus children's case plans. However, the team was minimally adequate in that only one focus child's team met during the last quarter.

ETTIE LEE
Youth & Family Services

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November 10, 2015 Revision Made 01/22/2016

Re: Quality Assurance Review 2014-2015
To: Patricia Bolanos Gonzalez, CSA II

This QIP is in response to expressed concerns regarding the Agency's Quality Assurance Review. Due to the recent Quality Assurance Review, it would be appropriate and best practices for Ettie Lee to follow and comply with this action plan.

Focus Area Safety

- It is imperative that Special Incident Reports (SIR's) be reported to Foster Care Staff, and then to OHCU, CCL, CSW in an appropriate time and manner. The times and dates of SIR's are to be determined by type of Incident as discussed in our trainings as well as in handouts provided. Ongoing SIR training will be provided to Foster Parents and Staff 2 times per year in an effort to forge better communication, and stress the SIR's importance. When an SIR is incomplete or without all of the facts, it will be submitted to the appropriate people, and a follow up addendum will be submitted with the remaining pertinent information. All SIR's will be approved by the FFA Director or other designated authority, prior to submission. A sign in sheet or copy of certification of completion will be maintained in the Staff or Foster Parents File. Our hopes are to maintain better communication between departments, professionals, and foster parents for the safety of the children.

- Ettie Lee Foster Parents will be provided more frequent trainings on Supervision. These will be provided by Ettie Lee Staff, as well as Community resources such as the Consortium Foster Parent Trainings. Required additional Supervision trainings will be determined by the FFA Director. Foster Parents will be required to turn in a sign in sheet or a certificate of completion. These will be maintained in the foster parent's files.

- Ettie Lee staff will be trained in Personal Rights and SIR reporting on an annual basis, sign in sheets will be maintained in the staff's training files.

- Certified foster parents will receive ongoing training in "Protecting Yourself from Allegations of Maltreatment". A sign in sheet or certificate will be maintained in their file. The FFA Director will oversee that the training is completed.

Focus Area Teamwork

- In order to increase communication with all Contract providers (CSW, DCFS) Ettie Lee Staff will maintain emails, phone calls, faxes and face to face visits at least monthly. Ettie Lee will also will also meet face to face with team members (CSW, DCFS, teachers, bio-parents, mental health providers, CASA workers, foster parents, etc.) at least every 90 days (prior to each NSP). These CFT meetings will have all members of the child's team in attendance in order to establish and review the plan for each child. This will take place on a regular basis. Individual Education Plan (IEP) along with other team meetings, are needed in order to coordinate the needs and plans of each individual child. Invitations to the CFT meetings will be made by Email, a copy of the invitation will be kept in the file with all contacts. In addition, a sign in sheet for attendance will be maintained in the child's file. The FFA Director will assure that these meetings are occurring on a regular basis.

Ettie Lee Staff will comply with the stated plan. Ettie Lee is committed to providing quality care and best practices.

This will become effective as of November 10, 2015

Sincerely,

Karen Cash, LCSW

Karen Cash, LCSW
Director of FFA/Adoptions