

## **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 in a trauma-informed manner;
  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.

Certified families and potential adoptive resources participating in training continue to develop skills to parent effectively. Training provides information and tools to assist children in processing the experience of removal from their family and supporting biological family ties. Training also allows certified families to problem solve issues in a safe environment with support from individuals experiencing similar challenges.

These procedures cover Orientation, Foundations, and ongoing training requirements for applicants, certified families, and pre-adoptive parents.

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 certified families are required to participate in training activities. These training activities include:

- Orientation to child welfare and the role of a certified family,
- Foundations training that 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**

#### **Orientation**

- Orientation is intended to provide a high-level overview of information related to the Child Welfare system. 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 assessment process (issuance of a Temporary Certificate). In these instances, the certifier must present the Orientation within 30 days of issuing the Temporary Certificate of Approval.
- A certifier conducting Orientation, whether in a meeting with a group of applicants or on a one-on-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 a Temporary Certificate, 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.

## **Foundations Training**

Foundations training is a series of in-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 but is not the requirement. Foundations training must occur before or within 12 months of issuance of a Certificate of Approval. As the certifier, discuss the plan for completing Foundations training within 12 months from the issuance of the Temporary Certificate. A train-the-trainer class is provided periodically through the Child Welfare Partnership for Child Welfare staff who conduct the Foundations training. This instruction includes training tips and distribution of trainer materials for the branch offices to use during the classroom training.

### **NOTE:**

Foundations is not required if the applicant provides written documentation of completion of equivalent training content from another licensed child-caring agency within two years of an applicant's dated application for certification, and the certification supervisor agrees to waive Foundations.

Sometimes when a certified family 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 issues a Temporary Certificate:
  1. Work with the certified family to enroll in Foundations training as soon as possible. The process of enrolling a certified family in Foundations training varies across the state in each district and local office. The certified family should be made aware of the training requirements as part of initial and subsequent conversations.
    - Encourage participation and provide information about any available supports, such as child care or transportation that may be available.
    - Support attendance by sharing the networking opportunities with other foster parents or relative caregivers that come with attendance.
    - Facilitate contact with other certified families who may be able to offer assistance or other types of support during Foundations training.
  2. Provide the certified family information about Foundations training in bordering counties when training times or locations are more convenient in a nearby location, and assist in the process of enrolling in Foundations training in a bordering county. Contacts for each county can be found on the [training page](#).
  3. When efforts to facilitate completion of Foundations training are unsuccessful, consult with the certification supervisor. Invite the caseworkers of any children placed in the home to participate in the consultation.
  4. During consultation with the supervisor, determine if the certified family'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.
  5. Document the certified family's completion of Foundations training in the Home Provider Record of OR-Kids.

**NOTE:**

Inputting training credits: On the OR-Kids desktop, click on the provider name hyperlink; click on the Training tab; click insert to fill out the training information completed regarding the certified member.

- Individualized Training Plans:
- There are 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 options. Consult with the certification supervisor or with the Foster Care Coordinator when preparing an 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 resources, and written or audio books, videos, DVDs, internet resources or other resources that 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 certified family.
  - c. Obtain approval of the plan from the certification supervisor.
  - d. Upload the Individualized Training Plan into the File Cabinet of the Provider Record.
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 entire Foundations training. The plan must be developed within the first 90 days of the Temporary Child Specific Certificate being issued. If the Individualized Training Plan was not completed within the first 90 days of the Temporary Certificate, it needs to be completed prior to issuing the full Child Specific Certificate of Approval.

**NOTE:**

In the Safety Tab in the Home Provider Page, the Temporary Certificate and/or Child Specific Certificate of Approval requires a date that the individualized training plan occurred. This is to remain in compliance with [ORS 418.640](#).

- Plan must include training on the topics of the mental and emotional issues that occur in child victims of abuse and neglect, including sexual abuse and rape of a child, and
  - 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.
- 
- Foundations training, or part of it, can be waived when an individualized training plan is in place.
  - The training plan is not developed for the sole purpose of relieving the foster parent from attending Foundations training.

### **Additional Training Requirements and Information Notification**

In addition to Orientations and the Foundations curriculum, prospective and currently certified families need to be aware of two federal and one state mandate that impacts them as caregivers: The Reasonable and Prudent Parenting Standard, Notification Requirements for Missing Children, and mandatory reporting training.

### **Reasonable and Prudent Parenting Standard**

1. All applicants and certified families must receive training on the Reasonable and Prudent Parenting Standard (RPPS) and, how as providers, to apply the standard. More information can be found in chapter 4, section 34 of the [procedure manual](#). The certifier should document in his/her initial assessment as well as ongoing assessment of the family how the family is applying the RPPS. There is also a video available to view regarding the RPPS. The digital version of the video is available on the web in several locations:

For substitute caregivers:

<http://www.oregon.gov/DHS/CHILDREN/FOSTERPARENT/Pages/index.aspx>

For children and young adults:

<http://www.oregon.gov/DHS/CHILDREN/FOSTERCARE/ILP/Pages/rules-policy.aspx>

For child welfare staff, Staff Tools (Foster Care Section):

[http://www.dhs.state.or.us/caf/cw\\_stafftools.htm](http://www.dhs.state.or.us/caf/cw_stafftools.htm)

\*Versions of the video with captions in English and Spanish as well as transcripts in English and Spanish are also on the websites.

**NOTE:**

When an applicant applies for adoption, training hours must be completed prior to approval for adoption.

**Mandatory Reporting**

Mandatory reporting is part of the Foundations training, as all foster parents and relative caregivers are defined as mandatory reporters in Oregon statute. Foster parents and relative caregivers who have caregiver employees, including respite providers and non-licensed child care providers also must train those individuals in the responsibility of mandatory reporting. The training the foster parents/relative caregivers may use to satisfy this requirement can be found here:

[Computer Based Training: Reporting Suspected Abuse & Neglect of Children in Care](#)

**When a child goes missing from the Department Certified Home**

Certified families need to receive information on how to properly report if a child in their care goes missing from the home:

- Substitute caregivers must notify LEA and the National Center for Missing and Exploited Children (NCMEC) by calling the Hotline Number 1-800-THE-LOST (800-843-5678) when a child or young adult in their care is missing. This notification will often fall on the foster parent, as the caregiver is generally the first to know and the person with the most information surrounding the incident. It is already commonplace for foster parents to contact LEA when a child is missing.

**NOTE:**

See [chapter 3, section 18, Missing Children and Young Adults](#)

**Other Resources:**

Citizen Review Board: Preventing Sex Trafficking & Strengthening Families Act 2014

Summary <http://library.state.or.us/repository/2016/201606281043112/index.pdf>

U.S. Department of Health and Human Services, Office on Trafficking in Persons: What is Human Trafficking <https://www.acf.hhs.gov/otip/about/what-is-human-trafficking>

U.S. Department of Health and Human Services, Family & Youth Services Bureau, Publication: Recognizing and Assisting Youth Victims of Domestic Sex Trafficking <https://www.acf.hhs.gov/fysb/resource/bought-and-sold-0>

U.S. Department of Health and Human Services, Office on Trafficking in Persons: Poster <https://www.acf.hhs.gov/otip/resource/sex-trafficking-poster>

---

If you have questions, please contact:

Child's Caseworker: \_\_\_\_\_ Phone: \_\_\_\_\_

Your Certifier: \_\_\_\_\_ Phone: \_\_\_\_\_

### **C. Ongoing Training**

Ongoing training provides certified families with current information on parenting trends and research, strengthens their skills, provides opportunities to stay connected to other certified families, and allows a sharing of knowledge. Ongoing training can be obtained in a variety of settings and methods. Each certified adult 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. All the hours of Foundations training the foster parent/relative caregiver completed during the first two-year certification period, count toward the required 30 hours of ongoing training during the first biennial.

Meet with the certified family to discuss the following:

- Discuss the parenting issues that have been presented with the child or children in their home.
- Discuss topics or information that 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.
- Provide information about local support groups and encourage attendance.
- Encourage certified families to complete at least 50 percent 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 percent 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 completion of training during regular contacts during the certification period.
- 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 to 9 p.m., 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 a.m. to noon, attendance at this training is 4 training hours.
- Library Resources, Library books, DVDs, and audio recordings are another resource for certified families to obtain continuing education credit.
  1. Public Library:
    - a. Document the title of the library resource used and, whenever possible, have a conversation 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. Certified Families can access the [lending library](#). The provider number acts as the user name and PIN number and is used to reserve and check out library materials.
  - Training credit is given for reading books, viewing videos or listening to books or training materials. A report form with instructions is sent to the certified family with each item shipped from the library. The form is submitted to the certifier 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:

| Books, including books on tape or CD |                | Training Videos (VHS or DVD) |                |
|--------------------------------------|----------------|------------------------------|----------------|
| Number of Pages                      | Training Hours | Length                       | Training Hours |
| 100 – 170 pages                      | 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                       | 5hours         |                              |                |

It is best practice, although not always possible, for the certifier to have a conversation with the certified family about what they learned.

- A child's counseling or other therapeutic services

When a certified family is involved in a therapeutic service with a child, the length of the service may be counted as training credit. For example, the certified family may be involved in the first or last 15 minutes of the child's session; the 15 minutes may be counted as training credit.

- Support Groups

1. The hands-on experience of being a certified family is an invaluable tool and can be used to help train and support others. The criteria of a support group include settings where attendees:

- a. Receive support
- b. Identify mentors
- c. Get ideas from others
- d. Participate in a forum to communicate with others
- e. Express emotions and frustrations with others



- 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 to 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 certified families, or a group for those caring for teens. In some counties, Department staff leads 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 builds strong working relationships. In a support group setting, Department staff can provide updates on policy, changes in practice, answer general questions, etc. but needs 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 certified families 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 without the structure of a regular or designated facilitator.
- b. Unstructured support groups include social events such as Day at the Park where adults get together to talk while the children play or have one-on-one mentoring situations. This could also include larger informal group gatherings.

## 4. Training Hours for Support Groups

- a. Granting training hours are an incentive for 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 groups.
- 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 certified families for unstructured meetings.

- A maximum of 12 training hours is the total allowed for any 24-month period from attending support group activities or meetings.
- Approve a maximum of 3 training hours for a structured support group.
- Approve a maximum of 2 training hours for the unstructured support group.
- Approve up to 1.5 training hours for mentoring.
- Approve up to 1 training hour for attending foster parent advisory committee or local foster parent association meetings.
- Approve .5 training hours for a social gathering.

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 are 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 and certified families 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, a certificate of completion is provided. The certifier can view the certificate of completion to verify training has been completed. Certifiers will document the training in OR-Kids in the Home Provider Record under the training tab.

## **F. District and local office Training Plans**

The Department has a contract with Portland State University through its 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 biennium's budget allocation for foster, adoptive and relative caregiver training. At the beginning of each biennium, each district is asked to develop 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 community partners to further expand training opportunities. A key factor to the success of ongoing training is the local support in developing and implementing the biennial training plan.

In developing the biennial training plan, the District is encouraged to bring in the voice of certified families regarding their training needs and to collaborate with community partners, central office and CWP staff to develop a schedule of classroom trainings. Local offices within a district participate in identifying which specific trainings will be provided at the local branches within the district. A district may invite local community partners to the planning process. Additional local resources can greatly expand the learning opportunities that might be available locally. Examples of possible community partners the district might invite include local school districts, educational service districts, Head Start, Early Intervention, local Indian tribes or tribal organizations, Oregon Post Adoption Resource Center, religious communities that 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.

- 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 SMART Room use among the branch offices to expand the audience for the scheduled training.
    - a. Skype for Business/SMART Room is also a potential resource, with many state offices receiving equipment to conduct Skype meetings with a whiteboard, conferencing and integration.
    - b. 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. 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](#).
  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](#).
    - e. A certifier needing help or more information about connecting to a NetLink training can get detailed information on the [CWP website](#).
- 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 email.
    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](#).
      - 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. Translation equipment is available for checkout in through Central Office. 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. See [Appendix 7.3](#) for more details about requesting this equipment.
      - b. There may be occasions where the certifier may use an American sign language interpreter. See [Appendix 7.4](#) for more details.
    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 the 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. Staff in the Department's Training Unit in Central Office are available to answer questions about these funds 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.

**Supervisors 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 the 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 renewal.
- Participate in the development of the district's biennial training plan.

Ensure there are sufficient staff resources to support on-site training.

## **Forms**

CF 0034 – Report of Certified Caregiver Training for Credit

## **References**

OAR 413-200-0301

DRAFT