

Unified Home Study

*Initial Licensing or Re-licensing
Unified Home Study*



Trainer Guide

Office of Child Welfare

4/1/2018

Initial Licensing or Re-licensing Unified Home Study

Time:

5 hours

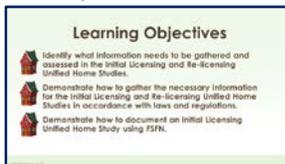
Unit Overview:

Slide: 4.1

The purpose of this unit is to teach Licensing Specialists how to assess and license/re-license foster homes. This includes learning how to document the Initial Licensing and Re-Licensing Unified Home Study using FSFN.

Learning Objectives:

Slide: 4.2



PG: 3

1. Identify what information needs to be gathered and assessed in the Initial Licensing and Re-licensing Unified Home Studies.
2. Demonstrate how to gather the necessary information for the Initial Licensing and Re-licensing Unified Home Studies in accordance with laws and regulations.
3. Demonstrate how to document an Initial Licensing Unified Home Study using FSFN.

Materials:

- Trainer’s Guide (TG)
- Participant’s Guide (PG)
- PowerPoint slide deck
- Flip chart paper / markers

Activities

- Activity A:
 - Part 1 - Amanda Wants To Be a Foster Parent! – TG: 45, PG: 39
 - Part 2 - Amanda Wants To Be a Foster Parent! – TG: 65, PG: 53

Trainer Note: *In order to teach FSFN functionality, there are sections in this Trainer Guide designated as “FSFN Tutorials” to indicate when to play the associated tutorial before discussing the material.*

After the material is discussed, there are sections in the Trainer Guide designated as “FSFN Screens” showing independent screenshots to reinforce what was shown in the tutorial and discussed in the material.

It is ideal to show the tutorial(s) first and complete each topic with the screenshot(s) in order to strengthen the concepts that participants see and hear. However, it is the trainer's choice to use the material in a way that best suits the class.

Foster Home Licensing

Who recalls what a Licensing Unified Home Study (UHS) is?

Endorse:

- A Licensing UHS is the home study that is completed by Licensing Specialists.
- There are three types:
 1. Initial Licensing Unified Home Study - assesses prospective caregivers who want to become foster parents
 2. Re-licensing Unified Home Study - assesses caregivers who are already licensed and are undergoing their re-licensure process
 3. Addendum-Not Adoption Home Study - address all of the changes that have occurred in the household in the last licensing year

Slide: 4.3



PG: 4

The Initial Licensing and Re-licensing Unified Home Studies enable Licensing Specialists to make a thorough assessment of the foster parents' living environment, family and social history, relationships, and criminal history, if any. In addition, for the initial foster home license and re-license, the home study determines the number of children that the caregiver(s) will be able to care for and supervise.

Parent Preparation Training

Slide: 4.4



PG: 4

Before completing an Initial Licensing Unified Home Study, all prospective foster parents must attend parent preparation training. The curriculum for the parent preparation training is approved by the Department of Children and Families and is provided by the supervising agency. This training includes, but is not limited to, the following subject areas:

- The reasonable and prudent parenting standards, and the balance of normalcy for children in care with their safety. A reasonable and prudent parenting standard is used when determining whether or not to give permission for a child in

out-of-home care to participate in extracurricular, enrichment, and social activities. Factors considered include:

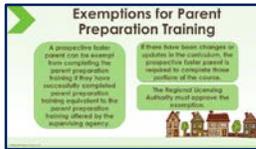
- The child’s age, maturity, and developmental level to maintain the overall health and safety of the child
 - The potential risk factors and the appropriateness of extracurricular, enrichment, and social activities
 - The best interest of the child based on information known by the caregiver
 - The importance of encouraging the child’s emotional and developmental growth
 - The importance of providing the child with the most family-like living experience possible
 - The importance of providing normal childhood experiences
 - The behavioral history of the child and the child’s ability to safely participate the proposed activity, as with any other child
- The social and emotional development of children and youth
 - The role of mentors and other helpers
 - Development of life skills for teens in care
 - The caregiver’s role in supporting and promoting the educational progress of the child
 - Trauma-informed care, including recognizing the signs, symptoms, and triggers of trauma
 - The Multiethnic Placement Act and the Americans with Disabilities Act
 - The administration of psychotropic medication including:
 - Proper dosage of medication
 - Importance of monitoring for possible side effects
 - Timely reporting of side effects and adverse reactions

Completed parent preparation training is valid for five years from the date of verified curriculum completion.

Exemptions for Parent Preparation Training

A prospective foster parent can be exempt from completing the parent preparation training if they have successfully completed parent preparation training equivalent to the parent preparation training offered by the supervising agency. This exemption is also

Slide: 4.5



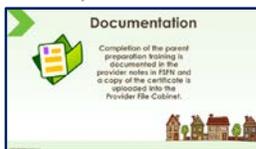
PG: 4

based on whether or not the training was completed within the last five years and on the condition that the prospective foster parent provides proof of successful completion.

- If there have been changes or updates in the curriculum, the prospective foster parent is required to complete those portions of the course.
- The Regional Licensing Authority must approve the exemption. This includes a review of the curriculum content previously completed by the prospective foster parent to determine if it meets the requirements noted above. The recommendation of the supervising agency is taken into consideration when determining if the individual is exempt from attending the current parent preparation training.

Documentation

Slide: 4.6



PG: 5

Completion of the parent preparation training is documented in the provider notes in FSFN and a copy of the certificate is uploaded into the Provider File Cabinet. Other things documented in provider notes for the prospective foster parent include:

- If the prospective foster parent successfully completes the parent preparation training, but does not continue the licensing process.
- If the prospective foster parent commences, but fails to complete the parent preparation training.

Completion of Parent Preparation Training

Slide: 4.7



PG: 5

Once prospective foster parents have been identified and have completed the parent preparation training, Licensing Specialists continue their information gathering by speaking to the prospective foster parents to gather demographic information.

- Depending on the agency, background checks may be completed prior to the parent preparation training.

PG: 6



State of Florida
Department of Children and Families

APPLICATION FOR LICENSE TO PROVIDE OUT-OF-HOME CARE FOR DEPENDENT CHILDREN

Date: _____

I / We _____
Applicant One: First Name Middle Name Last Name

also known as _____

Applicant Two: First Name Middle Name Last Name

also known as _____

Residing at _____

County _____ Phone _____ E-mail _____

Hereby apply for a license to provide Licensed Out-Of-Home Care for children in accordance with the provisions of Section 409.175, Florida Statutes, and agree to cooperate with the study of our home to determine if it meets standards of the Department for licensed out-of-home care for dependent children.

Applicant One Signature Social Security Number¹

Applicant Two Signature Social Security Number¹

(All applicants living in the home must sign the application in his/her own handwriting.)

This application may be withdrawn at any time the applicant(s) desires.

IMPORTANT NOTE: Pursuant to the Multi-Ethnic Placement Act of 1994 and the Small Business Job Protection Act of 1996, Section 1808, Removal of Barriers to Interethnic Adoption, "race, culture or ethnicity may not be used as a basis for any denial of placement, nor may such factors be used as a reason to delay any foster or adoptive placement. Discrimination is not to be tolerated, whether it is directed toward adults who wish to serve as foster or adoptive parents, toward children who need safe and appropriate homes, or toward communities or populations which may have previously been under-utilized as a resource for placing children."

¹Disclosure of this information is required for background screening according to Section 409.175(2)(b), F.S.

CF-FSP 5007, July 2014
65C-13.025, 65C-13.027, 65C-13.028

Slide: 4.8



PG: 7

The UHS Interview Process

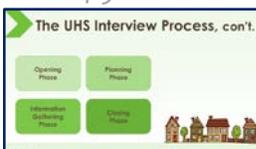
There is a lot of information that must be gathered and assessed because the UHS is not, as mentioned earlier, only the caregiver's willingness to take the child, the physical home, and/or the caregiver's background. It is much more than that. The desired outcome is the first placement to be the BEST placement for the child!

- Making an in-depth assessment of the prospective caregiver by collecting the needed information in each component of the UHS and appropriately evaluating that information is integral to ensuring the best placement is chosen for the child.
- Conducting this assessment means going beyond reading the questions or sections of the UHS and documenting the prospective caregiver's responses verbatim. It also means ensuring the information gathered is more than a yes/no response. In order to gather the necessary relevant information that will provide a clear picture regarding the caregiver's ability to provide a safe and nurturing placement, Licensing Specialists must employ qualitative interviewing skills.
- The phases of an interview that are based off of Lawrence Shulman's work. These phases and the behaviors and skills required during each phase help Case Managers fully engage the prospective caregiver and relevant collaterals to gather the needed information.
- There are four phases within the interview process:
 1. Opening phase
 2. Information Gathering phase
 3. Planning phase
 4. Closing phase

The purposes of each phase is as follows:

1. **Opening Phase:** The purpose of this phase is to establish rapport and a working relationship with the interviewee. Here Case Managers:
 - Introduce oneself.

Slide: 4.9



PG: 7

- Discuss the purpose for the contact.
 - If needed, address any immediate concerns before the interview begins.
2. **Information Gathering Phase:** In this phase, Case Managers gather the needed information and reconcile and/or validate the information collected. During this phase, Case Managers:
 - Ask relevant open-ended questions that provide information for each UHS component required.
 - Discuss documentation gathered, such as background checks, in order to validate/reconcile information already attained.
 3. **Planning Phase:** This is an opportunity to discuss next steps. Prospective caregivers will want to know what to expect regarding the process, when the decision will be made regarding placement, if further visits/contacts will be warranted, and what other tasks, if any, they will need to complete.
 4. **Closing Phase:** This is the last step in the interview process. Here Case Managers check and confirm their understanding of the information conveyed, discuss next steps, and follow-up with information requested.
- As Case Managers conduct each phase in the interview process, there will be specific behaviors and skills that they can exhibit that will make the interview a success. Let's take a look at these.
 - When Case Managers begin to build rapport with the prospective caregivers being genuine, respectful and having empathy for the situation at hand will be key. These can be displayed by:
 - Being cognizant of body language and tone of voice
 - Providing appropriate verbal responses
 - Limiting self-disclosure
 - Being non-judgmental
 - Recognizing strengths
 - Recognizing and acknowledging the person's experiences, feelings and non-verbal communication.

- When moving into the second phase of the interview process, the use of active listening allows Case Managers to gather the relevant information needed. Active listening requires full concentration, accurate understanding, proper responses, and the ability to remember what is being said.
- The use of reframing and providing clarification are integral to the Planning and Closing phases. This ensures that the information gathered is accurate and sufficient to make the needed assessment. It also ensures that prospective caregivers feel validated and heard as they provides sensitive details of who they are and why they are the best placement option.

As discussed in the General Information unit, demographic information is one of the core components of the UHS.

Demographic Information

For the Unified Home Study, who is considered a household member?

Endorse:

- Any person who resides in the household. This includes the caregiver(s) and adult visitors to the home who provide care of the child outside of the parent's ability to provide sight and sound supervision.



Slide: 4.10

Slide: 4.11



PG: 8-9

FSFN Tutorial: To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing what the demographic tab looks like after the demographics have been entered into the Person Provider and the UHS has been launched.

Demographic information is needed in order to obtain and assess criminal and child abuse histories for the prospective foster parents and household members. Questions that may be asked in gathering this information include:

- What are their full names?
- Did they have any other last names or aliases before?

- What are the dates of birth and social security numbers for all household members?
 - Did the prospective foster parent or household members ever live out of state? If so, how long ago and where?
 - Do they have frequent visitors?
 - Do they have adult children that no longer reside with them? If so, what are their names, dates of birth, addresses and contact information?
- Once the demographic information is gathered, verified, and documented in FSFN and the UHS is created, the demographic page captures the following information:
 - **Case(s) Associated:** Child Welfare Professionals can search for the relevant cases pertaining to the participants. This is not applicable for all Licensing Unified Home Studies.
 - **Children Associated:** Based on the case that was selected, any child under 18 years of age and active in a case is also displayed as long as the child has a role designation of “child receiving services”. Child Welfare Professionals must select the child associated with the UHS being completed. Only the child checked as part of the UHS is displayed when the UHS is launched /printed. This is not applicable for all Licensing Unified Home Studies.
 - **Contact/Identifying Information** (for caregiver 1 and 2): This populates from the Person Management page which will be discussed shortly. Child Welfare Professionals must ensure that the social security numbers are verified and that dates of birth, addresses, phone numbers, and length of time in Florida is collected.
 - **Other States of Residence and Approximate Dates Lived There:** For both caregiver 1 and 2, Child Welfare Professionals need to enter all of the states that they lived in and the time periods.
 - **Home Evaluation:** The Date Initiated field is system derived based on the date that the UHS is launched and required to initially save the UHS page. The Date Completed field is user entered and should capture the date the user

completed the home study.

- **Provider Notes:** Entered into FSFN that are created on or after the Initiated Date captured in the Home Evaluation group box. The user can enter Provider Notes directly from this page.
- **Other Household Members:** Other household members are displayed in this section of the demographic page. The other household members include the caregivers' biological children that reside in the home. These individuals are pulled from the Person Provider page.
- **All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated:** Name, date of birth, age, placement type, placement dates, race, ethnicity, gender, language, and client characteristics are populated for each child that is currently or was previously placed (within one year) with the potential caregivers.
- **Non-Household Members:** Non-household members involved with the family are displayed here. These are individuals, such as frequent visitors, that the Child Welfare Professional listed in the Person Provider page.

Licensing Specialists must ensure that the demographic information, such as date of birth, address, phone number, and length of time in Florida is collected from the prospective caregivers, household members, and non-resident children of the prospective caregivers. In addition, they must verify that all social security numbers are correct.

Determining if the prospective caregivers and household members resided in another state is important to ensure that there are no negative background histories that may impede the placement of a child. Licensing Specialists need to gather not only the names of all states previously resided in, but also when they began and ended residing in each state.

Once the demographic information is obtained, Licensing Specialists can continue the UHS assessment process by completing the background checks.

Slides: 4.12-4.15
PG: 10-11

FSFN Screens: Show participants what the demographic tab looks like after the demographics have been entered into the Person Provider and the UHS has been launched. Refer participants to screenshots in the Participant Guide.

UHS Demographics tab:

Florida Safe Families Network

General Information
Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study

Case Information (highlighted)

| Case ID | Case Name | Investigation ID | Action |
|---------|-----------|------------------|--------|
|---------|-----------|------------------|--------|

Insert

Children Associated (highlighted)

| Names (Person ID) | DOB | Age | Relationship to Caregiver(if any) | Court Case Number |
|-------------------|-----|-----|-----------------------------------|-------------------|
|-------------------|-----|-----|-----------------------------------|-------------------|

Contact/Identifying Information (highlighted)

Rivera, Amanda
Date of Birth: 05/27/1986

Save Close

UHS Demographics tab:

Florida Safe Families Network

General Information
Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study

Contact/Identifying Information (highlighted)

Rivera, Amanda
Date of Birth: 05/27/1986
Viewed SSN Verification: Yes No
Address: 518 Academy Ave
City: Tallahassee
County, State & Zip Code: Leon, FL 32399
Home Phone:
Cell Phone: (850)370-4516
Work Phone:
Fax:
Email Address:
Primary Language:
Race: White
Ethnicity:
FL Residence Length: 0 Years - 0 Months

Other States of Residence and Approximate Dates Lived There (highlighted)

| State | From | To | Action |
|-------|------|----|--------|
|-------|------|----|--------|

Insert

Save Close

UHS Demographics tab:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | **Actions:**
[Approval](#)
[Upload Image](#)

Home Evaluation
 Date Initiated: 03/22/2018 Date Completed: 00/00/0000

Provider Notes

| PNID | Begin Date | Date Entered | Note Category | Note Type | Worker Creating Note | Worker Making Contact |
|------------------------|------------|--------------|---------------|-----------|----------------------|-----------------------|
| Insert | | | | | | |

Other Household Members
This includes biological children

| Name | Person ID | Role | SSN Verified | Race/Ethnicity | Gender | Primary Language |
|------------------------|-----------|------|--------------|----------------|--------|------------------|
| Insert | | | | | | |

All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated
 Other Children Placed in the Home (by the Department or Other Agency)

[Save](#) [Close](#)

UHS Demographics tab:

All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated
 Other Children Placed in the Home (by the Department or Other Agency)

| First Name/Last Initial Only | Date of Birth | Age | Placement Type | Placement Begin Date | Placement End Date | Race | Ethnicity | Gender | Primary Language | Client Characteristics |
|------------------------------|---------------|-----|----------------|----------------------|--------------------|------|-----------|--------|------------------|------------------------|
| Insert | | | | | | | | | | |

Non-Household Members

| Name | Person ID | Date of Birth | Role | SSN Verified | Frequent Visitor | Action |
|---------------------------------|-----------|---------------|--------|---|---|------------------------|
| Rivera, Rebecca | 900000340 | 03/20/1968 | Mother | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No | Delete |
| Insert | | | | | | |

Backgrounds Checks



Slide: 4.16

FSFN Tutorial: To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing how to complete the FSFN Background Check Information tab on the Relative/Non-relative UHS. Discuss the following information:

- How to navigate and use the Prior Intakes and Investigations/Referral tab.
- How to request emergency placement checks from the CIU and where to document dates and statuses for background histories received on the Background Check information tab.
- Where to document the background analysis in the Clearance Issues text box.
- Where to insert clearance from different sources.

Slide: 4.17



PG: 12

Licensing Specialists must obtain, verify, and assess background checks of all prospective foster parents and their household members over the age of twelve.

- Background checks are a vital component of the UHS assessment process. Prospective foster parent will need to ensure that all names under which they and their household members have been known are attained. The following checks are required to be obtained, verified, and assessed:

Slide: 4.18



PG: 12

- **Abuse/neglect record checks:** This is done via a FSFN search of each individual.
 - In addition to assessing if they are a caregiver responsible for abuse or neglect, the child abuse investigation and service history can provide key information regarding the past family conditions and dynamics that may be currently present.
 - Out of state records - If the prospective foster parent or any other adult household member has resided in any other state during the past five years, requests for abuse and neglect histories must be made of those

- states, and the results of such requests included with the application file.
- Only abuse and neglect reports in which the prospective foster parent or any other household member was named as the “caregiver responsible” for the abuse or neglect can be used for initial licensing decisions. However, if the prospective foster parent or any other household member was named in any capacity in three or more reports during a five-year period, regardless of classification, those reports shall be reviewed in determining if a license shall be issued.
 - For homes being considered for re-licensure for longer than one year, all abuse reports with any findings must be considered.
 - **Local criminal checks:** These checks can be requested through local law enforcement.
 - A request for calls-outs from the local police or sheriff’s office regarding the household members should be made.
 - A CCIS search should only be used if local police or sheriff’s office checks are not available. If used, the reason CCIS was used instead of local law enforcement checks must be documented in the “Additional background checks not listed above...” group box.
 - **Juvenile Justice information:** Delinquency record checks are required for household members between the ages of 12 and 18.
 - Civil Record checks regarding domestic violence complaints and orders of protection.
 - If the prospective foster parent or any other adult household member has resided in any other state during the past five years, requests for civil court records regarding domestic violence complaints and orders of protection must be made of those states, and the results of such requests included with the application file.
 - **Fingerprint submission:** A fingerprint submission must be completed for all household members and frequent visitors who are over the age of 18.

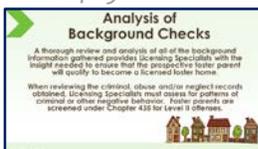
- The results include criminal history from a state and national level.
 - The Background Screening Placement Unit conducts a review of both the Florida and national criminal history record results and provides a Criminal History Record Review Letter for the Purpose of Placement to Licensing Specialists indicating if there is an offense that prohibits an individual from being considered by placement per s. [39.0138](#), F.S.
 - Each prospective foster parent and all adult household member being screened must also sign an “Affidavit of Good Moral Character.
 - Each prospective foster parent must also sign a “Release of Information.
 - Verification of a current driver’s license, driving record, and auto insurance coverage information, as applicable.
- In addition to the required background checks, other record resources can be accessed in order to gather and/or validate additional background information that will inform if the prospective foster parents or household members past behaviors have negative implications for child safety. These include, but are not limited to:
 - FDLE Sexual Offender and Predator Public Website
 - Dru Sjordin National Sexual Offender Website

Analysis of Background Checks

A thorough review and analysis of all of the background information gathered provides Licensing Specialists with the insight needed to ensure that the prospective foster parent will qualify to become a licensed foster home. When reviewing the criminal, abuse and/or neglect records obtained, Licensing Specialists must assess for patterns of criminal or other negative behavior. Foster parents are screened under Chapter 435 for Level II offenses.

- If potential caregivers have prior abuse reports or a service record history with the Department, Licensing Specialists can look at the Prior Intakes and Investigations/Referrals tab in FSFN. However, this tab only provides information about

Slide: 4.19



PG: 13

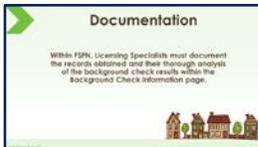
people attached to the UHS.

- Licensing Specialists can print all previous intakes and/or investigations by clicking on the “Maltreatments and Findings/Referrals” button in the Outliner.

Documentation

Within FSFN, Licensing Specialists must document the records obtained and their thorough analysis of the background check results within the Background Check Information page.

Slide: 4.20



PG: 13

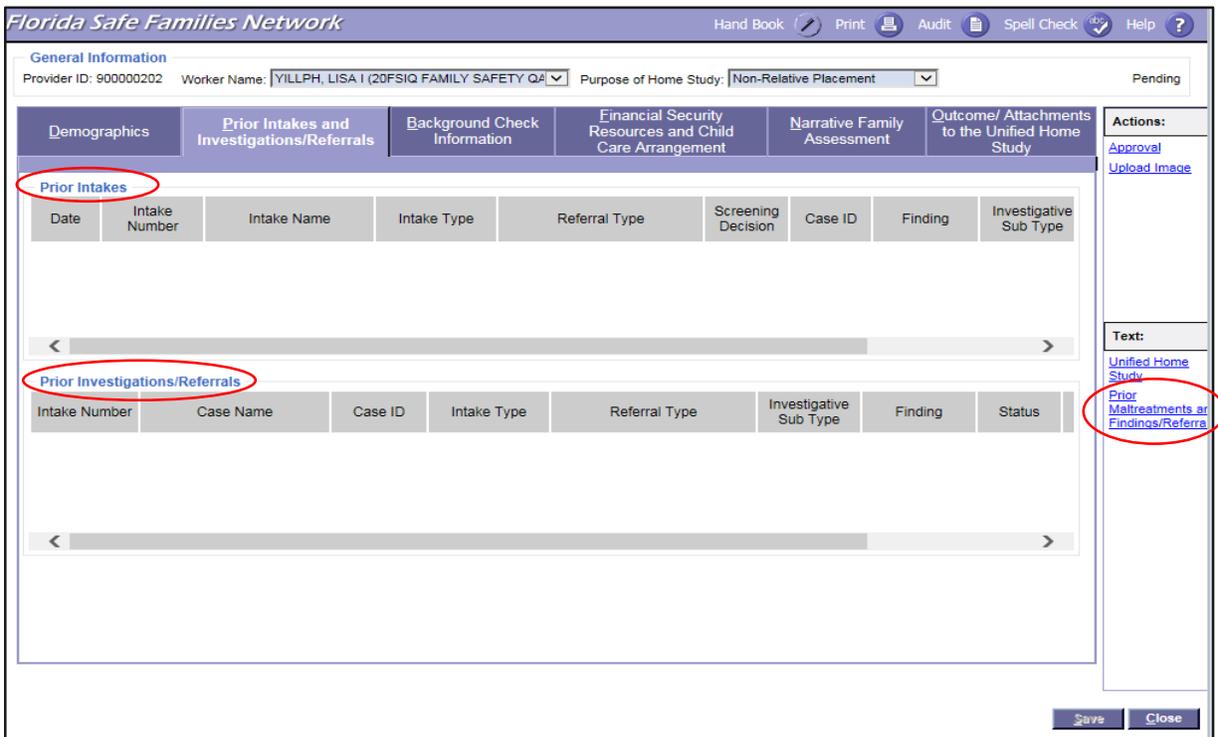
- The written analysis includes a summary of information about the child welfare history and charges/dispositions from criminal history records obtained directly from a local law enforcement agency. The information is documented in the “Clearance Issues (analysis of background check results and all priors)” text box within the Background Check Information page of the UHS. The documentation needs to note the specific local law enforcement agency that provided the results and how the criminal and child welfare history is relevant given the person’s current situation and status.
- In addition to summarizing information obtained, the analysis explains how the information does or does not implicate child safety.
- Background checks must be documented both in the Licensing UHS and the Person Provider.
- Local Effective Date is pulled from the date captured on the Background Screening pop-up page associated with the Person Provider page. This is not user-edited from the UHS.

Slide: 4.21-4.26
 PG: 14-17

FSFN Screens: Show participants the following information and refer them to the screenshots in the Participant Guide:

- How to navigate and use the prior intakes and Investigations/Referral tab.
- How to locate document dates and statuses for background histories received on the Background Check information tab.
- Where to document the background analysis in the Clearance Issues text box.
- Updating criminal history dates
- Where to insert clearance from different sources.

Prior Intakes Investigations/Referrals:



How to locate document dates and statuses for background histories received on the Background Check information tab:

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Background Check Information

Criminal Background Check Request
 Request Type: Planned Placement Emergency Placement

| Back-ground Check? | Name | Age | Last Background Check | Local Effective Date | Fingerprint Result Received | Date Received | Action |
|--------------------------|------------------|-----|-----------------------|----------------------|---|---------------|--|
| <input type="checkbox"/> | Riviera, Amanda | 31 | | | <input checked="" type="radio"/> Yes <input type="radio"/> No | 03/22/2018 | Child Not Placed Disqualifying Offenses Not Disqualifying Offenses Pending Receipt of Results Requested in Error - Planned Not Emergency Requires Additional Review Unable to Submit |
| <input type="checkbox"/> | Riviera, Rebecca | 50 | | | <input type="radio"/> Yes <input type="radio"/> No | 00/00/0000 | Delete |

Criminal Background Checks Completed
Criminal Records have been checked by the caregiver(s), all adults and other persons living in the home as required. This may also include background checks for other individuals (visitors, other individuals who may have supervised contact with the child(ren)):

| Name | Action |
|------|--------|
| | |

Additional background checks not listed above (include name of check, (e.g. driving record, civil court) name of individual's screened and date of results):

Clearance Issues (Analysis of Background Check Results and All):
 Local Backgrounds: No records found for Amanda Rivera
 Clerk of Court: No records found for Amanda Rivera, except traffic offenses.
 FL Department of Corrections: No records found for Amanda Rivera.
 Sexual Offenders: No records found for Amanda Rivera.

Where to document the background analysis in the Clearance Issues text box:

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Background Check Information

Criminal Background Check Request
 Request Type: Planned Placement Emergency Placement

| Back-ground Check? | Name | Age | Last Background Check | Local Effective Date | Fingerprint Result Received | Date Received | Action |
|--------------------------|------------------|-----|-----------------------|----------------------|---|---------------|--|
| <input type="checkbox"/> | Riviera, Amanda | 31 | | | <input checked="" type="radio"/> Yes <input type="radio"/> No | 03/22/2018 | Child Not Placed Disqualifying Offenses Not Disqualifying Offenses Pending Receipt of Results Requested in Error - Planned Not Emergency Requires Additional Review Unable to Submit |
| <input type="checkbox"/> | Riviera, Rebecca | 50 | | | <input type="radio"/> Yes <input type="radio"/> No | 00/00/0000 | Delete |

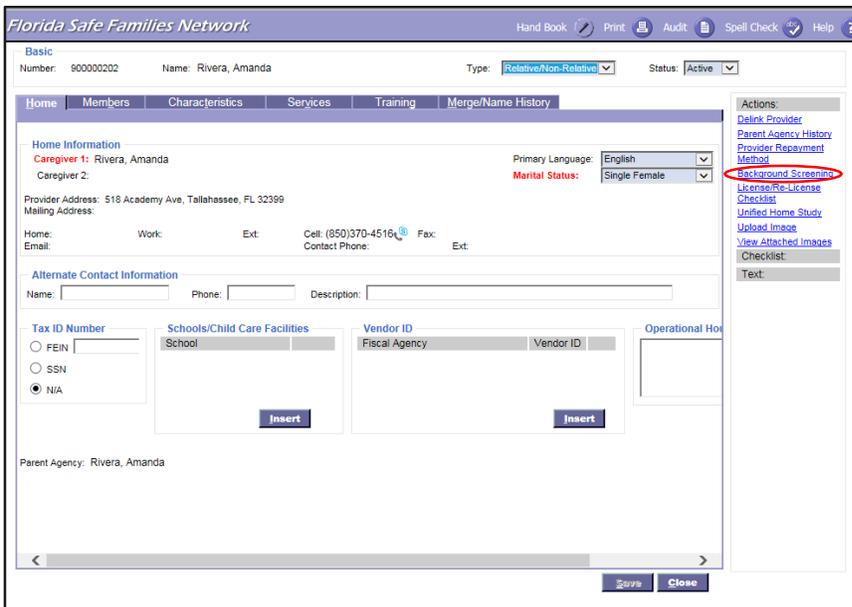
Criminal Background Checks Completed
Criminal Records have been checked by the caregiver(s), all adults and other persons living in the home as required. This may also include background checks for other individuals (visitors, other individuals who may have supervised contact with the child(ren)):

| Name | Action |
|------|--------|
| | |

Additional background checks not listed above (include name of check, (e.g. driving record, civil court) name of individual's screened and date of results):

Clearance Issues (Analysis of Background Check Results and All):
 Local Backgrounds: No records found for Amanda Rivera
 Clerk of Court: No records found for Amanda Rivera, except traffic offenses.
 FL Department of Corrections: No records found for Amanda Rivera.
 Sexual Offenders: No records found for Amanda Rivera.

Updating criminal history dates:



Where to insert clearance from different sources:

Slide: 4.27



PG: 18

Foster Care Supports

Licensing Specialists will inform prospective foster parents of all the services and supports that are available upon licensure. Families should also be asked if they need additional resources to care for the children who would be placed in the home. They should include information for:

- Foster care board payment
- Medicaid for child
- Foster Adoptive Parent Association/Support groups – local and statewide
- Child care referral
- Licensing supports provided by the agency

It is important to document discussion on these items in the Family Supports section of the UHS.



Slide: 4.28

Financial Security, Resources and Child Care Arrangement

FSFN Tutorial: To show the material discussed below, use the FSFN Tutorial to conduct a demonstration showing how the information is viewed in the Financial Security Resources and Child Care Arrangements tab of the UHS, including the following information:

When entering the information in the FSFN UHS, the Financial Security Resources and Child Care Arrangements page will only display the member name (potential caregiver), Employer Name, and Net Monthly Salary within the Employment Information group box. Licensing Specialists need to click on the edit hyperlink within the Actions group box in order to view the employer's address, length of current employment, and hours/shifts worked.

Slide: 4.29



PG: 18-19

As mentioned in the General Information unit, Licensing Specialists explore the caregivers' financial situation in order to determine if the caregivers are financial able to care for the child and to assess what resources, if any, are needed by the caregivers.

- In the UHS, there are four areas of information used to assess the caregiver's financial situation:
 1. Finance Breakdown
 2. Additional Monthly Support
 3. Household Information
 4. Family Situation
- It is important to gather sufficient information in all of these areas in order to provide a clear picture of the family's financial status and their ability to financially care for the child.
- Information that needs to be gathered and verified for each area is included below:
 1. **Finance Breakdown:** Information about all household members' current employment and the income they earn from each place of employment. It includes:
 - **Employer Name:** Includes all current employers for each household member. If a household member has multiple employers than each one must be documented. Current employment does not include

retirement benefits. If the participant is retired, their retirement benefit is included under the additional Monthly Support or income section.

- Employer Address
- Length of Current Employment: The length is measured in years and months. For example, if the person has worked at their employer for 18 months this would be documented as one year, six months.
- Hours and Shifts Worked
- Net Monthly Salary: Total amount of money brought home after taxes and other expenses, such as insurance, are taken out.

2. **Additional Monthly Support or Income**: In order to fully assess the financial situation of the caregiver(s), information about other sources of income for the household also needs to be gathered. This includes income, outside of employment, that a caregiver, household member, or non-household member is contributing to the household. For example, if a child is residing in the home who is receiving Social Security benefits, this information is included as part of the additional monthly support. The following information needs to be gathered when assessing additional monthly support or income:

- Who Is Receiving the Additional Income (Member Name): In FSFN this is a dropdown menu that includes all of the household member and non-household members' names.
- Income Type: type of income that is being received. This is another dropdown menu in FSFN and options include:
 - Adoption subsidy
 - Disability benefits
 - Retirement benefits
 - Social Security benefits
 - Temporary Cash Assistance
 - Other
- Income Amount: Amount of money from each specified type of income.

3. **Household Information:** It is equally important to gather information on all of the expenses the household has on a monthly basis. This needs to be fully explored by asking follow-up questions to ensure all expenses are included. When assessing monthly expenses, the assessment should include:
- Expense Type: Type of expense that has been identified. There is a dropdown menu that includes typical expenses, such as car insurance, car payment, child care, food/supplies, housing, medical, transportation, utilities. There may be other expenses that are identified outside of the typical list and for these FSFN includes an “other expense” category to document the type of expense.
 - Expense Amount: Monthly expense amount for each selected expense type.
 - Combined Monthly Income, Total Monthly Expenses, and Net Monthly Income: This information is totaled by FSFN which allows for easy viewing.
4. **Family Situation:** Financial strengths/needs of the family. It includes the identification of any financial barriers and possible assistance that can be provided to the caregivers. The information about the caregiver’s expenses and income are used to answer some of these questions, but additional information and discussion needs to take place to fully explore the financial impact and needs that an additional child or children will bring. The specific questions that need to be assessed include:
- Does the family have sufficient funds to support their current expenses?
 - Will child care or after-school care be needed?
 - What new expenses are anticipated for the child(ren) to be placed in the home?
 - Will the family be able to provide sufficient care for children to be placed in the home without causing financial hardship for the family?
 - Were all available assistance programs discussed with the family? If yes, explain. If no, why not.
 - What assistance programs will the family need in order to help ensure placement stability?

Slide: 4.30



PG: 20

- An additional question is asked in this area about the need for an adoption subsidy, but this question will be greyed out and will not require an answer this type of home study.
- When answering these narrative responses in the Licensing UHS, it is important to be thorough so it is clear what the family's strengths and needs are.
- While completing the financial information, Licensing Specialists may learn that the prospective foster parent or a household member is an employee of the Department, county sheriff's offices, community-based care lead agencies and/or their subcontracted providers. This is allowable as long as:
 - No actual or perceived conflict of interest exists that could result in preferential treatment concerning the licensing process or the placement and movement of children placed in the potential licensed family foster home.
 - The Licensing UHS is completed by a licensed child-placing agency outside of the employee's service area and submitted to the Regional Licensing Authority for approval.
 - The executive director or designee of the community-based care lead agency or supervising agency responsible for submitting the employee licensing file has reviewed and approved the submission of the application to the Department.
 - The Regional Licensing Authority obtains approval of the application from the Regional Managing Director or designee prior to issuing a family foster care license for an employee.
- Agencies will be responsible with creating local protocol for the above process.

Slides: 4.31-4.35
 PG: 20-22

FSFN Screens: Show participants how the information is viewed in the Financial Security Resources and Child Care Arrangements page of the UHS. Refer participants to screenshots in the Participant Guide.

Employment Information:

Florida Safe Families Network

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Employment Information

| Member Name | Employer Name | Net Monthly Salary | Action |
|----------------------------|---------------|--------------------|---|
| Rivera, Amanda (900000240) | Walmart | \$2,000.00 | Edit Delete |

Additional Monthly Support or Income

| Member Name | Income Type | If Other, Specify | Income Amount | Action |
|----------------------------|-------------|-------------------|---------------|------------------------|
| Rivera, Amanda (900000240) | Other | Food Stamps | \$200.00 | Delete |

Household Information

Combined Monthly Income: \$2,200.00

Monthly Expenses

| Expense Type | If Other, Specify | Expense Amount | Action |
|--------------|-------------------|----------------|--------|
| | | | |

Adding Employment Details:

Employment Details

Member Name: [Dropdown]

Employer Name: [Text Area]

Employer's Address: [Text Area]

Length of Current Employment: Years: [Input] Months: [Input]

Hours and Shifts Worked: [Text Area]

Net Monthly Salary (after taxes): [Input] \$0.00

[Save] [Close]

Adding Additional Monthly Support or Income:

| Additional Monthly Support or Income | | | | |
|--------------------------------------|---------------------------|-------------------|---------------|--------|
| Member Name | Income Type | If Other, Specify | Income Amount | Action |
| Rivera, Amanda (900000240) | Other | Food Stamps | \$200.00 | Delete |
| | Adoption Subsidy | | \$0.00 | Delete |
| | Disability Benefits | | | |
| | Other | | | |
| | Retirement Benefits | | | |
| | Social Security Benefits | | | |
| | Temporary Cash Assistance | | | |

Insert

Adding Monthly Expenses:

| Household Information | | Monthly Expenses | | |
|--------------------------|------------|------------------|----------------|----------------|
| Combined Monthly Income: | \$2,200.00 | Car Payment | \$269.00 | Delete |
| Total Monthly Expenses: | \$1,789.00 | Car Insurance | \$200.00 | Delete |
| Net Monthly Income: | \$411.00 | Car Payment | \$200.00 | Delete |
| | | Child Care | \$200.00 | Delete |
| | | Food/Supplies | | |
| | | Housing | \$125.00 | Delete |
| | | Medical | | |
| | | Other Expense | Cable/Internet | \$75.00 Delete |
| | | Transportation | | |
| | | Utilities | | |

Insert

Family Situation:

Florida Safe Families Network

Hand Book | Print | Audit | Spell Check | Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

| | | | | | | |
|--------------|--|------------------------------|---|-----------------------------|--|--------------------------------------|
| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: Approval Upload Image |
|--------------|--|------------------------------|---|-----------------------------|--|--------------------------------------|

Family Situation

- Does the family have sufficient funds to support their current expenses? Yes No
 Amanda has sufficient funds to manger her current expenses.
- Will child care or after-school care be needed? Yes No
 Amanda will need child care for Jacob and before/after school care for Jenna.
- What new expenses are anticipated for the child(ren) to be placed in the home?
 Amanda will need beds, clothing and toys for the children. There will also be a need for additional food. Child care and before/after school care will be an additional expense.
- Will the family be able to provide sufficient care for children to be placed in the home without causing financial hardship for the family? Yes No
 There appears to be no concerns for financial hardship if Jenna and Jacob are placed in the home.
- Were all available assistance programs discussed with the family? if yes, explain. If no, why not. Yes No
 Amanda is currently receiving food stamps and will be adding the children to her account. She is aware of either applying for Medicaid or adding the children to her health insurance. Relative/Non-Relative Caregiver funds was explained to Amanda.
- What assistance programs will the family need in order to help ensure placement stability? (List all)
 Besides additional food stamps, health insurance and child care, no other assistance is needed
- Is the family willing to adopt this child without subsidy? Yes No

Text:
 Unified Home Study
 Prior Malpractice or Findings/Referrals



Slide: 4.36

Slide: 4.37



PG: 23-32

Narrative Family Assessment

FSFN Tutorial: To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing how the information is viewed in the Narrative Family Assessment page of the UHS.

Licensing Specialists conduct a narrative family assessment to gather the needed information to fully evaluate the caregiver's ability to provide a safe and nurturing environment for the child. Although the family assessment is written in question format, it is not recommended that Licensing Specialists simply read the questions and have the caregiver answer. Information should be gathered through an interview process where Licensing Specialists ask questions and follow-up questions based on what they know about the caregiver(s) and what additional information they need to gather to complete the Licensing UHS.

- This assessment is not limited to just caregivers and needs to be reflective of all household members. Information is gathered through interviews with the foster parents, household members, and the child(ren) who are being placed in the home.
- Not all questions listed as part of the Narrative Family Assessment are required for the Initial or Re-licensing UHS. It is best practice to answer all questions as best possible, but only the blue boxes are required to be completed.
- The UHS Narrative Family Assessment is split into nine areas:
 1. Assess Caregiver
 2. Motivation
 3. Education and Employment
 4. Family History
 5. Children to Be Placed Interviews: This will only apply to child-specific licenses. For all other Initial and Re-licensing UHSs, N/A can be input in response to this question.
 6. Reference and Reviews
 7. Child History
 8. Physical Environment
 9. Family Support and Resources

Slide: 4.38



PG: 23-32

Trainer Note: *The below material provides additional information about each area in the Narrative Family Assessment and goes through the questions that are included in each area. This material can be trained in a couple different ways based on the participant and trainer preference. Suggestions include:*

- *Trainer provides information about each area then reads each question, or has a participant read each question. After questions in an area are read a discussion is conducted on the information that needs to be addressed to answer this question.*
- *The trainer can instruct participants to read through the questions and then discuss them in more detail, including what information needs to be addressed to answer each question.*

Below is detailed information about the nine areas of the Narrative Family Assessment, including the questions included in each area:

1. **Assess Caregiver:** This is where Licensing Specialists assess the caregiver(s) and the family environment. There are 15 assessment questions. The questions are:
 - **Question 1:** Explain any experiences with child abuse or neglect; alcohol and/or substance abuse treatment; or domestic violence. Describe whether the history, if any, involved either of the caregiver(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren).
 - *This question is required for ALL home study types.*
 - **Question 2:** Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how the caregiver will address any challenges.
 - For example, the caregiver takes medications that may result in drowsiness, causing restrictions in the caregiver's ability for driving a vehicle; or the caregiver has significant individual needs that might affect the safety of the child such as severe depression, lack of impulse control, medical needs,

- other current caregiving demands, etc.
- a. The prospective foster parent will need to disclose health history for themselves and each member of the household, to include current physical, mental or emotional health status, any condition that is progressive and debilitating in its course, and any past and current treatment and services received for such condition.
 - *This question is required for ALL home study types.*
- Question 3: Explain how the caregiver(s) will participate in a team supporting the child's safety, permanency and well-being by sharing necessary information with others on the team, maintaining the confidentiality of the child and caregiver as required and participating in planning activities, court hearings, staffings and other key meetings.
 - *This question is required for ALL home study types EXCEPT Emergency home studies.*
 - Question 4: Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well-being. This may include but is not limited to the following:
 - a. Providing appropriate supervision and positive methods of discipline including previous discipline, including previous discipline and parenting experiences.
 - b. Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes.
 - c. Providing opportunities to develop the child's interests and skills.
 - d. Maintaining awareness of the impact of trauma on behavior and the caregiver's knowledge of trauma.
 - e. Involving the child in family and community activities.
 - f. Providing transportation to school, child care, extracurricular activities, etc.
 - g. Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.
 - *This question is required for ALL home study types.*

- Question 5: Explain how the caregiver(s) are willing and able to:
 - a. Respect and honor any child's culture, religion and ethnicity. It is important for the caregiver to have the commitment of the caregiver to value, respect, appreciate, and educate the child regarding his or her racial and ethnic heritage and to permit the child the opportunity to know and appreciate that ethnic and racial heritage.
 - b. Adapt to and support any child's individual situation, including sexual orientation and family relationships.
 - c. If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.
 - The Licensing Specialist will also need to gain an understanding about the prospective caregiver's religion in order to assess and document the family's attitudes regarding seeking medical treatment, celebrating holidays or birthdays.

– *This question is required for ALL home study types.*
- Question 6: Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.

– *This question is required for ALL home study types.*
- Question 7: Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.
 - a. These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc.
 - b. The caregiver is caring for the other children or adults which results in significant demands on their time.

- c. The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child.
 - *This question is required for ALL home study types.*
- Question 8: Explain how the caregiver(s) are willing and able to participate in transition planning for the child(ren).
 - *This question is required for ALL home study types EXCEPT Emergency home studies.*
- Question 9: Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification.
 - *This question is required for ALL home study types EXCEPT Adoption and Adoption Addendum.*
- Question 10: Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Licensing s Communication Plans when appropriate.
 - *This question is required for ALL home study types.*
- Question 11: Explain how the caregiver(s) will: Maintain records and ensure that these records are made available to other partners that are important to the child welfare system and to the child and family, that are important to any child's well-being including child resource records, medical records, school records and all psychotropic medication records.
 - *This question is required for ALL home study types EXCEPT Emergency home studies.*
- Question 12: Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the child welfare system, the court, and community agencies, including schools, child care, health and mental health providers, and employers.
 - a. This should include a discussion on court notifications.
 - *This question is required for ALL home study types.*

- Question 13: Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs and dental care. This includes providing transportation, attending appointments and communicating with professionals.
 - *This question is required for ALL home study types.*
 - Question 14: Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by:
 - a. Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings.
 - b. Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities.
 - c. For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Caregiver training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system.
 - d. Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.
 - e. Maintaining the child(ren) in the school of origin until an appropriate grading break in the academic year, if not possible or not in the child(ren)'s best interest to remain in the school of origin for the remainder of the school year.
 - *This question is required for ALL home study types.*
 - Question 15: Is the family willing and able to provide placement for any siblings?
 - a. The needs of each individual child must be considered, as well as the family's demonstrated efforts to maintain the sibling connection.
 - *This question is required for ALL home study types.*
2. **Motivation**: This area of assessment is where Licensing Specialists describe the motivations the caregivers have to

be approved as a foster home. If it is a two-parent household, Licensing Specialists need to address both caregivers' mutual desire to care for children. This includes, but is not limited to, gaining an understanding of the following:

- What is the commitment to fostering for parents and family?
 - *This question is required for ALL home study types.*

3. **Education and Employment:** This area of assessment differs from the financial employment questions previously discussed. Here Licensing Specialists are not detailing where caregivers work or how much money they make, but how their education and /or employment history has helped prepare them to care for a child. In this area of assessment, Licensing Specialists will:

- Describe how the caregiver(s)' education, special training or employment history helps prepare them to care for a child.
- Discuss if the person may have any challenges, including but not limited to, the caregiver(s)' past difficulties in school, a specific learning disability, or his/her current work schedule.
 - *This question is required for ALL home study types*

4. **Family History:** This area used to be called Family Life in previous home studies. Here Licensing Specialists describe the relationships between household members, extended family, and friends. This means gaining a clear understanding of the elements below:

- Describe/discuss relationships between household members and extended family and friends. Consideration should be given as to stability of the marriage and/or any significant relationships. In determining stability, Licensing Specialists need to consider the length of the marriage or relationship and any history of repeated separations and reconciliations.
- Identify the family's formal and informal support systems, including current and anticipated child care arrangements.

- Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.
 - Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children.
 - Describe attitudes towards children and caregivers involved in the Child Welfare System.
 - Describe how family members have demonstrated capacity to caregiver children with special needs.
 - Discuss any significant losses by the family members and any coping mechanisms used to manage such loss.
 - *This question is required for ALL home study types.*
5. **Child(ren) To Be Placed Interview(s):** This is a new area of assessment included in the UHS. This area allows Licensing Specialists to interview the child and gain their understanding and/or feelings about being placed in the home.
- Discuss and assess the child(ren)'s understanding or feeling about being placed in the home. Document any concerns or needs that they would want the prospective foster parent(s) to know about them.
 - For an Initial or Re-licensing UHS where there is no child identified, Licensing Specialists will state "There are not children identified for this home" when completing this section.
 - *This question is required for ALL home study types.*
6. **References and Reviews:** This is also a new area of assessment within the UHS, but not a new requirement for prospective foster parents. Licensing Specialists are already required to collect and contact references. Now they will be able to document these references in the Licensing UHS. References include:
- Three personal references who are not related to the prospective foster parent and who have known the prospective foster parent for at least two years.
 - References from the adult children of each applicant. These references need to address the applicant's suitability to become a licensed out-of-home caregiver.

- References from school personnel of each school-age child residing in the home.
- References from the childcare provider of any preschool-age child residing in the home who is enrolled in a child care program.
- References and documentation regarding any previous licensure as out-of-home caregivers.
- All unsuccessful attempts to solicit information and references from the prospective foster parent's adult children have to be documented, and the overall impact of the missing information must be considered as a part of the recommendation to grant or deny a license.
 - *This question is required for ALL home study types.*

7. **Child History:** This area of assessment is also a new to the UHS. Here the Licensing Specialist will describe each child that is currently living in the home. When families already have children the anticipated impact of a new child on the family must be considered. Contact must be made with all children of the Prospective Foster parents in order to determine the anticipated impact on the family.
- Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges.
 - In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family.
 - Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.
 - A prospective Licensing caregiver who experienced a Licensing disruption or dissolution in the past must be assessed regarding the reasons for the disruption or dissolution, the family's openness in dealing with the problems that led to the disruption or dissolution, their willingness to accept help with the problems, and their continued support of the child through his or her change of placement.
 - *This question is required for ALL home study types.*

8. **Physical Environment:** Licensing Specialists need to ensure that they capture a detailed assessment of the entire home. It is important to ensure that the living environment is free of any potential hazards and the sleeping arrangements are appropriate for the age of the child.
- Discuss the physical environment, such as a description of the home including the number of bedrooms and bathrooms, type and number of available beds and current sleeping arrangements, storage space for children's personal belongings, living area, dining area and other interior space.
 - Discuss the results of the required radon test.
 - Interior and exterior photographs must be included. Interior photographs shall include all common living areas, the child's bedroom and bathroom, the storage space for the child's personal belongings, and any other area to which the child may have access.
 - A description of safety precautions in the home, including an evacuation plan, location and verification of operating fire extinguishers and smoke detectors, storage of medications, cleaning supplies, toxins, and safety nets for trampolines. The description must also include the storage of alcoholic beverages, location of burglar bars, fireplaces, handrails on stairways, and space heaters, if applicable.
 - Licensing Specialists need to assess water safety and provide a description of the outdoor area, including swimming pools, canals, ponds, lakes, streams, septic tanks, and other potential water hazards.
 - Licensing Specialists need to discuss and document the discussion with the prospective foster parent regarding the requirements for supervision and how the applicant will ensure safety and adequate supervision of the child.
 - Licensing Specialists need to determine that the prospective foster parent has transportation that is available 24 hours a day. All vehicles used to transport the child must be in safe condition and equipped with seat belts and care seats for each child transported.
 - The vehicles also need to be smoke free, including

e-cigarettes and vapor smoke, when the child is being transported.

- Licensing Specialists need to obtain a description of any household pets, exotic pets, or livestock residing on the premises. The descriptions should include observations of the care, behavior, and/or maintenance and safety plan relating to each animal.
 - The vaccination of animals as required needs to be verified. The prospective foster parent needs to have measures in place to assure safety of children from any potentially dangerous animals.
- The Licensing must also complete and discuss the results of the “Foster Home Inspection Checklist”.
 - *This question is required for ALL home study types.*

9. **Family Supports and Resources:** This new addition to the UHS allows Licensing Specialists to fully describe what support system currently exist in the family’s life.

- Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to provide care for a child placed in their home.
- If there were an unforeseen emergency, whom would they identify as using for respite, or additionally, for long term planning?
- What is their willingness to engage in recommended services such as therapy and support group, etc.?
 - *This question is required for ALL home study types.*

Slides: 4.39-4.47
 PG: 33-38

FSFN Screens: Show participants how the information is viewed in the Narrative Family Assessment page of the UHS. Refer participants to screenshots in the Participant Guide.

Narrative Family Assessment – Assess Caregiver(s) Questions:

The screenshot shows the Florida Safe Families Network software interface. At the top, it says "Florida Safe Families Network" and includes navigation options like "Hand Book", "Print", "Audit", "Spell Check", and "Help". Below this is a "General Information" section with fields for "Provider ID: 900000202", "Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA)", and "Purpose of Home Study: Non-Relative Placement". The status is "Pending".

The main content area is divided into several tabs: "Demographics", "Prior Intakes and Investigations/Referrals", "Background Check Information", "Financial Security Resources and Child Care Arrangement", "Narrative Family Assessment", and "Outcome/ Attachments to the Unified Home Study". The "Narrative Family Assessment" tab is active, showing a section titled "Assess Caregiver(s)" which is circled in red. Below this title is a paragraph: "The purpose of this section is to assess the caregiver(s) ability to provide a safe and nurturing environment in accordance with Florida Statute and Administrative Code, and Department of Children and Families Operating Procedures."

There are three numbered questions:

1. Explain any experiences with child abuse or neglect, alcohol and/or substance abuse treatment, or domestic violence. Describe whether the history, if any, involved either of the parent(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren).
 Reference any other household members (if applicable)
 Amanda stated she does not drink socially and deny a history of substance abuse and domestic violence. She denied a history of childhood abuse or neglect. Amanda feels she had a great childhood.
2. Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how the caregiver will address any challenges. (For example, the caregiver takes medications that may result in drowsiness, causing restrictions in the caregiver's ability for driving a vehicle; or the caregiver has significant individual needs that might affect the safety of the child such as severe depression, lack of impulse control, medical needs, other current caregiving demands, etc.).
 Reference any other household members (if applicable)
 Amanda denied having any medical or mental health conditions that would interfere with her ability to be a caregiver. Amanda does take Lisinopril 25mg for hypertension and Metoprolol for gout. She does not take any medications that would contribute to her sleeping when she is in care of the children.
3. Explain how the caregiver(s) will participate in a team supporting the child's safety, permanency and well-being by:
 a) Sharing necessary information with others on the team maintaining the confidentiality of the child and caregiver as required by law, regulation and professional ethics.
 b) Participating in planning activities, court hearings, staffings and other key meetings.
 Reference any other household members (if applicable)
 Amanda stated she is willing to participate in any meetings, court hearings or staffings that are necessary to advocate for the children. She will take the children to any recommended appointments for the children and will ensure the children are at every appointment. She wants to be informed of the case and understand what is occurring in the dependency process. She hopes the parents will participate in the process to be able to care for the children again. She understands the importance of ensuring the children's involvement with services identified.

On the right side of the interface, there are "Actions:" buttons for "Approval" and "Upload Image", and a "Text:" section with links for "Unified Home Study", "Prior Maltreatments or Findings/Referrals", and "Findings/Referrals".

Narrative Family Assessment – Assess Caregiver(s) Questions:

This screenshot continues the Florida Safe Families Network software interface, showing the continuation of the "Narrative Family Assessment" section. The top navigation and "General Information" fields are identical to the previous screenshot.

The "Narrative Family Assessment" tab is active, showing question 4:

4. Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well being. This may include but is not limited to the following:
 a) Providing appropriate supervision and positive methods of discipline.
 b) Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes.
 c) Providing opportunities to develop the child's interests and skills.
 d) Maintaining awareness of the impact of trauma on behavior.
 e) Involving the child in family and community activities.
 f) Providing transportation to school, child care, extracurricular activities, etc.
 g) Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.
 Reference any other household members (if applicable)
 Amanda states that she is attached to the children. She wants the Jenna and Jacob to be safe and healthy. She is willing to provide transportation to any doctor appointments or any other necessary appointments. She is willing to provide and maintain the safety measures in his home to ensure the safety of the children. She is aware that as the children grow, if still in her care, there may be behavioral changes and/or difficulties. She would be supportive to engage the children in any needed services that are recommended or identified that the children would benefit from. She will remain with the children at all times when in the home and provide

Question 5:

5. Explain how the caregiver(s) are willing and able to:
 a) Respect and honor any child's culture, religion and ethnicity.
 b) Adapt to and support any child's individual situation, including sexual orientation and family relationships.
 If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.
 Reference any other household members (if applicable)
 Amanda is willing to continue their family traditions with the children. She is willing to provide any type of special support that the children will need while living in her home. She would like the children to learn about other cultures and religions. She wants the children to learn about many cultures and religions and identify with whichever one they desire. She does not want to sway the children's beliefs in any way and support them with whichever religion they choose. She will support the children regardless of what sexual orientation they will identify with if they are still in her home at an older age.

Question 6:

6. Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.
 Reference any other household members (if applicable)
 Amanda is willing and able to keep the children as long as needed in her home. She has hope that the parents will recover and will be able to reunify with the children. If the children reunifies with their parents she is willing to continue her relationship with the children. She is willing to have the children in her home for as long as needed. There is nothing that would change her mind in caring for the children at this time. Financially she is able to support the children without any added financial burden.

The right side of the interface shows the same "Actions:" and "Text:" sections as the previous screenshot.

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: |
|--|--|------------------------------|---|-----------------------------|--|---|
| <p>7. Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources. a) These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc. b) The caregiver is caring for the other children or adults which results in significant demands on their time. c) The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child. *Reference any other household members (if applicable)*</p> <p>Amanda stated that she has no challenges to provide care for the children. She is aware that the children will need special care and they have her best interest. If any issues arise for the children, she is willing to have the children enter services and receive the assistance from professionals that is needed at that point in time.</p> | | | | | | <p>Approval Upload Image</p> <hr/> <p>Text: Unified Home Study Prior Maltreatments or Findings/Referrals</p> |
| <p>8. Explain how the caregiver(s) are willing and able to participate in transition planning for the child(ren). *Reference any other household members (if applicable)*</p> <p>Amanda stated she is willing to participate in transition planning for the children and will help maintain a relationship with them after they leave the home. She is open to any suggestions that are presented on how to make this transition easy for the children. She will maintain a strong relationship with them.</p> | | | | | | |
| <p>9. Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification. *Reference any other household members (if applicable)*</p> <p>Amanda stated she is willing to assist the parents with improving their life to be able to care and protect the children. She is willing to help with reunification as long as the parents are providing a caring, loving and safe environment for the children. She wants the parents to become stable and drug free to be able to fully care for their children. She is willing to participate in identified services with the parents to help better themselves. She desires for the parents to become stable and able to care for their children. She has attempted to help the parents in the past.</p> | | | | | | |
| <p>10. Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to assist with visitation for the parents in her home and able to communicate with both parents appropriately. She is willing to supervise contact between the parents and the children should it be approved by the courts.</p> | | | | | | |

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: |
|---|--|------------------------------|---|-----------------------------|--|---|
| <p>11. Explain how the caregiver(s) are willing and able to maintain records and ensure that these records are made available to other partners that are important to the child welfare system and to the child and family, that are important to any child's well being including child resource records, medical records, school records and all psychotropic medication records. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to maintain all records pertaining to the children. She is also willing to provide their records to other partners in the child welfare system. She will obtain and organizer to maintain the children's records.</p> | | | | | | <p>Approval Upload Image</p> <hr/> <p>Text: Unified Home Study Prior Maltreatments or Findings/Referrals</p> |
| <p>12. Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the child welfare system, the court, and community agencies, including schools, child care, health and mental health providers, and employers. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to advocate for whatever is the best interest of the children. Should she be required to testify or speak to the courts she is willing to do so. There are no limits that he has identified that would place her in a situation to not do something for the children.</p> | | | | | | |
| <p>13. Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs and dental care. This includes providing transportation, attending appointments and communicating with professionals. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to participate fully in any type medical or any other needs which will benefit the children. This will include providing transportation, attending appointments and communicating with professionals.</p> | | | | | | |
| <p>14. Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by: a) Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings. b) Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities. c) For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system. d) Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.</p> | | | | | | |

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

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|--------------|--|------------------------------|---|------------------------------------|--|--------------------------------------|
| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: Approval Upload Image |
|--------------|--|------------------------------|---|------------------------------------|--|--------------------------------------|

14. Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by:
 a) Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings.
 b) Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities.
 c) For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system.
 d) Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.
 e) Maintaining the child(ren) in the school of origin until an appropriate grading break in the academic year, if not possible or not in the child(ren)'s best interest to remain in the school of origin for the remainder of the school year.
 Reference any other household members (if applicable)

Amanda is willing to participate in any school services that are needed for the children. She will assist with assignments, support any school programs and meet with educators.

15. Is the family willing and able to provide placement for any siblings? Yes No Undecided

Amanda is willing to care for both children.

This section is intended to be a descriptive narrative assessment to further describe the overall functioning of the family and their capacity to provide (or to continue to provide) a safe and appropriate placement for children.

MOTIVATION
 Describe the motivation to foster, adopt or be approved as a relative/non-relative caregiver. If a two-parent household, address both caregivers' mutual desire to care for the child. This includes but is not limited to the following:
 a) What is the alignment of the caregiver(s) with the child?
 b) What is the understanding of the caregiver(s) of the danger threats that make the child unsafe?
 c) What is the commitment of the caregiver(s) to implement and adhere to the safety plan?
 d) What is the willingness of the caregiver(s) to help the child achieve permanency?

Narrative Family Assessment – Motivation and Education and Employment:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

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|--------------|--|------------------------------|---|------------------------------------|--|--------------------------------------|
| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: Approval Upload Image |
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This section is intended to be a descriptive narrative assessment to further describe the overall functioning of the family and their capacity to provide (or to continue to provide) a safe and appropriate placement for children.

MOTIVATION
 Describe the motivation to foster, adopt or be approved as a relative/non-relative caregiver. If a two-parent household, address both caregivers' mutual desire to care for the child. This includes but is not limited to the following:
 a) What is the alignment of the caregiver(s) with the child?
 b) What is the understanding of the caregiver(s) of the danger threats that make the child unsafe?
 c) What is the commitment of the caregiver(s) to implement and adhere to the safety plan?
 d) What is the willingness of the caregiver(s) to help the child achieve permanency?

Amanda wishes to care for the children as she has been close to the family since Jenna was an infant. She loves both of them and wants to be in their lives. She works full time, 10 hours a day. So she will be able to spend time with the children and ensure their needs are met. She is willing to have the children in her home as long as needed. There is nothing that would change her mind in caring for the children at this time. Financially she is able to support the children without any added financial burden..

EDUCATION AND EMPLOYMENT
 Describe how the caregiver(s) education, special training or employment history helps prepare them to care for a child. Discuss whether the person may have any challenges, including but not limited to the caregiver(s)' past difficulties in school, a specific learning disability or his/her current work schedule.

Amanda has some college education. She has worked for Walmart for 5 years and she is a manager.

FAMILY HISTORY
 Describe/discuss relationships between household members and extended family and friends. Identify the family's formal and informal support systems, including current and anticipated child care arrangements. Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.
 Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children. Describe attitudes towards children and parents involved in the child welfare system. Describe how family members have demonstrated capacity to parent children with special needs. Discuss any significant losses by the family members and any coping mechanisms used to manage such loss. Describe the type of discipline used in the family prior to fostering and how they were disciplined.

Narrative Family Assessment – Family History, Child(ren) To Be Placed Interview(s), and References and Reviews:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: |
|---|--|------------------------------|---|-----------------------------|--|---|
| <p>FAMILY HISTORY</p> <p>Describe/discuss relationships between household members and extended family and friends. Identify the family's formal and informal support systems, including current and anticipated child care arrangements. Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.</p> <p>Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children. Describe attitudes towards children and parents involved in the child welfare system. Describe how family members have demonstrated capacity to parent children with special needs. Discuss any significant losses by the family members and any coping mechanisms used to manage such loss. Describe the type of discipline used in the family prior to fostering and how they were disciplined as children.</p> <p>Amanda grow up in a single family home with her mother and sister, who both live close by. She has a good relationship with them and has Sunday brunch with them, every other Sunday. Amanda reports no history with DCF involvement as an adult or child. Her relationship with her mother has always been a good one. Her mother did spank her as a child, but it was never excessive. She does not believe she will use physical discipline on the children, simply because she doesn't think they need corporal punishment at the moment, but more positive reinforcement. Amanda is worried about Bill and Elizabeth and their ability to get their life together and get</p> | | | | | | <p>Approval</p> <p>Upload Image</p> <hr/> <p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p> |
| <p>CHILD(REN) TO BE PLACED INTERVIEW(S)</p> <p>Discuss and assess the child(ren)'s understanding or feeling about being placed in the home. Document any concerns or needs that they would want the potential caregiver(s) to know about them.</p> <p>Both Jessa and Jacob were advised of the placement. They both have known Amanda most of their life and report no concerns for being with her. Jessa was upset with the thought of having to move schools and missing her friends. Jacob was upset at first however when he learned he was able to bring all of his transformers with him, he calmed down and was willing to go with Amanda.</p> | | | | | | |
| <p>REFERENCES AND REVIEWS</p> <p>Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.</p> <p>Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has know Jessa and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.</p> | | | | | | |

Narrative Family Assessment – Child History and Physical Environment:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: |
|---|--|------------------------------|---|-----------------------------|--|---|
| <p>REFERENCES AND REVIEWS</p> <p>Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.</p> <p>Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has know Jessa and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.</p> | | | | | | <p>Approval</p> <p>Upload Image</p> <hr/> <p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p> |
| <p>CHILD HISTORY</p> <p>Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges. In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family. Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.</p> <p>Jessa is 7 years old, in the second grade at Ivey Hawn Elem. She is working at grade level in math, reading and English. Her teacher reports she is a bright child but there has been problems with behavior. However she is easily redirected. Jessa enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.</p> <p>Jacob is 4 years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors and numbers. He</p> | | | | | | |
| <p>PHYSICAL ENVIRONMENT</p> <p>Discuss the physical environment, including a description of the home and how the environment relates to the safety of the child(ren), including any pets and vehicles; address the interior, exterior, number of rooms, bathrooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Are there any changes needed in order to accommodate the child(ren)?</p> <p>Amanda resides in a two bedroom, 1 bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings.</p> | | | | | | |
| <p>FAMILY SUPPORTS AND RESOURCES</p> <p>Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to</p> | | | | | | |

Narrative Family Assessment – Family Supports and Resources:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

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|--------------|--|------------------------------|---|------------------------------------|--|--|
| Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: Approval Upload Image |
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CHILD HISTORY
Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges. In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family. Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.

Jessa is 7 years old, in the second grade at Ivey Hawn Elem. She is working at grade level in math, reading and English. Her teacher reports she is a bright child but there has been problems with behavior. However she is easily redirected. Jessa enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.

Jacob is 4 years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors and numbers. He

PHYSICAL ENVIRONMENT
Discuss the physical environment, including a description of the home and how the environment relates to the safety of the child(ren), including any pets and vehicles; address the interior, exterior, number of rooms, bathrooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Are there any changes needed in order to accommodate the child(ren)?

Amanda resides in a two bedroom, 1 bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings.

FAMILY SUPPORTS AND RESOURCES
Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to provide care for a child placed in their home. If there were an unforeseen emergency, whom would they identify as using for respite, or additionally, for long term planning? What is their willingness to engage in recommended services such as therapy and support group, etc.

Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.

Text:
[Unified Home Study](#)
[Prior Maltreatments at Findings/Referrals](#)

Activity A: Part 1 - Amanda Wants To Be a Foster Parent!

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| <p>Time:</p> <p>Purpose:</p> <p>Materials: <i>Slide: 4.48</i></p> <p>Trainer Instructions:</p> | <p>20 minutes</p> <p>To practice conducting an interview by utilizing the interview phases.</p> <ul style="list-style-type: none"> • PG: 39-41, Amanda Wants to Be a Foster Parent worksheet • <i>Break participants into groups of two: one Proposed Licensing Caregiver/Interviewee, one Licensing Specialist/Interviewer.</i> • <i>Ask participants to read the scenario. The scenario is split into two parts, Part A and Part B. Part A everyone reads and Part B only the Interviewee reads. The interviewer is to select at least 5 of the following questions from the Family Narrative Assessment to gather information around.</i> <ul style="list-style-type: none"> • Question 1: Explain any experiences with child abuse or neglect; alcohol and/or substance abuse treatment; or domestic violence. Describe whether the history, if any, involved either of the caregiver(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren). • Question 2: Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. • Question 3: Explain how the caregiver(s) will participate in a team supporting the child's safety, permanency and well-being by sharing necessary information with others on the team, maintaining the confidentiality of the child and caregiver as required and participating in planning activities, court hearings, staffings and other key meetings. • Question 4: Explain how the caregiver(s) are willing and |
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able to make a loving commitment to the child(ren)'s safety and well-being

- **Question 5:** Explain how the caregiver(s) are willing and able to: Respect and honor any child's culture, religion and ethnicity. It is important for the caregiver to have the commitment of the caregiver to value, respect, appreciate, and educate the child regarding his or her racial and ethnic heritage and to permit the child the opportunity to know and appreciate that ethnic and racial heritage.
- **Question 6:** Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.
- **Question 7:** Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.
- **Question 8:** Explain how the caregiver(s) are willing and able to participate in transition planning for the child (ren).
- **Question 9:** Explain how the caregiver(s) will maintain records and ensure that these records are made available to other partners that are important to the child welfare system and to the child and family, that are important to any child's well-being including child resource records, medical records, school records and all psychotropic medication records.
- **Question 10:** Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the child welfare system, the court, and community agencies, including schools, child care, health and mental health providers, and employers.
- The Licensing Specialist/interviewer is to conduct the four interview phases (Opening, Information Gathering, Planning, Closing) with the Interviewee/Proposed Licensing Caregiver.

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|---|---|
| <p>Participant Instructions:</p> | <ul style="list-style-type: none"> • After the activity, as a large group, conduct a discussion to address the following: <ul style="list-style-type: none"> – What was easy and/or difficult about completing the interview phases? – What interview behaviors/skills needed to be employed when conducting the assessment? – What areas were harder/easier to gather information around? – Address questions and areas of difficulty. <ol style="list-style-type: none"> 1. Read the scenario. Please note that the scenario is split into a Part A and Part B. <ul style="list-style-type: none"> • The first part is for everyone, and the second part should only be read by the Interviewee/Caregiver. 1. Select who will be the Licensing Specialist/Interviewer and who will be the Caregiver/Interviewee. 2. The interviewer must select up to five of the narrative assessment questions and using the four interview phases gather the needed information from the caregiver. |
| <p style="text-align: center;">Scenario Part A:</p> <p>Bill and Elizabeth have been married for five years. They have two children, four-year-old Jacob and seven-year-old Jenna. A child abuse investigation determined that Jacob and Jenna were unsafe in their home and an In-Home Safety Plan could not be completed at that time. The children were removed and placed a family friend, Amanda Rivera, age 32. She was willing to take both children and has known and had regular contact with the children since they were born. Bill and Elizabeth believe Amanda will provide the children with a loving home.</p> <p>Update: Amanda Rivera has completed the necessary classes to become a foster parent. Home visits were completed and the home is appropriate to have two children placed in her home. Her criminal history has been reviewed and she still has no criminal history.</p> <p style="text-align: center;">Scenario Part B:</p> | |

Additional Information for the Interviewee/Caregiver: Only read if you are role-playing as the interviewee/caregiver. This only provides a basic level of information; additional information should be added as needed to answer the questions asked by the Interviewer.

- Amanda has known the family for six and a half years. She met Elizabeth through work and they became friends.
- Amanda resides in a two bedroom, one bathroom home with a fenced in backyard. When entering the home through the front door, there is an open-concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings. The home was observed to be very clean and no environmental hazards were noted.
- Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.
- Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has known Jenna and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great foster parent.
- Sonja Rivera (sister of Amanda Rivera) advised that she is willing to care for the children as needed to assist her sister. Sonja stated that Amanda was always the nurturing one and believes she will have no issues being a foster parent.
- Amanda does take Lisinopril 25mg for hypertension and Metoprolol for gout.
- Amanda has worked full-time at Wal-Mart for two years and five months. She works four ten hour days, Monday, Tuesday, Thursday, and Friday from 7am to 5pm.
- There is no criminal or child abuse information found that automatically prohibits Amanda Rivera from being considered as a foster parent.
- Jenna is seven years old in the second grade at Ivey Hawn Elementary. She is working at grade level in math, reading, and English. Her teacher reports she is a bright child, but there have been problems with behavior. However, she is easily redirected. Jenna enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.
- Jacob is four years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors, and numbers. He is struggling with fine motor skills, such as holding a pencil correctly. He is very active and likes to

spend time playing outside. He also loves playing video games, especially Minecraft.

- Both Jenna and Jacob were advised of the placement with Amanda and her interest in licensing. They both have known Amanda most of their life and report no concerns for being with her.

Activity STOP

Finalizing the Licensing UHS

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Attachments

FSFN Tutorial: To show the material discussed below, use the FSFN Tutorial to conduct a demonstration showing how documents are attached to the UHS. Also, demonstrate how to select the recommendation and send it to the supervisor for approval, and how supervisors make the final determination and freeze the UHS.

Attachments provide verification of information gathered and evidence of information shared with the caregiver. The attachments that are required depend on the type of UHS being completed.

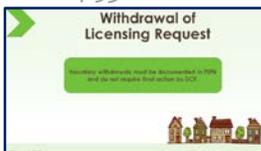
- The Outcome/Attachments tab includes attachments that are in print form and external to the UHS and/or FSFN. This tab includes a list of sixteen possible attachments that may be uploaded.
- When one of these possible listed documents is not attached, an explanation must be provided in the appropriate comment field. Licensing Specialists can enter “N/A” as the reason when the document is not required.
- Listed below are the upload requirements for each listed attachment in the Licensing and Re-Licensing UHS.

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| Attachments | Upload Requirements for UHS |
|---|--|
| Affidavit of firearm safety | Required: Signed Acknowledgement of Firearms/Safety Requirements |
| Water Addendum | Optional to Upload Information Provided to Caregiver |
| Affidavit of Good Moral Character | N/A, Upload to Provider File Cabinet |
| Personal References | N/A, Upload to Provider File Cabinet |
| Adoption-Subsidy Acknowledgement form | N/A |
| Adoption-Child Study | N/A |
| Consent to Release Information | N/A |
| Florida Adoption Assistance Program | N/A |
| Information Packet Sent-Adoptive Home | N/A |
| Information Packet Sent-Foster Home | N/A |
| Florida Adoption Reunion Registry | N/A |
| TANF information | N/A |
| Relative Caregiver Program Information | N/A |
| Referrals | N/A |
| Receipts of Rights and responsibilities | N/A |
| Receipt of Grievance Brochure | N/A |
| Referrals | N/A |

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Withdrawal of Licensing Request

Once the licensing agency completes the UHS assessment and informs the applicants, they will identify any barriers to licensing. The applicant may voluntarily withdraw their application of licensure. All withdrawals must be documented in FSFN and will not require final action by DCF.

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Signatures, Recommendations and Approvals

Signatures

Once **all** information required has been gathered and assessed, Licensing Specialists must ask the prospective foster parent to review and sign the UHS created. The prospective Foster parent(s)' signatures provide attestation that the information shared is accurate as of the date that their signature is provided. If known, it is at this time that Licensing Specialists inform the caregiver of any concerns or changes that might affect the anticipated outcome of the home study.

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- Once signed by the caregivers, Licensing Specialists, and supervisors, the entire UHS, including the signature page, must be uploaded into the UHS page in FSFN within two business days.
- When the information is entered in FSFN and caregiver signatures are obtained and uploaded, Licensing Specialists are then ready to develop their recommendation of the home study.
- The recommended outcome must be based upon the information gathered and if the prospective foster parent will be able to provide the needed care, nurturing, and protection. When the home study is for a specific child, Licensing Specialists must determine if the placement is the best, individualized placement available for that child.

Recommendations

In the FSFN UHS Outcomes page, Licensing Specialists select a recommended outcome for their supervisor to review. The outcomes available to choose from are as follows:

- “Application Withdrawn”: The caregiver(s) decided to not continue with the home study process.
- “Denied”: The home study can be denied because of one or more of the following:
 - “Criminal Disqualifier”: Based upon criminal history, Licensing Specialists cannot recommend licensing the prospective foster parent.
 - “FSFN Disqualifier”: Licensing Specialists determine that, based upon information reviewed in FSFN, the prospective foster parent cannot be recommend for a license.
 - “Review Comments”: There are other reasons which are the basis for the Licensing Specialist’s determination that placement in this home is not in the best interest of the child(ren).

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- “Duplicate - Created in Error”: Used if the UHS was created by mistake.
- “Approved”- There are two option when recommending a home study for approval.
 1. “Approved- Meet Requirements”: The Licensing Specialist determined that both of the following conditions exist.
 - The caregiver(s) meet home study requirements.
 - Placement in this home is in the best interest of child(ren).
 2. “Approved-Review Comments”: There are other reasons the Licensing Specialist would like the supervisor to be aware of that are a part of the determination.
- The narrative recommendation for licensure will have to describe the characteristics of children most appropriate for placement in the home. These characteristics shall include:
 - Most appropriate number of children that can be placed in the home.
 - Recommended ages of children placed in the home
 - Gender of children placed in the home
 - Types of behaviors they can/cannot have, and
 - Any special needs of the children that the prospective foster parent can address/support.
 - Recommendations must be in accordance with Multi-Ethnic Placement Act (MEPA).
- Licensing Specialists need to explore, address, and document any limitations or concerns and under what conditions the prospective family is not willing or able to accept a child.
- If recommending denial of licensure, the summary shall specify the licensing standards the prospective foster parent is unable to meet and attach all supporting documentation.

Final Approvals

- After Licensing Specialists select the recommended outcome on the FSFN page and provide a narrative detail regarding why the recommendation is being made, Licensing Specialists must launch the UHS template and submit it for supervisor review and approval. All of the required fields on the home study pages must be completed in order to submit a “completed” home study to a supervisor for review.
- The supervisor reviews the home study in FSFN to determine that appropriate interviews, background checks and analysis, and assessment of caregiver(s) have been completed.
- For the approval/denial process, Child Welfare Professional Supervisors must enter a justification for approval or denial in the Outcome text box.
- The supervisor has the authority to approve or deny a completed home study regardless of the Licensing Specialist’s recommendation. The supervisor must use the FSFN UHS module to record the final decision and completion date for all home study types.
- In the Outcome group box on the FSFN UHS page, Licensing Specialist supervisors will select an appropriate conclusion from the Outcome drop down choices:
 - “Application Withdrawn” means that the caregiver(s) decided to not continue with the home study process.
 - “Approved - Meets Requirements” means that the Licensing Specialist Supervisor has determined that the caregiver(s) meet all requirements without the need for any support or assistance at this time.
 - “Approved - Review Comments” means that the Licensing Specialist Supervisor has determined that the caregiver(s) meet the requirements based on specific services or resources that must be available to care for the child.

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PG: 44

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PG: 45

- “Denied - Criminal Disqualifier”:
- “Denied - FSFN Disqualifier”:
- “Denied - Review Comments”:
- “Duplicate - Created in Error”:
- Once reviewed by the Supervisor, the outcome is documented in FSFN. The Case Manager will print the UHS to be provided to the court. The UHS should not be finalized until the court has made a determination. If the court makes a determination that is not the outcome of the Department, the supervisor should document this within the Outcome group box, under their recommendation and use the “Denied - Court Approved” option from the drop-down.
- When the supervisor approves or denies a home study, they will document the reason in the Outcome text box. Supervisors document their approval or denial in the Outcome text box after reviewing the completed UHS.
- If the supervisor is unavailable, the Child Welfare Professional can choose an alternate supervisor.
- Child Welfare Professionals cannot approve their own home study.
- It is at this time that the Licensing Specialist, Licensing Specialist supervisor, and the Licensing Agency’s executive director or their designee sign the final approved/denied Initial or Re-licensing Unified Home Study.

- Upon the supervisor approving or denying the home study in FSFN, the document freezes along with the associated UHS template and is no longer editable. Supervisors need to finalize the home study and freeze it even if the UHS was denied via the approval routing FSFN functionality.
- Once the recommendation, approval/denial, and signatures are complete, Licensing Specialists have five business days to provide a copy of the signed home study to the caregiver(s), regardless of the supervisor’s decision.

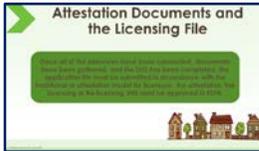
Slide: 4.61

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FSFN Screens: Show participants how to document what will be attached to the UHS, how to select the recommendation and send it to the supervisor for approval, and how supervisors make the final determination and freeze the UHS. Refer participants to screenshots in the Participant Guide.

Outcome/Attachments, Recommendations, and Approval:

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Now that the Initial Licensed UHS is completed, Licensing Specialists must submit the complete licensing file for approval.

Attestation Documents and the Licensing File

Once all of the interviews have been conducted, documents have been gathered, and the UHS has been completed, the application file must be submitted in accordance with the traditional or attestation model for licensure. For attestation, the Licensing or Re-licensing UHS must be approved in FSFN.

- The licensing checklist is now completed in FSFN.
- Documents in the licensing file can now be uploaded into FSFN. The licensing file that is normally stored as a paper copy will now be scanned into the Provider File Cabinet.

Licensing/Re-licensing Checklist

These checklists assist in ensuring all of the initial licensing and re-licensing requirements for the licensing file are met.

- These checklists in FSFN will replace the “Initial Licensing Standards Checklist for 24-Hour Family Care” and “Re-licensing Standards Checklist for 24-Hour Family Care” forms which are outlined in Administrative Code.
- They should be completed prior to submission of the licensing file or attestation document.
- These new checklists will create a faster reviewing process for DCF approval and each provider can only have one pending checklist at a time.

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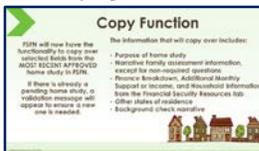


PG: 47



Slide: 4.64

Slide: 4.65



PG: 48

Copy Function

FSFN Tutorial: To show the material discussed below, use the FSFN Tutorial, to conduct a demonstration showing how to use the copy function from an approved UHS, including the following information:

Once the Person Provider has been searched for and/or created and the UHS launched from the Actions Menu, a list of existing Unified Home Studies for that provider will appear in a pop-up box. Select the most recent and approved UHS to copy.

FSFN will now have the functionality to copy over selected field from the most recent approved home study in FSFN. This will allow Licensing Specialists to complete a home study without having to start from scratch if there is already an approved home study in the system. This can be a huge timesaver as well as a big convenience to the caregiver who may have already answered all of the questions. While Licensing Specialists need to validate the information to ensure it is still correct, they do not have to re-enter duplicative information.

- The information that will copy over includes:
 - Purpose of home study
 - Narrative Family Assessment information, except for non-required questions (i.e., questions 3, 8, 9, and 11)
 - Finance Breakdown, Additional Monthly Support or Income, and Household Information from the Financial Security Resources tab
 - Other states of residence
 - Background check narrative
- Information Licensing Specialists gather to assess must be relevant, detailed, and sufficient in order to provide a clear assessment of the caregiver's current ability to care and nurture the child. This includes ensuring that the information copied over from a previously approved UHS is still valid and current.

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FSFN Screens: Show participants how to use the copy function from an approved UHS. Refer participants to the screenshots in the Participant Guide.

Copy Function:

| Date Created | Date Initiated | Purpose | Status | |
|--------------|----------------|------------------------|---------|------|
| 03/22/2018 | 03/22/2018 | Non-Relative Placement | Pending | Copy |



Slide: 4.67

Slide: 4.68



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Addendum - Not Adoption

FSFN Tutorial: To show the material discussed below, use the FSFN Tutorial to conduct a demonstration showing how to select documents for the Addendum-Not Adoption UHS.

Addendums address all of the changes that have occurred in the household during the licensing year. They allow foster parents to discuss any issues, concerns or triumphs they have experienced.

- Examples of when to conduct an addendum include:
 - Move to new home (change location)
 - Change in household circumstances
 - New household members
 - Annual renewal of UHS
 - Law enforcement involvement
- The addendum includes the following:
 - Youth exit interviews, case manager reviews, and foster

- parent reviews
- Documentation of at least eight hours (annually) of continuing education
- Documentation of updated water safety training, if applicable
- Background screening which includes local law enforcement records checks completed prior to the one year expiration date on existing checks, abuse history checks, and FDLE re-screening, if applicable
- Pet vaccinations, if applicable
- Documentation of driver's license(s) and vehicle insurance
- Updated evacuation and disaster preparedness plan if changes in the layout of the home or means of egress have occurred

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FSFN Screens: Show participants how to select documents for the Addendum-Not Adoption UHS. Refer participants to screenshots in the Participant Guide.

How to Select Documents for the Addendum-Not Adoption UHS:

The screenshot shows the Florida Safe Families Network web application. The 'Purpose of Home Study' dropdown menu is open, displaying the following options: Addendum - Non-Adoption, Adoption, Adoption Addendum, Emergency Placement, Initial License for Foster Home, Non-Relative Placement, Re-License, and Relative Placement. The 'Addendum - Non-Adoption' option is selected. The status of the study is 'Pending'. The 'Actions' section includes 'Approval' and 'Upload Image'.

Re-licensing

Slide: 4.70



PG: 50-51

The Re-licensing UHS is completed when a license is set to expire and the foster parent wishes to continue to be a licensed placement. The assessment includes all of the same elements that were assessed during the Initial Licensing UHS and some additional elements that are specific to the re-licensing process. The re-licensing checklist includes:

- The re-licensing file has to be submitted to the licensing authority at least 30 calendar days prior to expiration of the current license. If the attestation model is used, the relicensing file can be submitted to the licensing authority at least ten business days prior to expiration of the current

Slide: 4.71



PG: 50-51

license.

- Foster Parents requesting to be re-licensed must complete the “Application for License to Provide Out-of-Home Care for Dependent Children,” and provide documentation of at least eight hours of continuing education annually, a current driver’s license, driving record, and auto insurance coverage information, as applicable.
- Licensing Specialists need to:
 - Complete a home environmental health inspection report.
 - Ensure the foster parents obtain a radon test.
 - After two radon measurements with negative results, no further testing is required unless the home has significant structural changes.
 - Ensure that all required background screening have been completed.
 - Obtain required references.
 - The supervising agency responsible for completing the re-licensing home study shall obtain and review information about the home from the:
 - “Case Manager/Case Worker Review of Foster Parent” form
 - “Quality of Foster parent’s Home – Community Input” form
 - At least one of each of the above forms is required for every child who has been placed for a minimum of 30 calendar days in the home.
 - “Exit Interview about Foster Parents” form
 - This form must be completed for every child over the age of five who exits the home following a placement of 30 calendar days or longer.
 - “Foster Parent’s Review of the Case Worker/Care Manager” form to review information from Case Managers who supervised children in the home during the previous thirty days.
 - Conduct a minimum of one face-to-face visit in the home and interview all household members prior to re-licensure.

- Inspect the home, including all interior and exterior areas, for continued compliance with licensing standards.
 - A narrative shall be included in the Physical Environment section of the UHS.
- Assess the vehicles used for transporting children for seatbelt compliance and any obvious safety hazards
 - Observations, including compliance, shall be included in the Physical Environment section of the UHS.
- Review fire drill logs and ensure continued compliance with licensing standards. Also review and discuss the evacuation plan and disaster preparedness plan.
 - A narrative shall be included in the Physical Environment section of the UHS.

Additional FSFN Changes

Users in the Organization Providers page will no longer be capable of entering invalid FEIN or Tax ID numbers.

Person providers now have a Provider Address Maintenance page which allows users to identify or change addresses. Users will have the ability to insert addresses.

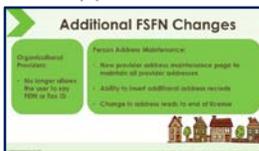
A change to a licensed provider's physical address automatically leads to the end of the current license.

Licensing agencies now have the ability to make changes to Caregiver 1 without changing the information of Caregiver 2.

Licensing dates will not have the ability to overlap. The license date cannot begin and end on the same date.

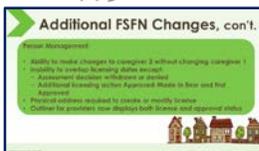
- When completing the Re-licensing UHS, it includes an assessment of fostering experiences over the past licensing year, including:

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Slide: 4.73



PG: 52

- **Discipline:** Description of how the foster parent has managed behavior with children placed in the home.
- **Family life:** Documentation of the foster parent’s support and integration of children into the family, such as attendance at and involvement with children’s activities, ensuring children have reliable transportation to school, social events, medical appointments, and inclusion in other family activities.
- **Teaming:** Documentation of the level of cooperation of foster parents with the children’s families, including visitation for children placed in the home during the previous licensing year. This includes describing of how the family has worked with the supervising agency and other service providers.
- **Medical:** Documentation of the foster parent’s compliance with proper administration and monitoring of medication, and cooperation with medical directives and appointments.
- **Education:** Documentation of the maintenance of school and resource records for each child in placement.
- **Placement:** Licensing Specialists need to discuss and assess placement activity during the previous licensing year. If the family requested that a child be moved, the reasons and circumstances must be addressed.
- **Exit interviews:** Youth Exit Interviews must be conducted and assessed with every child age five through 18 who lived in the home for 30 days or longer.
- This information is documented in the Child History of the Re-Licensing UHS.
- **Summary of collected feedback:** Obtained from lead and/or supervising agency staff members as it relates to the family’s continued suitability and performance as a foster parent.
- **Physical environment:** Confirms to meet standards.

- As with the Initial Licensing process, all forms and information obtained as a part of the re-licensing process need to be reviewed, assessed, and summarized in the written narrative. The narrative should include the characteristics of children for whom the family is most appropriate, including number of children, age, gender, special needs and behaviors in accordance with MEPA.
- The Re-licensing UHS must be completed, reviewed, and approved in FSFN.
- The home study is signed and dated by the Licensing Specialist and the Licensing Supervisor. The foster parent also signs the home study and is provided with a copy. The signature pages must be uploaded as an attachment to the UHS in FSFN.
- If approved, a license shall be issued to the applicant no later than ten business days from receipt of the completed re-licensing file. The supervising agency is responsible for notifying the family.
- Foster may be issued a license for longer than one year, but no longer than three years.

Activity A: Part 2 – Amanda Wants To Be a Foster Parent!

| | |
|---|--|
| Time: | 45 minutes |
| Purpose: | To practice completing a Licensing UHS. |
| Materials: <i>Slide: 4.74</i> | <ul style="list-style-type: none"> • Computer and access to tutorial • PG: 53-54, Amanda Wants To Be a Foster Parent worksheet |
| Trainer Instructions: | <ul style="list-style-type: none"> • <i>In the TTT session activity was demonstrated in tutorial format but please ensure that participants are able to complete the activity either individually or in small groups to ensure they become familiar with FSFN functionality. Also ensure they understand that the process is the same whether they are completing relative or a non-relative home study.</i> • <i>Please ensure that the scenario is built in tutorial PRIOR to training session.</i> • <i>Have participants' access seed data in tutorial.</i> • <i>Ask participants to read the following scenario and complete a Non-Relative Home study on their designated computer as a group at their table.</i> • <i>Instruct each table to complete update the existing Emergency UHS using the copy function and necessary edits in order to develop the new Non-Relative UHS.</i> • <i>Ask the group to share what they felt was easy and/or difficult about completing the UHS in FSFN. Address questions and areas of difficulty.</i> |
| Participant Instructions: | <ol style="list-style-type: none"> 1. Read the scenario. 2. Discuss the information needed to be collected and complete the UHS template. 3. Choose a spokesperson to share questions, what the group felt was easy and/or difficult about completing the UHS. Address questions and areas of difficulty. |

Scenario

Bill and Elizabeth have been married for five years. They have two children, four-year-old Jacob and seven-year-old Jenna. A child abuse investigation determined that Jacob and Jenna were unsafe in their home and an In-Home Safety Plan could not be completed at this time. The children were removed and placed a family friend, Amanda Rivera, age 32.

Update: Amanda Rivera has completed the necessary classes to become a foster parent. Home visits were completed and the home is appropriate to have two children placed in her home. Her criminal history has been reviewed and she still has no criminal history.

Complete an Initial License Unified Home Study

- Amanda has known the family for six and a half years. She met Elizabeth through work and they became friends.
- Amanda resides in a two bedroom, one bathroom home with a fenced in backyard. When entering the home through the front door, there is an open-concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings. The home was observed to be very clean and no environmental hazards were noted.
- Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.
- Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has known Jenna and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.
- Sonja Rivera (sister of Amanda Rivera) advised that she is willing to care for the children as needed to assist her sister. Sonja stated that Amanda was always the nurturing one and believes she will have no issues taking on a caregiver role.
- Amanda does take Lisinopril 25mg for hypertension and Metoprolol for gout.
- Amanda has worked full-time at Wal-Mart for two years and five months. She works four ten hour days, Monday, Tuesday, Thursday, and Friday from 7am to 5pm.

- There is no criminal or child abuse information found that automatically prohibits Amanda Rivera from being considered as a placement option.
- Jenna is seven years old in the second grade at Ivey Hawn Elementary. She is working at grade level in math, reading, and English. Her teacher reports she is a bright child, but there have been problems with behavior. However, she is easily redirected. Jenna enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.
- Jacob is four years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors, and numbers. He is struggling with fine motor skills, such as holding a pencil correctly. He is very active and likes to spend time playing outside. He also loves playing video games, especially Minecraft.
- Both Jenna and Jacob were advised of the placement with Amanda and her interest in licensing. They both have known Amanda most of their life and report no concerns for being with her.

Activity STOP

Unit Summary:

The Initial Licensing and Re-licensing home studies are completed by the Licensing Specialist for individuals wanting to be or wanting to continue to be a licensed placement. Licensing Specialists gather critical information from the onset in order to assess the caregiver's criminal and child welfare history, their home environment, and their ability to care for children in their home.

It is vital to make a thorough assessment of the caregiver's ability to nurture, care, and protect children placed with them. Once the information is obtained, Licensing Specialists assess all of the information gathered regarding the caregivers and all of the household members in order to make a recommendation for the supervisor to review. The supervisor then approves or denies the home study accordingly.