

Caregiver Connection

A monthly publication for Washington State foster and adoptive families and relative caregivers produced by the Washington Department of Social and Health Services, Children's Administration and the Alliance for Child Welfare Excellence.

JULY 2015

SUPPORTING AND ADVOCATING FOR FORMER FOSTER YOUTH

Nobody understands the life journeys people take better than those who have taken similar paths. In the child welfare system, foster parents, relative caregivers, adoptive parents all have their stories to tell. And to one degree or another, they can find people who have taken similar journeys who can offer support and advocacy.

The same is true for youth who have come through the foster care system – a path many people have walked.

Mary Anne Herrick of Seattle, president and chair of the board of directors for the national Foster Care Alumni of America (FCAA), said that estimates she heard several years ago indicated about 12 million youth had been in foster care in America. In 2013, "I think the number was much higher than that," she said.

Foster Club, a national organization that supports current and former foster youth, estimates that between 2013 and 2020, another 10.5 million youth will have been in foster care.

Foster care alumni banded together in Washington state in 2004, and did so with two goals. "We wanted to connect foster youth together to support each other, and we wanted to raise up their voice," Herrick said.

Herrick's involvement began after a Casey Family Program study of foster youth in 2000. "I wanted to help make things better," said Herrick, who had lived in foster care for eight years. She helped form an organization that later morphed into the Washington state chapter of the FCAA.

"People who have been involved with the system recognize the gaps that exist," she said. "It is a really broken system. We want to make it better, and work with people who have been through the system. It's a good place to start."

Foster care alumni have been busy advocating for changes throughout the country, including at the White House. Inspired by the Casey Family Programs study, the original slogan of foster youth was "nothing about us without us," Herrick said. A more current goal would be reflected in "connecting today's youth to tomorrow."

Statistics show foster youth face tough challenges. They are hindered by factors related to the disruptions they've faced – placement changes, school changes, emotional upheavals and many more. Educationally, only about half complete high school, and of those, only a handful go on to earn a bachelor's degree. "A lot of alumni are really still struggling," Herrick said.

Some struggle with basic life skills they did not learn growing up.

Georgette Todd, author of the book "Foster Girl: A Memoir" wrote movingly in a blog for the Coalition for Children, Youth and Families in Milwaukee, Wis., about her inability to even know how to change a tire at age 25, among other skills she did not master growing up.

She wrote: "From not knowing how to clean an oven to storing food properly, to cooking, to finding out that I shouldn't be placing bras in the dryer – needless to say, I'm still behind on basic life skills."

Independent living programs can do a lot, but it's the little things that can only be taught and learned through parenting. I wish there was a book on how to be a human, but until that day, I – like a lot of former foster youth – will just have to continue playing catch-up with the rest of the population."

(Note: You can read her entire blog at www.chronicleofsocialchange.org/opinion/the-little-things-that-elude-foster-youths/10363 <https://chronicleofsocialchange.org/opinion/the-little-things-that-elude-foster-youths/10363>)

Even more important than trying to learn certain life skills, Herrick, said, is navigating the emotional debris that may be left by the trauma of growing up in foster care.

"The biggest challenges are healing from the trauma," she said. "That is a big, big factor. There is a lot of healing that has to occur." One of those traumas is the stigma youth feel about being in foster care. "They internalize that," she said.

That's why groups such as FCAA, Foster Club and others are so important. In the past, Herrick has worked at the four-day Make It Happen summer event for foster youth and former foster youth preparing for college. The event is organized by the

College Success Foundation in Issaquah.

"So many young people are leaving the system every year ... without a support system," she said. The groups that have grown up to help former foster youth "can provide a community of support when they don't have one."

Events like Make It Happen also show former foster youth that they are not alone – many other people share their experiences. As with separated siblings who attend Camp To Belong Washington, spending several days with others whose life experiences are so similar can be empowering and healing.

On its website, FCAA offers a book called "Flux," which helps guide former foster youth in the social and emotional transition into adulthood. Read it at <http://www.fostercarealumni.org/flux/>

Part of the goal of FCAA is not just to heal and support, but also to help grow a new generation of leaders, Herrick said.

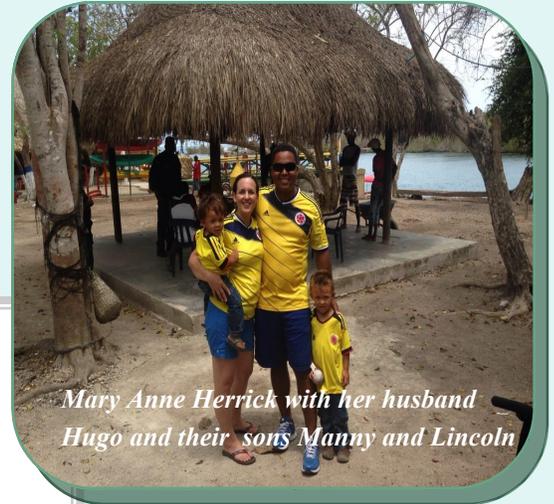
Lura Miller vice president of the state chapter, put it this way on their website: "I'm inspired by the other alums who do so much for youth in and from foster care. I'm inspired to be a leader because I know that my presence as an alum will give encouragement to others from care. I want to make a difference in the lives of youth in and from care."

Herrick – 37, married and the mother of two young children – now works for World Vision, traveling the world to provide clean water for areas that do not have it. She previously worked with the Tacoma-based College Success Foundation and has worked around the world to help kids wherever she can.

"It's like my **super, super, super sweet spot is street kids," she said.**

Part of her life experience included backpacking around South America for 18 months, where she met her husband Hugo.

Herrick said that with FCAA chapters in 19 states, the ripple continues to grow for support and advocacy. "To see the next generation (become leaders) is one of the most special things in my life,"



Mary Anne Herrick with her husband Hugo and their sons Manny and Lincoln

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ENJOY SUMMER

MAKING “WE ARE FAMILY” A REALITY

FTDM MEETINGS

All children need as many caring adults as possible in their lives to nurture and support them into adulthood. This is especially true for children who are removed from their biological homes and placed in foster or relative care.

That’s why Children’s Administration has set up a system that brings together all the important adults in the life of a child or youth at one time and place to discuss a plan for the child. The process works through Family Team Decision Meetings (FTDM). Here is more about how it works.



Who attends an FTDM?

Those attending include the parents of the child, as well as the child if he or she is old enough (generally 12 or 13 years old or older.) The parents and child may invite members of their family – people who are supportive of them and/or who may be possible placement resources for the child. The

parents’ and child’s attorneys, if one is assigned, may also attend. The social worker and supervisor will be present, as

will the child’s Court-Appointed Special Advocate (CASA) or Guardian ad Litum (GAL), caregivers, service providers and professionals who are knowledgeable about the child and/or family. If the family is of Native American heritage, a representative of the tribe will be present in person or by telephone.

Family

“A Family Team Decision Meeting develops a plan for a child to be placed safely in the least restrictive, least intrusive placement possible, according to Children’s

When does a Family Team Decision Meeting occur?

An FTDM is held whenever an out-of-home placement or placement move of a child is possible. Several types have developed:

An “*imminent-risk FTDM*” may occur if there is a risk a child will be placed. The team’s effort is to develop a plan to keep the child safely at home.

An “*Emergent FTDM*” occurs within 72 hours of a child being placed in protective custody or a court-ordered placement.

A “*placement stabilization FTDM*” is scheduled when an out-of-home placement is at risk of disruption. This meeting focuses on development of a plan to support the placement or identify a new placement for the child.

A “*return home FTDM*” or a “*permanency FTDM*” occurs when a child is returning to

What happens at an FTDM?

The meeting is led by a facilitator who will discuss the purpose of the meeting, ask those present to introduce themselves and their relationship to the child, explain the meeting’s ground rules and obtain the parents’ consent for those present to participate. A confidentiality statement is signed by everyone attending.

The facilitator leads the group in identifying safety threats and other concerns related to the child in his/her current situation and lists the protective capacities that the parents or current caregivers offer to mitigate these risks. The facilitator charts these on a whiteboard.

Next, the group brainstorms possible placements for the child and attempts to achieve consensus in identifying where the child will stay. If consensus cannot be reached, the social worker and supervisors make a decision.

When a placement has been identified, the group lists the tasks required to support the placement and assigns these tasks to the social worker, parent or another individual. Everyone in attendance in person will receive a written copy of that plan at the end of the meeting. Those present by phone will receive a copy via mail or email.



Lesson Learned About a Family Team Decision Making Meetings



*Role-playing a Family Team Decision Making Meeting at the recent Pacific Northwest Caregiver's Conference.
Lesson learned: Include Auntie Em!*

During the recent Pacific Northwest Caregivers Conference, a group role-played a Family Team Decision Meeting using characters from the Wizard of Oz. The group was trying to find a placement for Dorothy, who adamantly did not like the school she was attending and wanted to return to her old school; her placement was at risk of disrupting.

In the script, written by Peggy Devoy of Children's Administration, a trainer on FTDMs, and Marci Miess, conference chair and a former foster parent, the conclusion was that Dorothy's grandma would provide transportation to her old school.

The problem? Grandma was not included at the FTDM. Peggy said the group recognized the oversight immediately after the role-playing was done, when individuals pointed it out. She immediately changed the script to have the grandma, the Auntie Em character, at the FTDM.

The incident pointed out the importance of having all the key adults in the life of the child in the room or on the phone during the discussion and decision-making. With the caveat that the script was hastily devised to replace a scheduled keynote speaker who was unable to attend, Peggy said facilitators always try to have all key players present.

"Should grandma have been there? Absolutely," Peggy said. "It's critical to have current and potential caregivers at the meeting or on the phone." She added: "This was a skit. In practice, it's absolutely true" that we try to invite everyone. It's especially important that relatives are invited "because they don't always get the support and services they need," and having them at the meeting lets them discuss what they need for the child, Peggy said.

The meetings can also be powerful, positive experiences, as foster parent liaison Kim Glover of Vancouver recently posted on Facebook:

"I just got home from attending a FTDM. I watched a foster mom face the thing she most dreaded. I watched her straighten her shoulders, lift her head high and pull up her big girl panties. She then sacrificed her own feelings, and with dignity and grace, helped plan the transition home for her babies.

She never batted an eye. No one else in the room saw what I saw. As we were leaving the meeting room, people were commenting on the small pieces of debris on the floor wondering what the trail was and why it led to the parking lot. I knew what it was. Her broken heart...

Foster mom (you know who you are), I am in awe of you. I recognize what you did today and I am so PROUD of you."

Frequently asked questions about Family Team Decision Making meetings

As a foster parent, when would I participate in an FTDM?

Foster parents can be invited to an FTDM to share information about a child in their care at an emergent, return home or permanency FTDM. Foster parents also would attend a placement stabilization FTDM to seek support to maintain a placement in their home or to assist in transitioning a child to a new placement.

Can I ask for a FTDM to stabilize a placement in my home?

Yes. Make the request to the child's social worker or the social worker's supervisor. It is most effective to ask for an FTDM when you first begin to be challenged by a placement and before you are frustrated or seriously considering asking that the child to be moved.

I would like to share information about the child in my home with the FTDM but I am reluctant to be there in person. Is that okay?

Yes, you can write a statement to be read at the FTDM or you can ask the social worker to share your observations. The facilitators are trained and are skilled at maintaining a peaceful, non-threatening environment to discuss the placement needs of children.

If I attend an FTDM what should I know?

Remember that the focus of the meeting is to develop and support a plan for a safe and appropriate placement for a child. This is a time to be open and honest in sharing your observations of the child's needs and about support you need as a caregiver. It is not the place to blame or shame the child's parents or to work out differences you may have with the assigned social worker or Children's Administration.

Who can answer my questions about an FTDM involving a child in my care?

Your licensor and foster parent liaison have information about the FTDM process. They can answer questions and offer you support if you want them to. You can discuss the specific FTDM with the social worker or supervisor. If you have questions that are not specific to the child's case, you can post these on the Making FTDM Work for You Facebook page, <https://www.facebook.com/makingftdmworkforyou>.

This month, more winning entries from the statewide contest, Voices of Children Being Raised by Grandparents and Other Relatives, are included in the Caregiver Connection. The annual event is for children and youth age 5-18. It is sponsored by Family Education and Support Services, based in Olympia.

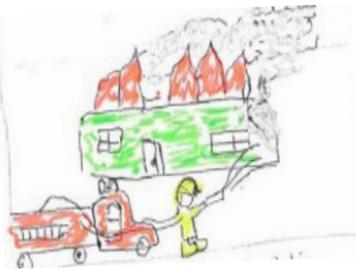
Winners received a \$100 gift certificate from Twin Star Credit Union and a free night at Great Wolf Lodge for themselves and their families. More than 50 entries of artwork and writing were submitted this year. The winning entries are presented here exactly as written

VOICES OF CHILDREN

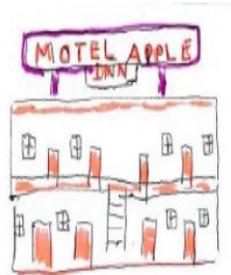
What I learned when our house burned down:

Dylan, age 12

“As long as I can remember I lived at my Grandma’s house. I knew she was the boss, I looked up to her, I thought she was big. Then one day our house burned down. My Mom thought I would have to live with her but I didn’t feel at home there. I called my Grandma to come and get me. Then I felt at home. Home is not the building you



live in but a feeling. I felt at home first in a motel, then the tree house she built for me, then a one bedroom apartment, to now a three bedroom house out in the country. It's the nicest house we've lived in. Now I'm 12 and I'm a lot bigger than my Grandma. My little Grandma with the big heart that holds a big kid like me. My Grandma and I, plus our 2 ferrets are a family. Home is wherever they may be.”



Kathleen L., age 7

“It is really AWESOME good to live in my Grandparents. I love my Grandparents. They are Awesome Grandparents. I hope I don't miss a thing at school. I'm glad I have a house to live in. I have two pets, Whitey and Leri a German Shepard. He makes sure cheks on us every morning.

They teach us responsebilly for over stuf nice, clean and tidy. Everything looks nice good. I have a tooth I can do better at math and I can read better. My birthday is June 6 and I'm going to be 8 years old. When I'm 8 years old I

will still be older than my sister. Shes 3 and living with my Grandma and Grandpa.

I don't have to keep secrets anymore like Mom told me to. I don't have to lie anymore I still have bad dreams but I no that I'm safe at Grandma and Grandpa's house. I have to go on a visit to times a week, I miss a lot of school these days.

I'm happy because we make special pancakes together on Sunday with eggs and Bocker sasige with Love. That tastes really good.





THE EMOTIONAL JOURNEY OF RELATIVE CARE

The emotional perspective of the children coming to live with relatives when they can no longer live with their biological parents is captured movingly by their words and pictures.

But the emotions of the relatives caring for those children can also run very deeply – and can be far different than those of foster parents caring for children.

While foster and relative caregivers share the common bond of helping raise children who have experienced the trauma of being removed from their biological homes, the caregiving experience itself can be far different.

The following article, reprinted with the permission of the Coalition for Children Youth And Families in Milwaukee, Wis., provides a good overview for all relative caregivers.

“Many relative caregivers have said they just didn’t know how hard everything would be until the day came when they realized that they were now the “parent” to their relative’s children.

Many also didn’t know that parenting again would bring them on a roller coaster of emotions and change the way they feel about everything, including their own definition of family.

Change is Hard

Often children are placed in the homes of relative caregivers because of safety concerns for the children or concerns about the parent’s ability to provide appropriate care for their children.

Maybe you are hoping that your relative will turn things around and come to see how his or her behaviors are affecting the children’s lives. Maybe the children were only supposed to be with you for a few months and those few months have now turned into a couple of years.

When the children were first placed, you probably worried more about the children. But as more and more time passes, you may be beginning to understand the amount of loss and stress this family change has brought you.

Journey of Feelings

You may be experiencing a wide range of feelings, including being happy one moment to angry and sad the next. You’re not alone—many caregivers feel like this.

Emotional Ups

Not everything is stressful, however. Or, if they are stressful, many families thrive in spite of it. Jeff and Cindy Ziegler are an aunt and uncle in southern Wisconsin who took in their niece.

Jeff Ziegler says, “It was fun to see her meld into the family and be just another part of it. I also enjoyed the candid conversations of what her life was like and how she helped to improve it.”

He goes on to say, “She seemed to appreciate that we were home with our children and cared what they were up to. She had a chance to be a kid instead of being the caregiver in the family.” Other caregivers have had similar feelings that include:

Comfort that you’re able to provide a safe, nurturing environment.

Pride and accomplishment when the children learn a new skill, like tying a shoe.

Patience in learning how to parent your relative’s children and navigate systems like foster care, energy assistance, or Women Infants and Children (WIC).

Inspiration from other relative caregivers who are doing the same thing as you every day. How do they do it and why don’t the news shows talk about this more?

Encouragement from your family and friends that you are really doing the right thing— even when it feels like nothing is going right.

Happiness when you see the smiles on the faces of the children or hear their laughter.

Love from the hugs and kisses you get.

Compassion for the children when they cry because they miss their parent(s).

Hope for the children, your relative, and yourself as you all go through a time of big change.

Emotional Downs

About the emotional struggles, Ziegler says, “The lows were a while in coming but they came. She did start to resent the fact that she was one of the family and that she needed to live up to the same standards as the rest of the children in the house. Bed times, permission, her share of the duties, homework schedules, and someone that made her be accountable were things she was not used to and was quite unhappy about it.”

Ziegler says, “After a couple of months, she forgot about all the ‘stuff’ that was happening at her house and defended

those who had caused her all that pain.” “Being compared to those who gave her no limits was also a problem for me,” he says. “I felt bad when she would lash out at me. I also thought I was taking away from my own children to spend so much time on her problems.”

Other caregivers have lows that include:

Fear that you do not have enough resources to provide for the children like you desire.

Anger that the child’s parents are not doing all that they can or should be doing to make the situation better for the children.

Guilt when feeling angry and responsible for your relative’s poor choices or inability to parent.

Sacrifice of your time, energy, financial resources, and role as the grandfather or cousin or uncle to be the parent instead— so many sacrifices yet so little appreciation.

Loss and disappointment of everything that was familiar, including your goals and future plans. Your world has turned upside down, yet few acknowledge your personal loss. What you had planned in this stage in your life now looks completely different.

Frustration if the reunification plan isn’t working out like you hoped.

Sadness for yourself—that you’re giving up a piece of yourself and your established role to parent these children.

Confusion. Some days it can feel like you don’t know which way is up or down.

Embarrassment that your relative isn’t able to be the parent due to many possible reasons like mental health issues, incarceration, drugs, alcohol, violence, or abandonment.

Isolation when you feel like you’re the only in this situation. These losses can also leave you without very many people to talk to because of the stigma, fear of judgment, lack of social recognition, understanding, and support of others. Your feelings do matter and if your support system doesn’t understand, your emotional journey can seem that much more difficult.

Find out if there is a local support group or find a couple of close adults who

understand your situation. Find a counselor if you are having difficulty finding a neutral support network or need professional help. Talking about things and finding others who have experienced similar situations can really help.

You’re Not Alone

So how can you recognize your feelings in order to deal with them? You can start by recognizing that the behaviors of your adult relative are not necessarily a reflection on you, your family, or your parenting (if you’re a grandparent). By knowing this, hopefully you’ll be able to talk about your situation more and ask for help. If you haven’t checked out a support group for relative caregivers, now might be the time to make that call. After all, it might not be an easy journey that you are on but you are not alone. Many others have walked in your shoes and have felt the same exact way as you.

Finally, sometimes you just need some time to regain some perspective. As Ziegler says about their experiences, “All in all, the experience was quite wonderful. As time went by, we all forgot the ugly parts and revel in all the good times and fun we had. After the fact, my niece was incredibly thankful for the opportunity to have been one of our family and never misses a chance to tell me that.”



Relative caregivers can find contact information for Kinship Navigators to provide assistance on the resource pages in each Caregiver Connection.

REDUCING USE OF PSYCHOTROPIC MEDICATIONS



The State of Washington has been working to reduce the gap between children and youth in the child welfare system and other children who use psychotropic medications. One type of psychotropic medication is called anti-psychotics. Anti-psychotic medications are used to treat severe mental illnesses such as schizophrenia, psychosis, severe depression and mania. These types of anti-psychotic medications include, but are not limited to, Clozapine, Haldol, Risperdal, Seroquil and Zyraxa. Currently, our kids tend to be prescribed psychotropic medications more frequently than other children. The 2015 legislature passed new legislation specific to anti-psychotic medications. **The state Health Care Authority is working out the details to put the new law into place. Information will be provided to you through the Caregiver Connection when procedures are in place.** When put into place, all prescriptions for anti-psychotic medication will require a review by the Second Opinion Network (a contracted entity with the Health Care Authority (HCA)).

- All reviews will occur when the prescription is presented at the pharmacy.
- HCA rules allow pharmacists to provide an emergency supply of existing medications until the review is completed.

Here is a link to that memo to pharmacies: http://www.hca.wa.gov/medicaid/pharmacy/Documents/emergency_fill_policy.pdf

For this new process to operate as intended, please remember that CA staff and caregivers must not pay out-of-pocket for medications to avoid the review process.

Questions regarding “denied” or “unapproved” prescriptions should be directed to the Fostering Well-Being Care Coordination Unit at (800) 422-3263, ext. 5-2626, or fwbccu@dshs.wa.gov.

DID YOU KNOW?

CHANGES TO FOSTER PARENT RECRUITMENT & RETENTION

Children’s Administration has negotiated new contracts for Foster Parent Recruitment and Retention Services for the next two state fiscal years (2016 – 2017). **The Olive Crest – Fostering Together Program** will continue to provide recruitment and support services to foster parents and relative caregivers throughout western Washington. Anne Snook, Olive Crest’s Western Washington Director and Marilyn Hatfield, Olive Crest’s Fostering Together Recruitment & Retention Director will lead their teams in

Region 2 (Whatcom, Skagit, Snohomish, King, San Juan and Island counties) and **Region 3** (Pierce, Kitsap, Clallam, Jefferson, Mason, Grays Harbor, Thurston, Lewis, Pacific, Wahkiakum, Cowlitz, Clark and Skamania counties). To reach Olive Crest call: 425-462-1612 or www.fosteringtogether.org

A new contractor begins Foster Parent Recruitment and Retention services in July on the eastern side of the state for all of **Region 1**. **Eastern Washington University (EWU)** was chosen through a competitive Request For Proposal (RFP) process. Kim Fordham, Director, is quickly gearing up to begin serving foster parents and relative caregivers. We are excited to welcome Eastern Washington University, Kim and their growing staff to our work in recruiting and supporting caregivers throughout eastern Washington! Watch for more information coming soon on connecting with their program.

CARS GET HOT QUICKLY - NEVER LEAVE A CHILD UNATTENDED IN A CAR

With the unseasonably hot weather and summer now in full swing, children can quickly be put in harm's way if they are left unattended in cars. State law prohibits leaving a child unattended in a care because it is dangerous. On a warm day, the temperature inside a closed car can rise to over 125 degrees in minutes, even when the windows are partially open. Cars, in effect, become ovens.

According to the national web site, KidsandCars, children are especially vulnerable to heat stroke, as their body temperatures rise three to five times faster than an adult's. Most of the time, caregivers "get busy, distracted, upset, or confused by a change in his or her daily routine, and just... forgets a child is in the car." It can happen to anyone.

The organization provides the following tips to help you remember not to leave your child in a car.

Get in the habit of always opening the back door of your vehicle every time you reach your destination to check to make sure no child – or pet – has been left behind.

Keep a large stuffed animal in the child's car seat. Right before the child is placed in the seat, move the stuffed animal to the front passenger seat as a visual reminder that your child is in the back seat.

Put something you'll need on the floorboard in the back seat in front of your child's car seat (your left shoe, cell phone, handbag, employee ID, briefcase, etc.). This ensures you open the back door of your vehicle to retrieve your belongings.

Make arrangements with your daycare provider or babysitter to call you within 10 minutes if your child does not arrive as expected.

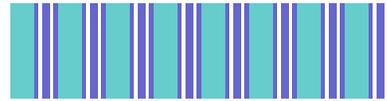
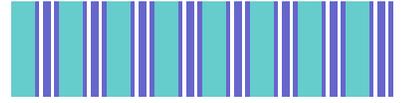
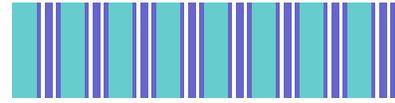
Never leave children alone in or around cars, not even for a minute. Instead, use drive-thru services when available.

Since the group began tracking data, at least 675 children have died in these preventable tragedies.

Keep vehicles locked at all times; even in the garage or driveway and keep car keys and remote openers out of reach of children.

When a child is missing, check vehicles and car trunks immediately.

The Division of Licensed Resources advises that if you see a child in an unattended car call 911. If the child needs help, get the child out of the car immediately.



BECOME A FOSTER PARENT

Share this message with others!

Throughout Washington, foster parents are needed to love, coach, mentor, wipe tears, celebrate, support and encourage children and youth living outside their home due to abuse and neglect.

Could you, your family or a friend make a difference in the life of a child? Maybe you could even deal with some teen drama!

Are you ready to learn more about becoming a foster family?

Washington's foster parent recruitment phone line, **1-888-KIDS-414,**

provides information and can answer many of your or your friends' questions. Take a minute to call, because you don't know what you're missing!

Information on becoming a foster parent is available at the Children's Administration website:

<http://www.dshs.wa.gov/ca/fosterparents/>

or www.fosteringtogether.org.



Foster Care Maintenance Payments

“With the legislature’s passage of the budget, the foster care basic rate will increase to the following amounts effective July 1.”

Foster care maintenance payments are intended to assist licensed foster parents in meeting the needs of the foster child in their care. A basic rate payment (Level 1) is paid to all foster parents for costs related to food, clothing, shelter, and personal incidentals. In addition, there are three levels of supplemental payments (Levels 2, 3 and 4) which are paid to foster parents who care for children with varying degrees of physical, mental, behavioral or emotional conditions that require increased effort, care or supervision that are above the needs of a typically developing child.



Monthly Rate

Child's Age	Level I or Basic Rate	Level II (Includes Basic Rate)	Level III (Includes Basic Rate)	Level IV (Includes Basic Rate)
0-5 Years	\$562	\$739.92	\$1,085.51	\$1,364.30
6-11 Years	\$683	\$860.92	\$1,206.51	\$1,485.30
12+ Years	\$703	\$880.92	\$1,226.51	\$1,505.30

BASIC RATE

Child's Age	Shelter ^①	Food ^②	Clothing*	Personal Incidentals*	Total Level I
0-5 Years	\$272	\$180	\$53	\$57	\$562
6-11 Years	\$272	\$285	\$49	\$77	\$683
12+ Years	\$272	\$313	\$50	\$68	\$703

①The cost estimate for shelter include a “base housing number” of \$239 based on HUD fair market rent data and additional estimated shelter costs of \$33 based on the marginal cost of certain Consumer Expenditure Survey codes related to IV-E allowable costs.

② - The cost estimate for food is based on USDA food diaries for moderate income individuals and does not exclude costs related to the availability of WIC for 0-5 year olds and school lunches for school age youth.

*Cost estimates for clothing and personal incidentals are based on USDA average costs for 2 parent/2 child households using Consumer Expenditure Survey codes related to IV-E allowable costs.

CAREGIVERS: CHILD INFORMATION

Are you getting the **Child Information Placement Referral Form** when a child is placed with you? Caregivers should receive this form anytime a child is placed in their home. If you don't receive it, contact the child's worker, or your placement coordinator.

WHAT	WHEN	WHO IS RESPONSIBLE
Child Information / Placement Referral (DSSH Form 15-300)	<p>Prior to or soon after initial placement (within 24-72 hours)</p> <p>When the child changes placement</p> <p>When new information is known about the child's needs</p>	Social Worker, Placement Coordinator

GETTING IN TOUCH WITH YOUR SOCIAL WORKER

Need to contact your social worker? The Children's Administration website has a list of staff members by region.

You can access the list at

<https://www.dshs.wa.gov/ca/foster-parenting/childrens-administration-staff-directories>

The lists are updated regularly and also include supervisors for individual social workers.



SOMETHING NEW – FOR CAREGIVERS ...

In response to the CA 2014 Foster Parent Survey, we heard caregivers talk about their many questions on CA policy, practice and how that impacts caring for children placed in your home. In response CA has developed a "Frequently Asked Questions" (FAQs) that will live on our website. Caregivers will soon be able to search by topic for helpful information related to caring for the children placed in your home. Check back each month for new questions.

<https://www.dshs.wa.gov/ca/foster-parenting>



**USING YOUR STATE
PARK PASS THIS
SUMMER**



Washington State Parks is partnering with Children’s Administration to offer free state park passes to licensed foster parents and relatives caring for a state-dependent child (one who has a Children’s Administration social worker).

A wallet ID card identifying the foster parent or relative caregiver of a dependent child serves as the park pass card. This program is only good at Washington’s state parks. It is not good for use in federal sites or parks in other states. The wallet card is available through Children’s Administration.



- Licensed foster parents receive their wallet card when they become licensed. If you haven’t received one, contact your licensor.
- Relatives caring for a dependent child must request a card through the Children’s Administration Headquarters office.

Contact Michelle Christiansen at:
Chrisma@dshs.wa.gov, \ or 360-902-7989.

The system works like this:

Overnight park visits

If you plan to stay overnight, take your official wallet card identifying yourself as a foster parent or your foster care license to the park to show to park rangers. You will also need to show a drivers’ license or other photo ID. Like everyone else using state park campgrounds, you likely will need reservations for an overnight stay, especially during the summer.

Day park visits

If you are going for a day visit, display your official card on your car’s dashboard so the ranger can see it. If you don’t have a card identifying yourself as a foster parent, call your licensor to request one. If you are a relative caregiver with a dependent child or a foster parent who does not have an identifying card, you are eligible for a free pass to carry with you to the park.

A couple important points:

The park pass program is intended children in foster care and their caregivers’ family. Please do not allow others to use your pass. If you must change or cancel your reservations, please notify the park reservation system in advance so others can use your spot.

Adoption Support Payment Process
Dates

Below are the dates your adoption support payments process for the rest of 2015. Paper checks will be mailed on the process date. Direct Deposit payments deposit to your account within 2-4 business days after the process date. ***This only applies to***

Service Month	Process Date
August	July 24
September	August 25
October	September 24
November	October 26
December	November 20
January 2016	December 23

Caregiver Mileage

It’s time to submit your monthly mileage form to your social worker.

If you have questions about allowable mileage use this link

http://www.dshs.wa.gov/pdf/ms/forms/07_090.pdf.

Please remember: Children’s does not reimburse for mileage over 90 days old.



Additional Resources

Washington State's Kinship Navigators

Helping grandparents and relatives raising children

Locate information, resources, and a link to your local Kinship Navigator for support at:

<https://fortress.wa.gov/dshs/f2ws03apps/kinship/kinshipmap.asp>

Foster Intervention Retention and Support Team (FIRST):

Offers neutral third party advice and support for foster parents when dealing with allegations or a licensing violation.

- ⇒ EASTERN WASHINGTON (Region 1) call 509-928-6697
- ⇒ WESTERN WASHINGTON (Regions 2 and 3) call 253-219-6782
- ⇒ Email (covers all of Washington) FIRST@olivecrest.org

Foster Care Critical Support and Retention Program

This program was developed to help retain foster parents who care for sexually reactive children, physically assaultive children, or children with other high-risk behaviors. Short term therapeutic and educational interventions are available to help support the stability of the placement.

This service is free of charge and is provided through Olive Crest. Contact the child's worker if a referral would help you in handling the behaviors of the child in your home.

If you would like to learn more about the available services contact Kathleen Walter, Olive Crest's Critical Support Clinician 425-1612 ext. 1356 or

Kathleen-walter@olivecrest.org

Fostering Well-Being Care Coordination Unit (FWB CCU):

FWB CCU can help answer health-related questions or help you with health related **issues for children/youth in your care.**

Contact information:

1-800-422-3263 ext. 52626 or
 360-725-2626 (8:00 a.m.– 4:30 p.m.) or
 e-mail: fwbccu@dshs.wa.gov.

FOSTER PARENT AND CAREGIVER CRISIS AND SUPPORT LINE:

1-800-301-1868

FPAWS:

Foster Parent Association of Washington State FPAWS is an all volunteer, non-profit association, led by experienced caregivers who provide support and helpful services to all caregivers (foster, adoptive, and kinship) in Washington State.

Contact FPAWS at www.fpaws.org or

Caregiver Training



The Alliance for Child Welfare Excellence at the University of Washington provides training for caregivers in the support of children in their care. We have made changes to our website.

New Automated Course Schedule and Course Catalog

This can be found at:

allianceforchildwelfare.org

Course **Schedule** provides easy access to scheduled trainings for caregivers.

Course **Catalog** provides a complete list of all trainings not currently scheduled. Tell us if you are interested in a course not yet scheduled.

New automated course schedule requires setting up profile or account with password one time. An individual email address is necessary to create a profile and to register for classes.

Search function includes type of course, topics, locations, training group, even a map to



CA Foster Parent Consultation Team (1624)

Regional Representatives - 2015

Regional representatives have been elected to serve in positions on the statewide Children’s Administration Foster Parent Consultation Team – informally known as the “1624 team” – for 2015.

Meeting four times a year with top-level CA management to discuss issues of statewide concern to foster parents, the representatives serve as the voices of foster parents to the management of Children’s Administration (CA). They also help coordinate regional consultation teams.

Name	E-mail	Phone
Melissa MacDougall, Reg. 1 North	MM@mplawpllc.com	509-846-6405
Vacant Reg. 1 North		
Jessica Hanna, Reg. 1 South	Jhanna1124@gmail.com	509-899-3329
Audra Krussel, Reg. 1 South	Audra11@mindspring.com	208-3409956
Shala Crow, Reg. 2 North	Shala-Crow@olivecrest.org	360-220-3785
Deena Parra, Reg. 2 North	Deena-Parra@olivecrest.org	360-572-4271
Shannon Mead, Reg. 2 South	Shannon.mead@gmail.com	206-856-1508
Joanne Moran, Reg. 2 South - Alternate	Joanne-Moran@olivecrest.org	206-856-8533
Gerald Donaldson, Reg. 2 South	gwdonaldson@seattleschools.org	425-488-6036
Talya Miller, Reg. 2 South - Alternate	Mytie5683@aol.com	206-786-1491
Michael Thomas, Reg. 3 North	mlthomas253@hotmail.com	253-298-1860
Matthew Wilke, Reg. 3 North	wilkemj@yahoo.com	253-651-1617
Ashleigh Barraza, Reg. 3 North - Alternate	ashleigh.barraza@yahoo.com	619-847-8370
Vacant		
Amy Gardner, Reg. 3 South	michaelamy52@msn.com	360-200-2102
Beth Canfield, FPAWS	bethcanfield@comcast.net	360-990-1011
Mike Canfield, FPAWS	mkbeth@comcast.net	360-990-1255



REGION 2

Shala Crow (Reg. Coordinator / Community Involvement)

Shala-Crow@olivecrest.org 360-220-3785

Deena Parra (Support Assistant)

Deena-Parra@olivecrest.org 253-219-6782

FOSTER PARENT LIAISONS

- ◆ Leilani McClure (NE King county)
Leilani-McClure@olivecrest.org 425-681-2094
- ◆ Maia Anderson (South King county)
Maia-anderson@olivecrest.org 425-346-8336
- ◆ JoAnne Moran (King West County, MLK, White Center)
Joanne-Moran@olivecrest.org 206-856-8533
- ◆ Angela Pitts-Long (Central District)
Angela-Pitts-Long@olivecrest.org 425-614-6176
- ◆ Christina Urtasun (Island, San Juan, Skagit and Whatcom Counties)
Christina-Urtasun@olivecrest.org 360-720-0969
- ◆ Megan Harp (Smokey Point)
Megan-Harp@olivecrest.org 425-350-3839
- ◆ Stephanie Hanson (Sky Valley)
Stephanie-Hanson@olivecrest.org 360-805-1094
- ◆ Summer Buckles (Everett and Lynwood)
Buckles@olivecrest.org 425-830-9400

REGION 3

Leeann Marshel (Regional Coordinator)

[Leeann Marshel@olivecrest.org](mailto:Leeann_Marshel@olivecrest.org) 360-909-0421

Michelle Fowler (Support Assistant)

Michelle-Fowler@olivecrest.org 360-772-1955

FOSTER PARENT LIAISONS

- ◆ Erika Thompson (Pierce county)
Erika-Thompson@olivecrest.org 206-406-2398
- ◆ Althea Sanders (Pierce county Involvement)
Althea-Sanders@olivecrest.org 208-691-4502
- ◆ Jeanie Johns (Kitsap county)
Jeanie-Johns@olivecrest.org 360-265-3398
- ◆ Niki Hatzenbuehler (Mason and Thurston Counties)
Niki-Hatzenbuehler@olivecrest.org 253-219-3355
- ◆ Linda Cortani (Jefferson and Clallam Counties)
Linda-Cortani@olivecrest.org 360-640-0869
- ◆ Brenda Taylor (Grays Harbor and Pacific Counties)
Brenda-Taylor@olivecrest.org 360-589-9383
- ◆ Niki Favela (Cowlitz, Lewis and Wahkiakum Counties)
Niki-Favela@olivecrest.org 708-653-8912
- ◆ Kim Glover (Clark and Skamania Counties)
Kim-Glover@olivecrest.org 360-433-7150



Training for current and potential new foster parents statewide is provided by [The Alliance for Child Welfare Excellence](#). Following is the Contact information for the Trainers in your Region.

In addition, the [Alliance website](#) has updated training information for caregivers, along with other valuable information.

REGION	NAME	EMAIL	TELEPHONE
R1 Spokane & surrounding areas	Jan Hinkle-Rodriguez, Supervisor Leon Covington, Trainer Nancy Leigh, Trainer, Renee Siers, Trainer Amber Sherman, Registrar	janh5@uw.edu leonc44@uw.edu Leighn2@uw.edu siersr@uw.edu	509-836-5499 509-363-2410 509-846-8645 509-363-3399 509-363-4821
R1 Yakima, Tri-Cities, Ellensburg & surrounding areas	Jan Hinkle-Rodriguez, Supervisor Ryan Krueger, Trainer Eileen Angier, Registrar	janh5@uw.edu krry300@uw.edu	509-836-5499 509-358-3096 800-876-5195
R2 Bellingham, Everett, Mount Vernon & surrounding areas	Yolonda Marzest, Supervisor Julie Gelo, Trainer Joan Sager, Trainer	ymarzest@uw.edu jkg@uw.edu sagerj2@uw.edu	206-923-4955 425-339-1811 360-738-2305
R2 Seattle Metro Area	Yolonda Marzest, Supervisor El-Freda Stephenson, Trainer Emma Nierman, Trainer	ymarzest@uw.edu elfreda@uw.edu enierman@uw.edu	206-923-4955 206-923-4922 206-923-9414



ALLIANCE FOR CHILD WELFARE STAFF (continued...)



REGION	NAME	EMAIL	TELEPHONE
R3 Tacoma, Bremerton, Puyallup & surrounding areas.	Arthur Fernandez-Scarberry, Supervisor	sart300@uw.edu	206-276-4549
	Linda Falcocchio, Trainer Luanne Hawley, Registrar	falcol@uw.edu	253-983-6474 253-881-1207
R3 Tumwater, Olympia, Centralia, Long Beach, South Bend, & surrounding areas.	Penny Michel, Trainer	mpen300@uw.edu	360-725-6788
	Linda Bales, Registrar		360-485-8146
R3 Aberdeen, South Bend and Long Beach.	Stephanie Rodriguez, Trainer	steph75@uw.edu	
R3 Vancouver, Camas, Stevenson & Kelso.	Colleen Cornman-Wilcox, Trainer	cm39@uw.edu	360-993-7991
	Kim Glover, Registrar		360-326-3864

