



# HANAI

*Hawai'i Assures Nurturing and Involvement*



# Transition, Becoming an Advocate, Mandated Reporting & Community Resources



# Training Agenda

- Why Youth Transition
- Becoming an Advocate
- How to Have a Successful Transition
- Mandated Reporting
- Resources



# Competencies & Objectives

- Resource Caregivers will be able to learn about the types of transitions that youth may experience.
- Resource Caregivers will understand how to assist youth in transition planning and preparation.
- Resource caregivers will learn how to use their new skills to become an advocate and provide resources for all youth in care.



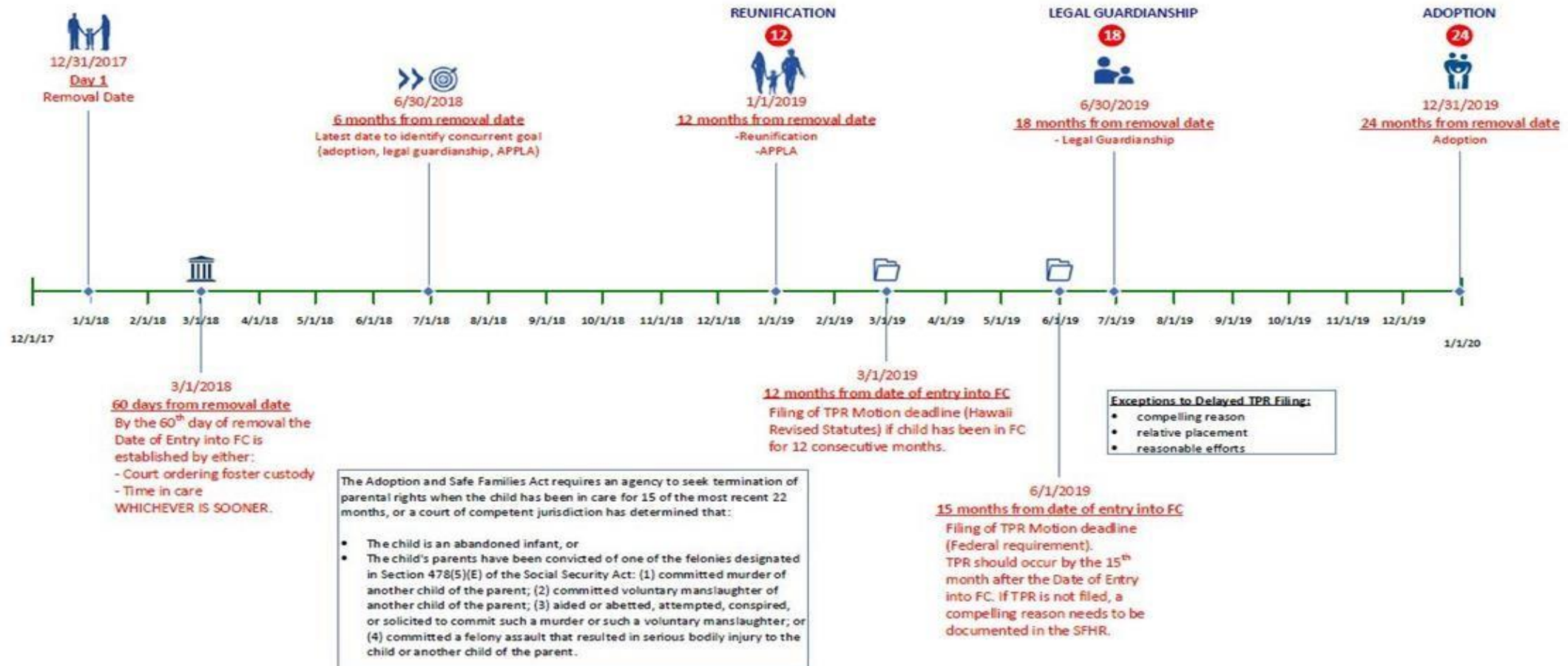
# Transition





# Permanency Goal Timeline

A hypothetical timeline illustrating critical deadlines in an effort to achieve permanency for a child in foster care in a timely manner. The example below is based on a child removed on December 31, 2017 and the process of events that is involved through a 24-month period, ending on December 31, 2019.



# Why Youth Transition

There are many reasons why youth leave resource homes

- Reunification
- Adoption
- Legal Guardianship
- Aging out of the welfare system
- Into another foster home





# Why Youth Transition

## Reunification

- The goal of Child Welfare Services is to reunify the youth in care with their birth families if it is safe to do so
- After the birth parents complete their case plan
- Demonstrate they can create a safe environment for the youth
- Meet the needs of the youth



# Why Youth Transition

## Adoption

- Termination of parental rights
- Adoptive parent become the natural parent of youth
- Adoption is irrevocable
- Child may receive medical care from Department of Human Services



# Why Youth Transition

## Legal Guardianship

- A transition to guardianship is the process in which an adult or caregiver becomes legally responsible for a child.
- The court may appoint limited guardianship depending on the status of parental rights.
- Have responsibilities of a parent; including consenting to name change, application for driver's license, and marriage.
- Department of Human Services has a payment-only case
- Eligible child may receive permanency assistance, medical coverage, clothing allowance, and difficulty of care payments



# Why Youth Transition

## Aging Out

- Youth turns 18 yrs. old
- Support the youth in the development of the necessary skills they will need to be successful in adulthood.
- In the State of Hawai'i, all youth in DHS should have an Independent Living Transition Plan (ILTP) completed by the age of 16.



*Every year in Hawai'i, about  
90 young adults  
exit the foster care system at  
age 18.*



## DISCUSSION:

Is there anything you learned about transition?





# Becoming an Advocate

# ACTIVITY:

## What does a transitioning youth need?





# Becoming an Advocate

- Stay involved in your case
- Work with your child welfare team
- Attend court hearings/Encourage youth to attend if allowed
- Help others understand the impact trauma can have on youth
- Share techniques for identifying and managing trauma responses



# Becoming an Advocate

- Promote the importance of safety (both physical and psychological)
- Help others identify and appreciate strength and resilience in youth
- Offer support to positive and stable relationships in the youth's life



# Bill of Rights

- Formerly known as guidelines but signed into law in 2018



Rights for Youth in Foster  
Care in Hawai'i

# KNOW YOUR RIGHTS



# Bill of Rights

- Right to `ohana time
- Attend Court
- 12 yr. old provided life skills and transition planning
- 14 yr. old be involved in case planning
- 14yr. old or older-able to receive credit report
- 17 yr. old they should receive vital documents such official birth certificate, a social Security card, health insurance information, medical records or, immigration documents, and a driver's license or ID) prior to aging out.





# Questions/Comments



# How to Have a Successful Transition

- Support the permanency plan
- Prepare the youth
- Have a plan
- Speaking respectfully & develop a relationship with the parents
- Have open communication
- Support `ohana time
- Provide understanding





# Transition Perspectives

## Youth Perspective:

- They will have questions about the transition
- Youth may want to keep in touch with the resource family upon reunification
- Open communication

## Resource Family Perspective:

- The resource caregiver can work closely with the social worker and the GAL to provide information as it pertains to the transition of the youth
- Discuss the possibility of having on-going connection after reunification with the parent



# Transition Perspectives

## Birth Parent Perspective:

- Birth parents may want to decide when a child returns home. However, reunification is contingent on their compliance with the service plan, and their ability to keep the youth safe.
- Birth parents may want to participate on the day of transition
- Birth parents may want their child to keep in communication with the resource caregivers.

## Social Worker Perspective:

- The social worker will make recommendations to the court the timeline for reunification.
- The social worker encourages the resource caregiver and the birth parent to work together



# How Can Resource Caregivers Help?

- Provide information- share any information about the youth's routine
- Share any photos or memories made while they were in your home
- Increase availability- Prior to the youth transitioning out of the home
- Give opportunities to allow the child to share their thoughts and feelings about transitioning



# How Can Resource Caregivers Help?

- Watch for the normal signs of grief
- Facilitate and support remaining visits
- Address any concerns promptly- bring any concerns to the attention of the social worker as they occur so transition planning can be changed if necessary





# Mandated Reporting



# Mandated Reporter

Any mandated reporter who has reason to believe that child abuse or neglect has occurred or that there exists a substantial risk that child abuse or neglect will occur in the reasonably foreseeable future must report to CWS or the police department.



# Who is a Mandated Reporter?

Licensed or registered professionals of the healing arts; physicians, surgeons, optometrist, chiropractors, podiatrists, pharmacist, and other health related professionals

Employees or officers of any public or private school

Employees or officers of any public or private agency or institution, or other individuals providing social, medical, hospital, or mental health services, including financial assistance

Employees or officers of any law enforcement agency.

Individual providers of childcare

Medical examiners or coroners

Employees of any public or private agency providing recreational or sports activities.



# Mandated Reporting

Any of the named persons who knowingly prevents another person from reporting, knowingly fails to provide an initial oral report followed as soon as possible by a report in writing to the department or fails to provide additional information upon demand of the department or any police department, shall be guilty of a petty misdemeanor. A person who has been convicted of a petty misdemeanor may be fined or sentenced to imprisonment for a definite term which shall be fixed by the court and shall not exceed thirty (30) days.





# What information will I need?

- Name and address of child/victim and their parents other person responsible for child
- Child's age or date of birth
- Name of others who live with child and relationship if known
- Nature and extent of abuse or neglect
- Date, time, location of incident
- Child's current location and condition
- Identity of alleged perpetrator (whereabouts or history)

## What if you are unsure?

- Consult with CWS
- You do not need to prove that abuse and neglect occur, if a child discloses abuse and neglect to you then make a report.



# Activity:

## Mandated Reporter

Zoey Locke (10 yr. old) hasn't been at school for a couple of days and when she returns she seems to be withdrawn and distant from everyone in class. Your daughter, Tiara plays with Zoey during recess and hangs out with her after school until you pick her up. When you arrive at school to pick up your daughter, Tiara you happen to notice that Zoey had a black eye. When you asked Zoey what had happened she mentioned that it was her mom's boyfriend who hit her. She had asked you not to say anything so she doesn't get in trouble.



# Community Resources

- AUW 211
- Parent Line: (808) 526-1222/1-800-816-1222
- Catholic Charities Hawaii (Housing/Counseling)
- Epic `Ohana (`Ohana Conference, Youth Circle, Events): (808) 838-7752
- IMUA Kakou (Salvation Army, Hale Kipa)
- Enhancement Funds (Family Programs Hawaii, Kid's Hurt, Friends of the Children's Justice Center)
- Queen Liliuokalani Trust: Malama Line: (808) 203-6150
- Childcare Connections



# Resources

## Resource Caregiver Warm Line Phone:

Oahu: (808) 545-1130

Neighbor Islands: 1-866-545-0882  
toll free

Available: Monday-Sunday  
8:30 a.m. - 10 p.m.

Support, information, and referrals  
for resource caregivers

## Email:

[rcgsupportservices@catholiccharitieshawaii.org](mailto:rcgsupportservices@catholiccharitieshawaii.org)

## DHS Website: [Resource Caregivers Hawaii](#)

- Information
- Resources
- On-Going Training
- Support Groups

## Hawaii Foster Care Connection App



# QUESTIONS?



A faint, light blue map of the Hawaiian Islands is positioned in the upper right portion of the slide, set against a light blue background that represents the ocean.

Mahalo!



# References

Keeping Showing Up: To Recovery and Reunification (12:47)

Know your Rights Training Video: Epic `Ohana, Inc

Youth Circle Training Video: Epic `Ohana, Inc

Supporting material, bill of rights, and information provided by  
Department of Human Services and Epic `Ohana, Inc

