



SESSION 1-A

Licensing Process, Role of the Resource Caregiver, and Child Welfare Team & Court Process

H.A.N.A.I. Pre- Service Training

Hawai'i Assures Nurturing and Involvement

For Children in the Hawai'i State Department of Human Services

Child Welfare Services Foster Care System

Training Agenda

1. Welcome and Introduction	40 minutes
2. Licensing Process	10 minutes
3. Role of the Resource Caregiver	45 minutes
4. Know your Rights	30 minutes
5. Child Welfare Team & Court Process	60 minutes
6. Questions	10 minutes

Competencies and Objectives

- Resource Caregivers will be provided with an overview of the Department of Human Services Licensing Process and the purpose of H.A.N.A.I. Pre- Service Training.
- Resource Caregivers will be able to understand their role and working with the child welfare team.
- Resources Caregivers will learn about the court process.



H.A.N.A.I. stands for Hawai'i Assures Nurturing and Involvement, for all children in the Hawai'i State Department of Human Services, Child Welfare Services Foster Care System.

Purpose of Pre-Service Training

There are many common questions regarding pre-service training for Resource Caregivers, such as:

Why do I need training?

- I already know a lot about children
- I've raised my children and grandchildren
- I've taken care of other people's children
- I'm already familiar with the youth that I'm caring for

These are good questions, but here are some things to consider:

- Children who have experienced abuse and neglect are placed in foster care through no fault of their own. Learning about the youth's unique background and history from their point of view is important to help them begin the healing process.
- Many people want to help children and youth in foster care, but resource caregivers must develop the knowledge and skills that are important for effectively caring for children in foster care. Children, who have experienced the tragedy of physical abuse, sexual abuse, neglect, and exposure to or involvement with drugs, have many feelings and behaviors because of the experiences they had.



H.A.N.A.I. Pre-Service Training for Resource Caregivers

H.A.N.A.I. stands for Hawai'i Assures Nurturing and Involvement, for all children in the Hawai'i State Department of Human Services, Child Welfare Services Foster Care System.

Goals of H.A.N.A.I. Pre-Service Training

- To prepare Resource Caregivers for the realities of caring for children in out-of-home care.
- To inform resource caregivers about how to care for children who have experienced abuse and neglect, through no fault of their own.
- To become familiar with the Department of Human Services licensing rules, regulations, and court process.
- To provide information that will help you be successful in caring for the children placed in your home and reduce the number of moves for youth in out-of-home care.
- This pre-service training is meant to help you learn what youth need you to know.
- To help applicants make an informed choice about becoming a resource caregiver.

Even if a new resource caregiver may have many years of experience raising children, he or she may not have the experience caring for children who have been abused, traumatized, abandoned, or exposed to drugs or alcohol. These sessions try to prepare participants for the reality of working with child welfare services, so the placements of children are more stable and beneficial for both youth and resource caregivers.

H.A.N.A.I. Pre-Service Training Overview & Guidelines

Year 1

- Licensing Process
- Child Welfare Team & Court Process
- The Role of the Resource caregiver
- Rights of Youth in Foster Care
- Working with Birth Families and importance of culture
- Child Abuse and Neglect
- Human Trafficking
- Child Welfare Discipline Guidelines
- Promoting Safety
- Trauma & Adverse Childhood Experiences
- Impact of Trauma on the Brain
- Separation/Loss/Grief
- Prudent Parenting
- 'Ohana Time
- Sexual Health & Development
- LGBTQIA+

Year 2

- Trauma & Developmental Stages
- Being Trauma Responsive
- Attachment
- Normalcy
- Positive Caregiving Strategies
- Appropriate Discipline
- Social Capital
- Normalcy
- Promoting Resiliency
- Transition
- Becoming an Advocate & Mandating Reporting
- Community Resources

All resource caregivers are required to complete training, as part of the licensing process. Both resource caregivers need to both the in-class session & videos.

Teamwork Agreement

1. Confidentiality is vital in our program. Information, feelings, beliefs, and life experiences shared by members of our class will stay in our class.
2. Being flexible in thought, attitude and action are valuable and necessary tools for our program.
3. Humor is a must in class.
4. Friendship, acceptance, camaraderie, and 'Ohana are the atmosphere for our class.
5. Ownership – This is your class. 100% participation is vital.
6. Sensitivity to the beliefs, cultural/racial/ethnic/religious differences and life experiences of all team members is paramount. We offer support, not judgment.
7. Time is valuable to all of us, so we will begin and end class on time (hopefully).
8. Expectations – you expect to learn; we expect you to succeed! Let's make it happen!
9. Being Respectful- the opinions, viewpoints, and feelings of one another.
10. Discussion is necessary for us to learn from each other. We need input from everyone.
11. Open your mind to new ideas, new experiences, and new methods.
12. Participation and cooperation, as a group and individually, will create a wonderful learning environment.
13. Team Players – we are a team. We must support one another and work together to meet all of our goals.
14. Be Present



Partners in Development Foundation’s Project Pilina program conducts recruitment for General Licensed Resource Caregivers. General License refers to those families that are willing to care for any unrelated child in need of temporary out of home care.

www.pidf.org/projectpilina



CATHOLIC CHARITIES
HAWAII

Catholic Charities Hawaii Statewide Resource Families (SRF) Program provides an all-inclusive, integrated, and community-based approach to assess, train, and provide support in the licensing process for the Child Specific and General License Resource Caregivers.

www.catholiccharitieshawaii.org

Additionally, the SRF Program is contracted by DHS to provide ongoing support services to all resource caregivers. Resource Caregiver Support services include the warm line, support groups, and ongoing training opportunities specifically for resource caregivers. Resource Caregiver Support Services are available to all CWS resource caregivers, guardianship, kinship, adoptive, and ICPC families.

Resource Caregiver Warm Line:

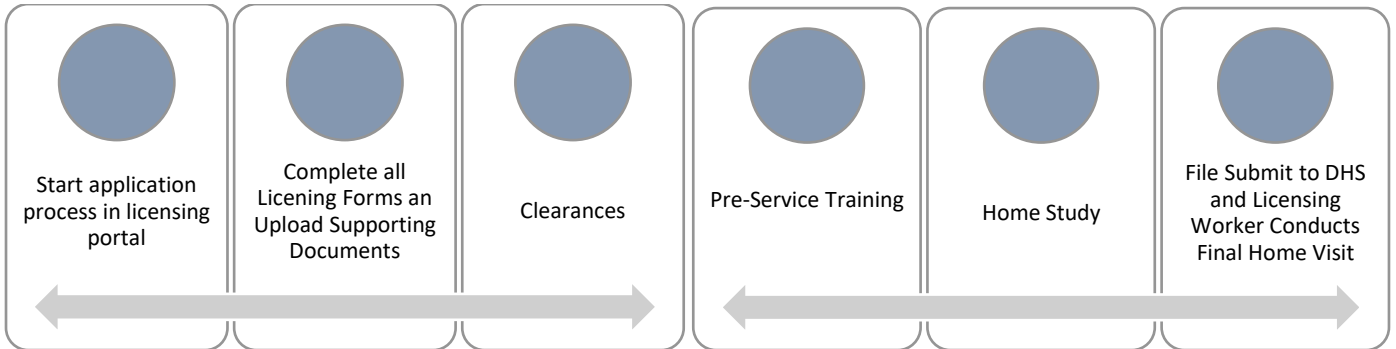
Available every day from 8:30 a.m. – 10:00 p.m

O`ahu Phone: (808) 545-1130

Neighbor Island Toll-Free: (866) 545-0882

Website: <http://rcg.hawaii.gov>

Licensing Process



The process may vary between General-License & Child-Specific cases however both complete the entire process which includes the following:

- Complete all licensing forms
- Upload all supporting documents
- Complete all background checks (Adam Walsh for those lived outside of Hawaii in the past 5 years)
- Complete pre-service training
- Complete a home study Assessment

What is a Resource Caregiver?

The Department of Human Services defines Resource Caregiver as follows:

- Gives children and families a chance to heal, grow, and develop.
- Strengthens the family connection so that children can reunite with families who can provide safe & nurturing relationships.
- They build and promote protective factors for the children/young person.
- Create a sense of “normalcy” for young people in child welfare.
- Resource Caregivers are mandated reporters and service providers for the State.
- Provide a safe home for youth in care.
- Resource Caregivers engages with the Child Welfare team and the Court process.
- They support the state’s efforts to reunify children with their birth families.
- They support the state’s efforts to find appropriate relatives who are willing to adopt the children when reunification is not possible or other appropriate families only when there are not appropriate biological relatives.

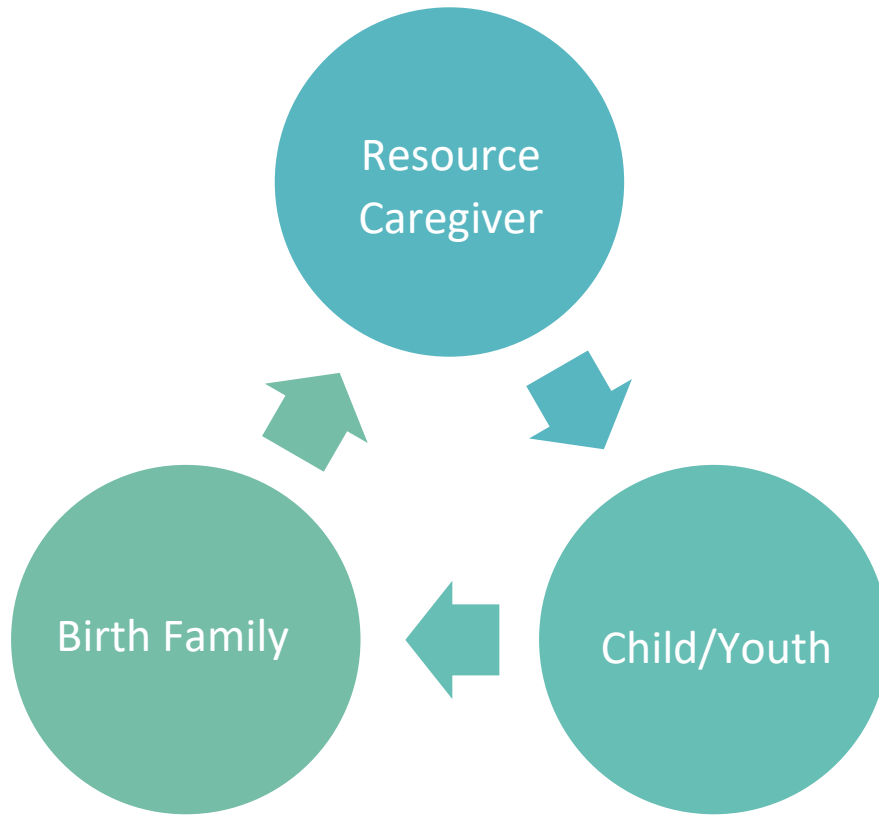
Resource Caregivers provide temporary care for children in foster care. In the State of Hawai’i, there are two categories of Resource Caregivers:

1. **General License** – these families are licensed to care for a particular number of children who, in general, they do not have a previous relationship.
2. **Child Specific** – these families are licensed to care for a specific child or children. These families may be relative caregivers or non-relative caregivers.

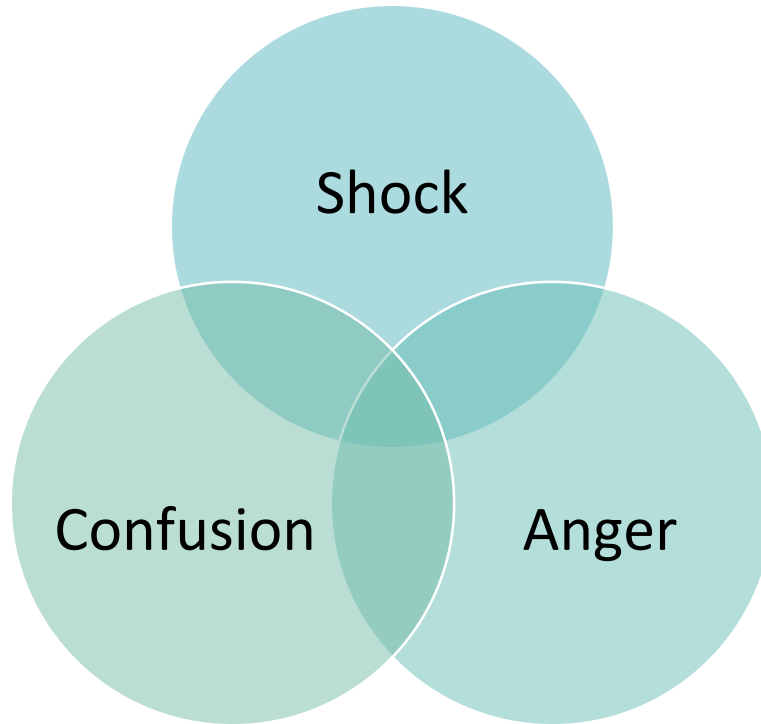
(The State of Hawai’i has a law and policy regarding placing children with relatives. Relatives are given preference for all children who need a home)

ACTIVITY: CHARACTERISTICS OF A CAREGIVER

Family Dynamics



STAGES WITH TRANSITION



DISCUSSION

What roles are you transitioning into?

What are some hopes or fears you encounter?

Transitions for Birth Parents

As a resource caregiver and children in care transition, the birth parents are experiencing one as well. Some of the behaviors displayed by birth parents may not appear to make sense or are inappropriate but it may be related to a birth parent experiencing loss and grief.

Shock	<i>I wonder if my child is okay and cared for...</i> <i>I can't believe this is happening to me...</i>
Protest	<i>I am angry, sad, and upset!</i> <i>It's my fault...</i> <i>I am not going to do anything!</i>
Sadness/Despair	<i>I am alone.</i> <i>I can't do this.</i> <i>How do I make the pain go away?</i>
Accept/Adjust	<i>Others believe and depend on me.</i> <i>I want to get my child back.</i> <i>I will do whatever it takes to be a family again.</i>

Video: "A Healing Journey: The Road to Reunification" (24 min.)

DISCUSSION

Thoughts?

What is one or two things that you learned?

Know the Rights

Video: “Know your Rights: Foster Care Youth Rights in Hawaii” (2 min. and 34 sec.)

DISCUSSION

What is one or two things that you learned?

Rights of Youth in Care

- To live in a home, free from physical, psychological, sexual, and other abuse
- Receive food, shelter, and clothing
- Receive medical care, dental services, corrective vision care, and mental health services
- Be enrolled in a health insurance plan and, within forty-five days of out-of-home placement, be provided with a health assessment and recommended treatment
- Have regular, supervised or unsupervised, in-person, telephone, or other forms of contact with the child's parents and siblings while the child is in foster care unless the contact is either prohibited by court order or is deemed to be unsafe by the child's child welfare services worker, therapist, guardian ad litem, or court-appointed special advocate. Withholding visitation shall not be used as punishment.
- Receive notice of court hearings, and if the child wishes to attend the hearings, the department or authorized agency shall ensure that the child is transported to the court hearings.
- Have in-person contact with the child's assigned child welfare services worker
- Have the ability to exercise the child's own religious beliefs, including the refusal to attend any religious activities and services
- Have a personal bank account if requested and assistance in managing the child's personal income consistent with the child's age and development, unless safety or other concerns require otherwise
- Be able to participate in extracurricular, enrichment, cultural, and social activities; provided that if a childcaring institution or resource caregiver authorizes the participation, the authorization shall be in accordance with the reasonable and prudent parent standard
- Beginning at age twelve, be provided with age-appropriate life skills training and a transition plan for appropriately moving out of the foster care system, which shall include reunification or other permanency, and written information concerning independent living programs, foster youth organizations, and transitional planning services that are available to all children in foster care who are twelve years of age or older and their resource caregiver
- If the child is fourteen years of age or older, have the right to be involved in developing a case plan and planning for the child's future

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- If the child is fourteen years of age or older, receive the child's credit report, free of charge, annually during the child's time in foster care and receive assistance with interpreting the report and resolving inaccuracies, including, when feasible, assistance from the child's guardian ad litem
- If the child is seventeen years of age, receive prior to aging out of care certain personal records, such as an official or certified copy of the child's United States birth certificate, a Social Security card issued by the Commissioner of Social Security, health insurance information, a copy of the child's medical records or information to access the child's medical records free of charge, immigration documents, and a driver's license or civil identification.

Rights of Birth Parents

- Have parental rights unless determined by court
- 'Ohana Time
- Ongoing communication and connection

Rights of Resource Caregivers

- Right to the medical records that CWS has for the youth in care within 30 days of placement.
- CWS should provide source families with the youth's "relevant social history" This may include the history of drug expose, childhood, behaviors, and sexual abuse. CWS may not have a full history at the time of placement.
- The right to give consent for their youth in care to participate in routine education and recreational activities.
- The right to participate in the Family Court hearings on the case involving the youth in their care.

Case Study: The Locke Family

Pua Locke is a 29-year-old mother of three children, Benaiah, Zoey, and Asher ages 1 to 10 years old. Two of her younger children have been raised by her since birth however the oldest child lives with his father. Due to a confirmed report of neglect and physical abuse, two of Pua's children will be placed in the care of the Child Welfare Services. Child Welfare Services has been involved with the family in the past and will seek to provide Pua with the necessary services and support to better care for her children.

Pua has experienced abuse in her past and suffers from anxiety and depression, which led to her addiction to prescription drugs, illegal drugs, and alcohol. Due to her addictions, Pua has neglected to provide for the basic needs of her children consistently and has physically abused them. She has not been able to provide a stable home environment, as the family has moved five times in the last two years. Also, Child Welfare Services suspects Pua has been involved with domestic violence with her current boyfriend.

Due to her past experiences, she has not spoken to her family members, trying to hide her problems. Her sister, Malena, occasionally watches the children for Pua. She loves the children but does not have space in her home to take the children. One of Pua's neighbors also occasionally watches the children and gives Zoey, the second oldest child, snacks to share with her brother.

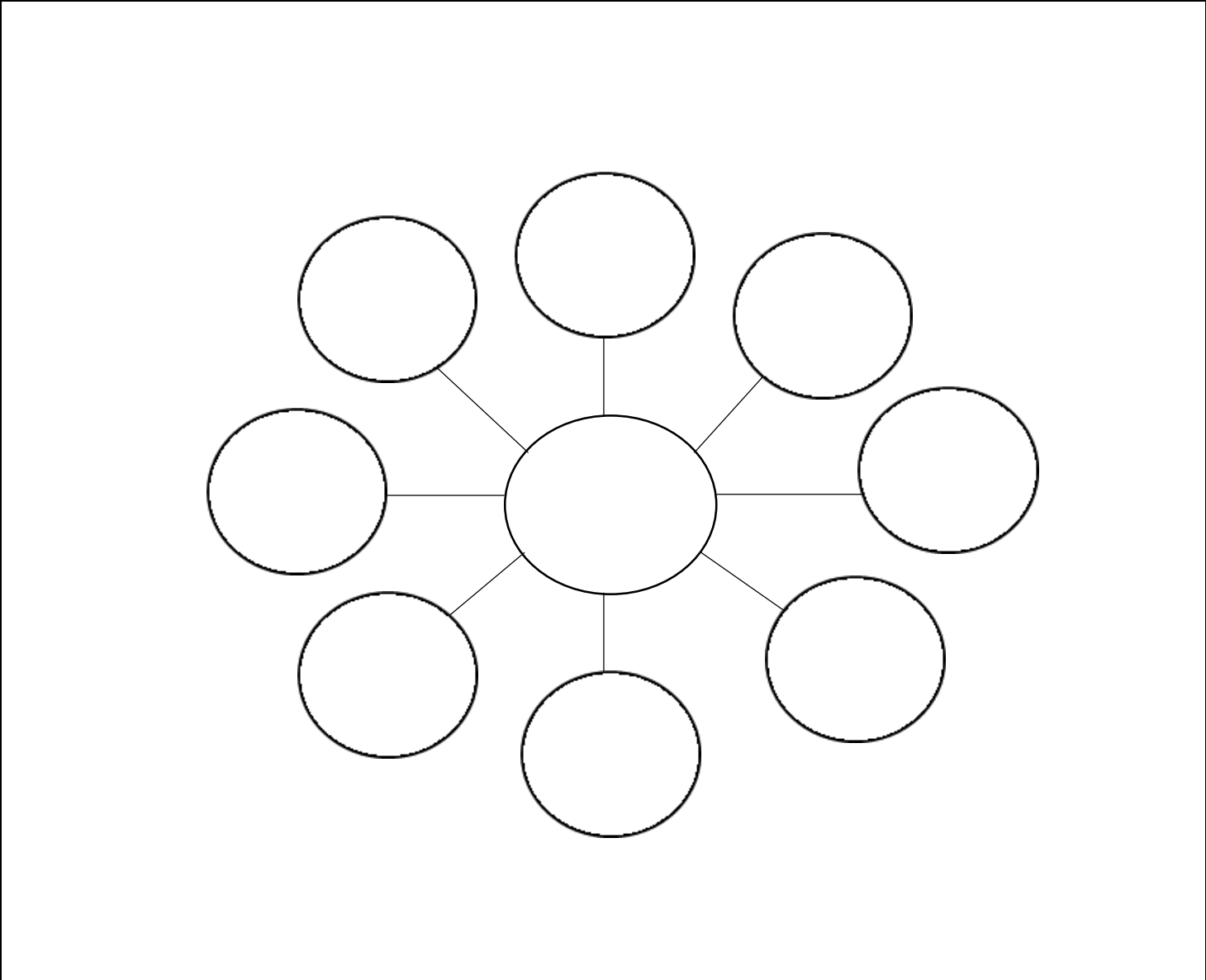
Zoey, age 8, helps her mother care for her brother, Benaiah (1). Zoey loves her mother and brother. She enjoys playing and taking care of him. When she has time she also enjoys playing with other children in the neighborhood and going to the Boys and Girls Club. Zoey has been in multiple schools due to frequent moves. She has missed many days of school due to caring for her brother, Benaiah. The school is concerned due to her performing below grade level.

The social worker for the Locke family is recommending that Pua participate in drug treatment, attend Narcotics Anonymous and Alcoholics Anonymous, participate in parenting classes, and receive services for domestic violence. Also, she must locate suitable housing for herself and the children. Pua has been too depressed to follow through with a plan to find housing she can afford, particularly since her TANF benefits will be cut off 90 days after the removal of the children. The Locke children will be placed in the care of child welfare services, receive therapy, appropriate medical care, and obtain educational assessments. The permanency goal for the children will be reunification with their mother.

Zoey and Benaiah will be placed in two different resource caregiver homes, due to space availability. The Guardian Ad Litem (GAL) for the Locke children believes the agency should pursue adoption planning in this case, since Pua has not been successful in treatment, she doesn't seem to be making an effort to make a home for the children, and it is evident that she does not stay away from her boyfriend.

Team Player Activity: Locke Family

Who are the team players for the Locke Family (people and agencies)?



Child Welfare Workers

- Branch Administrator
- Assistant Branch Administrator
- Section Administrator
- Supervisor
- Caseworker
- Permanency Worker
- Social Services Assistant
- Social Services Aide
- Licensing Worker
- Intake line: 832-5300 (Oahu) 1-888-380-3088 (Neighbor Islands)

Role of the Youth's CWS Caseworker

- Case manage
- Arranges placement
- Arranges counseling
- Make casework decisions
- Meets and coordinates with team members
- Monitors progress of parent's services
- Completes assessments

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- Appear in court

Role of the Licensing Worker

- Support resource caregiver and placement
- Provides Unconditional License
- Maintains ongoing licensing requirements

Members of the CWS Team

- Partner's in Development – Project Pilina
- Catholic Charities Hawaii – Home studies and Resource Caregiver Support Services
- EPIC `Ohana - Family Findings, Ohana Conferences, Youth Circles, Peer Navigators, HI-HOPES
- Child Welfare Services Licensing Worker
- Youth's and Parent's Child Welfare Services Caseworker
- Parent(s)/Relatives (maternal and paternal)
- Resource Caregiver
- Guardian-Ad-Litem (GAL) or Court Appointed Special Advocate (CASA)
- Parents Attorney's
- Therapist (youth and/or parents)
- Teacher, Principal, Foster Care Point of Contact
- Surrogate Parents represent the youth in all matters related to special education services (IEP/504's)
- Physician/Health care provider
- Judge
- Interpreter
- Any other person involved in the life of the youth
- Contracted Service Providers

CWS Team and Resource Caregiver

WITH THE YOUTH:

- To protect the youth and keep them safe.
- To nurture the youth by taking care of their physical and emotional needs.
- To guide the youth by providing structure, discipline, and teaching.
- To be a good role model.
- To help support connections with the youth's birth family.

WITH THE SYSTEM:

- To maintain licensing standards such as safety, training, fire drills, etc.
- To maintain confidentiality about the youth's information.
- To communicate information and needs to the social worker.
- To support the case plan for the youth, including getting children to appointments and `ohana time.
- To provide transportation (resource caregiver are expected to provide transportation).
- To ensure that the youth's medical needs are met.

WITH TEACHERS/PRINCIPALS/SURROGATE PARENTS:

- To ensure that the youth attends school regularly.
- To ensure that the youth receives assistance with their assignments.
- If the youth is receiving special education services, the resource caregiver should be communicating with a surrogate parent and attending IEP meetings.

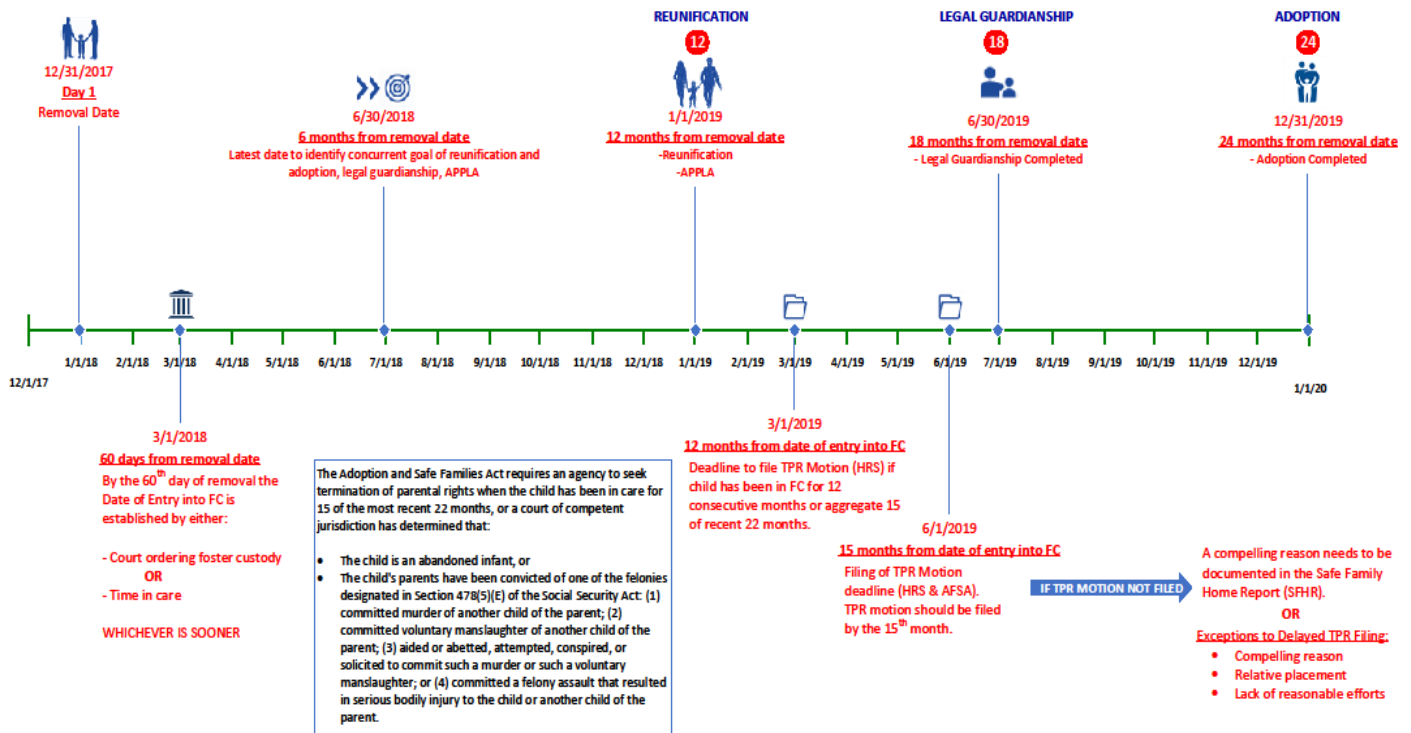
WITH OWN FAMILY:

- To involve everyone in the decision to become a resource family.
- To understand that being a resource family can bring more stress.
- To think about what kinds of children might fit best with your family, your circumstances, and your preferences.

Court Process

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.



Revised: 3/22/2019

Why Participate in Court?

Resource caregivers have important information for the court. Your day-to-day care of the youth and your regular contact with therapists, teachers, and other service providers gives you a unique perspective on the youth's needs. By giving the Family Court current and detailed information about the youth, you can assist the Court in making the best possible decisions about the youth in your home. We strongly recommend that resource caregivers attend all court hearings for their youth in care. It is not enough to depend on others to share the information you have about the youth's progress and needs. Even if your information and perspective on the youth is conveyed accurately in court, direct testimony has more weight and influence with judges than second-hand reports. Your presence to answer questions can also be crucial to a judge's decision making. All

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Resource Caregivers must be given notice of hearings at least 48 hours before the hearing unless the resource caregivers were present in court at the previous hearing and heard the court set for the next hearing date.

Court Participation by Youth in care and Youth

Family Court judges on all islands have a general policy of welcoming the youth in care to participate in their court hearings. Resource caregivers and the youth's *Guardian Ad Litem* (GAL) or *Court Appointed Special Advocate* (CASA) should encourage the youth to participate. The GAL/CASA notifies the youth and the family caring for them when the hearing will be held and will also let the court know whether the youth will attend the hearing.

The Family Court also welcomes children 13 years old and younger into their courtrooms but understands that there are additional considerations in deciding whether younger children should come to court. The court approaches these cases on a case-by-case basis. The youth is able to talk to the judge in chambers or write a letter if they do not want to attend the court hearing.

If youth goes to court, the youth's GAL/ CASA and their social worker have a joint responsibility to prepare the youth for court and to talk with them afterward about what happened. Regardless of that preparation, your role as the youth's resource caregiver cannot be underestimated here. You will be with the youth before and after the hearing and in a position to deal more fully with the youth's questions and emotions.

DISCUSSION

What has been your experience in court hearings?

What are some things do you think the judge would like to know?

When you become a member of the CWS Team you work with several people and agencies to work towards permanency for children and their families

References

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Child Welfare Guide for Caregivers. Department of Human Services
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Stages with Transition section influence by The Grandfamily Guidebook. Wisdom and Support for Grandparents raising Grandchildren. Adesman, Andrew & Adamec, Christine.