

ADAMS COUNTY, COLORADO
FIRST ADDENDUM TO
SERVICE AGREEMENT

THIS FIRST ADDENDUM TO SERVICE AGREEMENT ("First Addendum") is entered into this 21st day of July, 2015, by and between the Board of County Commissioners of Adams County, Colorado, located at 4430 South Adams County Parkway, Brighton, CO 80601, and Maple Star Colorado, located at 2250 South Oneida Street, Denver, CO 80224, hereinafter referred to as the "Contractor."

RECITALS

WHEREAS, on January 27, 2014, the County entered into a Service Agreement with Maple Star Colorado to provide Diligent Search Services; and,

WHEREAS, the County and the Contractor mutually desire to renew the service agreement for the 2015/2016 Diligent Search Services described in Attachment "A"; and,

WHEREAS, the term of the agreement expires on June 30, 2015; and,

WHEREAS, the County and the Contractor mutually desire to extend the Service Agreement beginning July 1, 2015 through June 30, 2016..

NOW, THEREFORE, for the consideration set forth herein, the sufficiency of which is mutually acknowledged by the parties, the County and the Contractor agree as follows:

1. The County shall reimburse the Contractor for the work provided under this First Addendum in accordance with Section IV of the Service Agreement. Adams County will pay the Contractor for transportation asset data collection services in the amount of one hundred twenty thousand dollars (\$120,000).
2. The term of the Service Agreement is extended through June 30, 2016.
3. The Service Agreement and this First Addendum contain the entire understanding of the parties hereto and neither it, nor the rights and obligations hereunder, may be changed, modified, or waived except by an instrument in writing that is signed by both parties. Any terms, conditions, or provisions of the Service Agreement that are not amended or modified by this First Addendum shall remain in full force and effect. In the event of any conflicts between the terms, conditions, or provisions of the Service Agreement and this First Addendum, the terms, conditions, and provisions of this First Addendum shall control.
4. The Recitals contained in this First Addendum are incorporated into the body hereof and accurately reflect the intent and agreement of the parties.
5. This First Addendum may be executed in multiple counterparts, each of which shall be deemed to be an original and all of which taken together shall constitute one and the same agreement.
6. Nothing expressed or implied in this First Addendum is intended or shall be construed to confer upon or to give to, any person other than the parties, any right, remedy, or claim under or by reason of this First Addendum or any terms, conditions,

or provisions hereof. All terms, conditions, and provisions in this First Addendum by and on behalf of the County and the Contractor shall be for the sole and exclusive benefit of the County and the Contractor.

7. If any provision of this First Addendum is determined to be unenforceable or invalid for any reason, the remainder of the First Addendum shall remain in effect, unless otherwise terminated in accordance with the terms contained in the Service Agreement.
8. Each party represents and warrants that it has the power and ability to enter into this First Addendum, to grant the rights granted herein, and to perform the duties and obligations herein described.

IN WITNESS WHEREOF, the County and the Contractor have caused their names to be affixed.

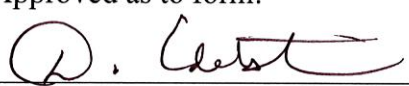
Board of County Commissioners


Chairman

JULY 21, 2015
Date

ATTEST:
STAN MARTIN
CLERK AND RECORDER


Deputy Clerk

Approved as to form:

Adams County Attorney's Office


Maple Star Colorado


Signature

7-7-15
Date

Signed and sworn to before me on this 7th day of July, 2015 by


Debi Grebenik


Notary Public
My commission expires on: October 14, 2018

MEGAN R. REINBOLD
NOTARY PUBLIC
STATE OF COLORADO
NOTARY ID 20144040120
MY COMMISSION EXPIRES OCTOBER 14, 2018

CONTRACTOR'S CERTIFICATION OF COMPLIANCE

Pursuant to Colorado Revised Statute, § 8-17.5-101, et.seq., as amended 5/13/08, as a prerequisite to entering into a contract for services with Adams County, Colorado, the undersigned Contractor hereby certifies that at the time of this certification, Contractor does not knowingly employ or contract with an illegal alien who will perform work under the attached contract for services and that the Contractor will participate in the E-Verify Program or Department program, as those terms are defined in C.R.S. § 8-17.5-101, et. seq. in order to confirm the employment eligibility of all employees who are newly hired for employment to perform work under the attached contract for services.

CONTRACTOR:

Company Name

Date

Name (Print or Type)

Signature

Title

Note: Registration for the E-Verify Program can be completed at: <https://www.vis-dhs.com/employerregistration>. It is recommended that employers review the sample "memorandum of understanding" available at the website prior to registering

Maple Star Colorado

RFP 2013.204 Diligent Search Services

October 7, 2013

Maple Star's Family Search and Engagement Program (FSE) Request for Proposal Submission

A. Agency Information

1. Provide a brief description of your agency, and/or organization including total staff size, number of years in operation, mission, and history.

Maple Star was incorporated in 1994 as a Colorado non-profit child placement agency by the state of Colorado, Child Care Division, Department of Human Services. In January 2007 the Virtual Residential Program was initiated and subsequent specialized services also were developed. Maple Star Colorado serves Larimer, Weld, Broomfield, Adams, Boulder, Arapahoe, Jefferson, Denver, Douglas, El Paso, Teller, Fremont, and Pueblo Counties with their child placement services. Maple Star is in good standing with all of the above-mentioned counties. Maple Star also provides core services to several of the counties listed and are consistently renewed each year. These core services include contracts for the Virtual Residential Program, Facilitated Visitation, Parent Coaching, the KEEP removal placement prevention and reunification program and Domestic Violence Reduction Program, Home Studies, Autism Services, Therapeutic Mentoring and other outpatient services. In addition, Maple Star's current contracts include Behavioral Healthcare Incorporated, Community Reach, Jefferson Center for Mental Health, Larimer Center for Mental Health, Boulder Impact, Value Options, private insurance and the Division of Youth Corrections. Maple Star's current staff size is approximately 90 which includes full and part-time staff members.

"To ensure the provision of accessible, effective, culturally competent, community based social services to promote growth; well-being and that meet the needs of those we serve"

The Mission of Maple Star's Family Search and Engagement Program (FSE) will be to incorporate this mission in to our services to assure the safety, well-being and permanency of all children served in Adams County through the child welfare system. Maple Star will carry out this mission through a strong, respectful collaboration with Adams County DHS ensuring close communication. All services provided by Maple Star will reflect our core values. Maple Star staff includes 35 full-time employees and approximately 65 part-time employees, dedicated to the goal of creating healing environments for children, youth and family in an effort to promote permanence and self-sufficiency in a culturally responsive manner. There is an abundance of research indicating that successful youth development is inextricably linked to relationships with the family of origin and other fictive kin that influence developmental trajectories and life changes in adulthood (Arnett & Tanner, 2006; Cooney & Kurz, 1996)." p. 399-400. "Permanency" is about having an enduring family relationship that is safe and meant to last a lifetime; offers the legal rights and social status of full family membership; provides for physical, emotional, social, cognitive, and spiritual well-being, and assures lifelong connections to birth and extended family, siblings, other significant adults, family history and traditions, race and ethnic heritage, culture, religion, and language." Avery, p. 403-404 This "social capital" based definition of permanence is being driven by research that is just beginning to explore supportive networks and relationships as protective factors against many negative outcomes predicted for this population (Massinga&Pecora, 2004; Perry, 2006; Propp, Ortega, & NewHeart, 2003).

What permanency means is that the process includes: The youth permanence team will search for family members and fictive kin, help them establish connections with the youth as appropriate, and gradually increase their activities with the youth through letters, phone calls, visits to support the youth and participation on the team. Eventually the youth moves to less restrictive placements and, finally, to permanence with a family that makes a commitment to the youth through adoption, guardianship, or another form of formal (though not necessarily legal) commitment.

One option for working with families will be through Maple Star's KEEP program where Maple Star will provide streamlined, cohesive services to the families and youth in need. If a family working with the KEEP program experiences a removal, the Family Finding staff can utilize best practice methods to attain permanency for the youth with related family or community members. A significant advantage of this option is that the same KEEP staff member may continue to provide services in support of permanency for the youth by transitioning with the youth through the various stages necessary. During these transitions, the staff member may maintain consistency in services and support, and support the goals of permanency as related to the youth and the family to which he or she is transitioning.

Additionally Maple Star will accept referrals for children and youth not referred to or participating in the KEEP program. This tract will be initiated by caseworkers and Maple Star will use the same strengths-based options with a focus on family engagement and compliance with required timelines.

A third tract is the one where the FSE Program will seek to find connections and family/kin options for youth where there is no requirement, but where it would still be beneficial for the child's permanent connections such as for the population of children/youth in OOH placement for more than 24 and 36 months which are part of the ongoing efforts requirements of the Diligent Search rules in Volume VII, Section 7.304.52.

2. Briefly describe related services provided by your agency working with low income multi-cultural populations.

Maple Star's programs work with low income multi-cultural populations. These diverse programs include the Virtual Residential Program, Domestic Violence Reduction Program, Facilitated Visitation Program, and the KEEP removal prevention and reunification program. These address various aspects of family functioning for a wide array of clientele and in various stages of the permanency process. For example, the Virtual Residential Program works with a variety of families requiring intensive in-home therapy and behavioral coaching services, to maintain the safety and stability of the home without utilizing higher levels of care for the youth. The Domestic Violence Reduction Program works with many families of diverse backgrounds that benefit from advocacy and education related to domestic violence and safety components of a home while Maple Star also assists in family engagement and resource connections. Another contract that Maple Star holds is for Parent Coaching where family engagement is vital. The Facilitated Visitation Program addresses the needs of families working to reunify with permanence as the motivating factor. The KEEP program works intensely with families of varied backgrounds, needs, and situations to address and alleviate removal concerns to maintain permanency in the home. The KEEP program also assists with reunification needs of families when children are returning to the home or are being placed in the care of a family member. All of Maple Star's services strive to strengthen families and provide numerous services to support the goals of permanency within a cultural responsive manner.

3. Describe your experience in diligent search aspects: Facets of the KEEP program coincide with aspects of diligent search. KEEP works to enhance family engagement through coordinated efforts with the caseworker. KEEP engages extended family and members of the family's community to assist and strengthen the family with goals of permanency in mind. KEEP works collaboratively with the family to identify and resolve hindrances to permanency and encourage family members to engage in services. Underlying all of KEEP's services is the mission of ensuring the child's permanency and well-being. When a child is removed from a family working with KEEP, many times the Maple Star staff member will work with kinship placements and provide resources, support, interfacing with professionals, and advocating for the family, all while working closely and collaboratively with the caseworker and county officials. All of the aforementioned aspects demonstrate Maple Star's experience in understanding facets of Family Search and Engagement.

B. Services to be provided, in the context of this RFP

Provide a description of the services you propose to provide and include narrative that explains the proposed activities that meets the goals, objectives, and scope of this RFP.

1. List the types of services your organization can offer to ACHSD.

Program Model: Family Search and Engagement (FSE) is a structured model to build permanent, caring relationships for the youth or child, who otherwise would not have a permanent family, by helping adults make realistic decisions on how to be involved in a youth's life. Permanency is both a process and a result that includes involvement of the youth as a participant or leader in finding a permanent connection with at least one committed adult who provides:

- A safe, stable and secure parenting relationship,
- Love,
- Unconditional commitment, and
- Lifelong support in the context of reunification, a legal adoption, or guardianship, where possible, offering the legal rights and social status of full family membership, in which the youth has the opportunity to maintain contacts with important persons including brothers and sisters. A broad array of individualized permanency options exist; reunification and adoption are an important two among many that may be appropriate.

The program model includes the following concepts:

A. Ensuring timely initiation of Diligent Search for all cases that require it.

The FSE Program will be in compliance with the following rules: 7.304.52B. Diligent search shall:

1. Be commenced for the noncustodial parent within three (3) working days. The county department must provide notification to the absent parent of the following:
 - a. The child or youth has been removed from the home; and,
 - b. The option to participate in the care, treatment, or placement of the child or youth.
2. Be completed for all grandparent(s) and other adult relatives within thirty (30) calendar days. The county department shall provide notification of the following information:
 - a. The child or youth has been removed from the home;
 - b. Options to participate in the care or placement of the child or youth;
 - c. Options that may be lost by failing to respond; and,
 - d. The requirements to become a foster parent, and services and supports available to the child or youth placed in the family foster care home; and,
 - e. A description of the Relative Guardianship Assistance Program.

Once a referral is received by the Maple Star FSE supervisor, the diligent search for the non-custodial parent is initiated within three working days. The absent parent will be notified within the required timeframe. Additionally, grandparents and other adult relatives will be notified within 30 calendar days. Ongoing diligent searches will continue until the referred youth achieves permanency. Maple Star will also provide diligent search services for cases where there is no requirement other than the family connection would be beneficial for the youth's permanence. Attempts to locate kin will be accomplished through case mining, interviews, and public records searches and then following through with 30 day letters, making initial contacts and assisting with engaging the family members as needed. Responsibilities could include setting up and inviting kin to initial team meetings. Family finding can be incorporated into any family team meeting protocol.

In addition, Maple Star will develop protocols and guidelines related to locating and contacting potential connections for children, to provide updates as needed for child-welfare professionals that includes information about the importance of connections and trauma-informed care, grieving, strengths-based approach, legal federal requirements and compliance issues while also providing support for permanency initiatives. This information will be provided on an on-going basis as we work through cases and referrals. The family search will include documentation of the findings for the case files (family tree, medical, social history) as well as maintaining some system for tracking outcomes (not just placement, but other positive benefits of connections). All contacts will be documented and provided to Adams County Human Services Department (ACHSD) on a monthly basis. These reports will contain contacts and progress towards identified permanence efforts.

Success is achieved when the family is extensively known. Enhancing family engagement through a coordinated effort with the caseworker to ensure that all non-custodial parents, grandparents, and known relatives are contacted systematically. We look for a large number of relatives because:

1. Most families have dozens of relatives, even if they don't keep in touch.
2. With a large number of relatives, you're likely to find relatives who are currently raising children well, thus countering the attitude that "the apple doesn't fall far from the tree."
3. "Reasonable efforts": You want to assure enough of the family was contacted to give the youth a chance for permanency with his family.
4. Because a youth may have serious difficulties, you need several persons to provide support.

DOCUMENTATION OF POTENTIAL CONNECTIONS

Maple Star will utilize a form on which the youth's permanence team will enter all contacts. Documenting and tracking potential connections is critical - information is frequently mislaid, then lost. Staff must know how to pass on information to new social workers, collaterals, etc. The manner in which this information will be gathered and communicated can be

determined through a working process with ACHSD to meet their documentation needs.

The six steps of Maple Star's FSE program model include:

Setting the Stage, Discovery, Engagement, Exploration and Planning, Decision Making and Evaluation, Sustaining the Relationship(s) Developed by The National Resource Center for Family Centered Practice and Permanency Planning; developed by (NRCFCPPP), Hunter College, and California permanency for Youth Project (CPYP).

These steps insure a systematic process for contacting all known relatives or interested parties. Maple Star's Family Finding Specialists will complete Diligent Searches on referred youth and all new removals that occur within the required timeframes. The model and system utilized is the Practice Guide to Family Search and Engagement written by The National Resource Center for Family Centered Practice and Permanency Planning at the Hunter College School of Social Work, written by Mardith J. Louisell.

GUIDING PRINCIPLES FOR FINDING A FAMILY

- Finding a family is a youth-driven process.
- Every youth deserves, and can have, a permanent family.
- Youth have the right to know about their family members; family members have the right to know about their youth.
- Youth should have connections with their biological family, regardless of whether they will live with them, unless there is a compelling reason not to.
- With support, most youth can live in a home rather than in foster care or institutions.
- Family and fictive kin help develop, plan and achieve the youth's permanence.
- The goal of Family Search and Engagement (FSE) is permanency, through reunification, guardianship, adoption or another form of permanent commitment -long term placement in foster care is not a permanent plan.

Activities of the Family Finding Specialist (FFS):

Family Finding Specialists will receive training on the philosophy of finding a family, including training on how youth experience grief and loss and what challenges that experience presents in terms of permanence. FFS will schedule and facilitate family team meetings and complete Internet searches. The youth and FFS develop an individualized plan for legal and emotional permanency, a timeline for completion, a process for ongoing monitoring of progress, and a contingency plan. They will use the internet to find updated contact information for relatives, family information, and additional connections. They will call phone numbers found in the files, case notes, and online in order to try and reach kin connections while asking individuals for more connections' names and contact information while determining how committed one might be to the child. Maple Star will consult with Jill McCormick, JD, MSW on diligent search processes; see page 7 for more specific information on her credentials.

STEP 4 of the process includes EXPLORATION AND PLANNING. Further explanations demonstrate that the goal of FSE is that a functioning team composed of the youth, family, professionals, and important others explores options and takes responsibility for finding permanency for the youth. This is accomplished through the following steps: merging the newly identified family members and others with the existing youth permanence team; preparing self, youth (if not done already) and others for participation, clarifying the team's goal and what you expect of participants, helping the team explore options and assign tasks, setting timelines and monitoring progress to assure that tasks are completed, knowing that in rare cases the youth may not meet with the team. Even so, keeping the youth updated every step of the way is crucial and expected.

The FSE Program staff members evaluate the permanent possibilities for the youth; they devise a primary plan and backup plans while legal issues are explored specific to reunification, adoption, guardianship, kinship foster care and non-legal formal commitments.

STEP 6 of the processes focuses on SUSTAINING THE RELATIONSHIP(S). The goal is for the youth, family and team to develop a plan to support the young person and her family; achieve legal or non-legal commitments, and organize the necessary resources to maintain permanency. This is accomplished by reviewing contingency plans, legal status and less

formal commitments. The staff also reviews formal and informal resources for family members and others to help support permanency while preparing the team to be self-sustaining.

At intake each youth will be evaluated using the YOUTH PERMANENCE SCALE (see Attachment 1) to assess if a youth has a permanent connection and of what sort it is. At case closure, the scale will also be administered to determine the movement towards permanence.

B. Working together with the caseworker to ensure that all potential family members are engaged and have an opportunity to contribute to permanency planning.

The Child Protection Best Practice Bulletin (2007) provides the following characteristics of family engagement:

- Family resources and kinship connections are maximized.
- The family actively participates in solution- and outcome-focused planning and decision-making that is needs-driven and strengths-based.
- Interactions with families are open, transparent, and non-judgmental.
- The relationship between families and professionals is viewed as a partnership.

C. Working together with the caseworker to ensure that all potential family members are engaged and have an opportunity to contribute to permanency planning.

The premise of this model is that Maple Star will start engaging family connections immediately. The process will be to continue to search for additional connections but will contact those whom we find initially. FSE isn't a linear process. As part of the process, Maple Star will keep the youth, team and contacts informed about progress. As part of the process, these tenets will be considered:

- Engagement requires sensitivity to each family member's needs, as well as to everyone's safety, feelings, and expectations.
- Team members should be prepared for the youth's concerns and reactions and help recognize these as a normal and expected part of the process.
- Debriefing after the meeting should occur with the youth, family members, team members, caregivers, and other professionals.
- Assure that permissions and background checks have not been overlooked.
- The team, including the youth and social worker, develops an individualized plan for legal and emotional permanency, a timeline for completion, a process for ongoing monitoring of progress, and a contingency plan.

Maple Star will also be utilizing the 3-5-7 model for working through youth's grief, finding their identity, and building permanent relationships:

- 3 clarifying tasks: clarification, integration, actualization;
- 5 questions: address loss, identity, attachment, relationships, claiming/safety;
- 7 critical elements: engage child, listen, truth, validate, create safe space, never too late to go back in time, pain is part of process

Additionally, Geo-mapping – map of physical places/connections/people and/or the Youth Connections Scale may be used.

Maple Star will also insure that families are educated about trauma informed parenting through using the Brain Rules by John Medina, Beyond Consequences by Heather Forbes, the Connected Child by Karyn Purvis or other relevant resources.

D. Enhancing our compliance rate with Diligent Search requirements.

The following outcomes will be tracked and monitored:

- A) Timelines will be tracked and monitored to meet 95% compliance rates.
- B) Number of connections before and after the search for relatives
- C) Measurement on a youth permanency scale (pre and post-search)
- D) Youth improvement in behavioral functioning using the "Brief Impairment Scale" (See Attachment 2).

Placement stability studies demonstrate that care in relative placement is almost twice as stable as care with non-relatives. The costs (including relative and adoption subsidies) of searching for and finding families for youth is shown to be a county cost saving compared to the cost of raising a youth in the child welfare system.

The Fostering Connections to Success and Increasing Adoptions Act of 2008 (H.R. 6893) addresses critical kinship care practices, including notice of placement to relatives. The Act requires states "within 30 days after the removal of a child from the custody of the parent" to "exercise due diligence to identify and provide notice to all adult grandparents and other adult relatives of the child." In addition, the state must inform relatives of their options "to participate in the care and placement of the child" and is required to provide information on the requirements "to become a foster family home and the additional services and supports that are available for children placed in such a home." The Act also allows child welfare agencies to obtain state and federal child support data to help locate children's parents and other relatives.

This act will guide Maple Star's FSE program of focusing on ensuring child permanency and well-being through inclusion of the youth, family and other appropriate relatives and kin. This compliance will first ensure that the non-custodial parent is contacted about their child's current status. In addition, the maternal and paternal relatives and kin will be engaged to participate fully in the case planning process so that their input and roles can be included in the youth's plan for permanence. If placement occurs, the primary focus will be on the least restrictive environment possible, with the necessary supports provided for successful outcomes. Creative problem-solving will occur in an effort to support an appropriate placement.

Desired Potential Outcomes:

- Children will have ongoing support from family members,
- Families have the potential to build their own support system,
- Awareness of biological family tree for children who are freed for adoption,
- More time for caseworkers to focus on client contact,
- Successful reunification of children/youth with family members ,
- Increased permanent connections for youth, and
- More children placed with relatives when it is determined safe.

Measurable Outcomes (will be included in the monthly report to ACHSD):

- Improved ARD outcomes related to Diligent Search,
- Children will find permanency with extended family when necessary,
- More timely permanency,
- Increased case involvement and engagement of fathers (fathers generally tend to have low rates of case plan engagement and visitation with their children),
- Increased reunification of Youth in Transition clients, and
- Successful reunification of children/youth with family members.

3. How do you (or your agency) provide services for a client that does not understand you due to cognitive or dialect concerns?

Spanish-speaking staff will be available to interpret and serve Spanish-speaking clients. Options to serve other dialects include translation services and the use of technology to interpret phrases to engage clients. Maple Star currently works with clients of all levels of cognitive functioning and is adept at adapting services for a variety of different functioning levels. The utilization of pictures, reading to the clients, and modifying the tempo at which interactions occur all contribute to family engagement, regardless of language challenges or cognitive processing abilities.

4. What hours/days of the week are you (or are employees at your agency) available to provide services?

Maple Star is available when clients are available which often means that staff will meet with families or contacts during evenings or weekends. This program will include staff who will respond within 3 working days when a removal occurs in an effort to expedite the family finding process.

5. For agencies, how many interpreter/translator staff does your agency currently employ and what specific languages can they support?

Maple Star will be hiring new staff for this program and will recruit Spanish-speaking staff as a first priority while also looking to hire staff with other language proficiencies. Currently Maple Star employs 5 Spanish-speaking, 1 Russian-speaking, and a few other dialects.

C. Expertise, Experience and Certification

1. How long have you (or your agency) been providing services? Maple Star began as a Child Placement Agency in 1994. Within the last six years clinical and community programming were added. In 2012, Placement Prevention Services program, the KEEP program, Facilitated Visitation Services, Home Study Management, and Domestic Violence Reduction Program. Autism Services were also added as well as Treatment Foster Care services.

2. For individual applicants, what type of ongoing education/training do you participate in to ensure the continued quality of your skills? N/A

3. For agencies, please discuss how you ensure the competency of your agency's staff, employee hiring, training, and evaluation processes.

Other Staff Requirements:

- MSC will recruit employees to serve the community to enhance a sense of community and remove barriers and resistance to service provision. We will strive to actively recruit and hire employees who are culturally similar to the families they serve. Regardless of an employee's ethnic or cultural background, they must interact with and provide services to all others without regard to race, ethnicity, gender, sexual identity, religion, language ability, level of education, or socioeconomic status. It is essential for culturally appropriate Family Finding Specialists and Supervisors to establish a foundation of respect, trust and empowerment as families are more successful and responsive to interventions when they feel respected. MSC requires all staff to attend and participate in Cultural Diversity training annually.
- All MSC employees will adhere to the National Association of Social Workers' Code of Ethics. As stated in the section on the value entitled Dignity and Worth of the Person:
"Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession."

As representative of this value, MSC expects that employees strive to understand various cultures and their inherent strengths; have a working knowledge of the cultures of the families with which they work; and seek trainings to help them understand diversity and oppression. MSC will continuously seek out bilingual professionals particularly in areas that pertain to the families' religious and cultural practice and needs.

Required Staff Training:

Mandatory training for all employees includes: Crisis management, CPR/First Aid, HIPPA Requirements, Confidentiality, Ethics, Mandatory Reporting, Child and Adolescent Development, Trauma and the Brain, Beyond Consequences, Family dynamics, Strengths-Based Family Theory, Parenting which includes signs of abuse and neglect, Awareness related to alcohol and substance abuse issues, and Safety protocols.

For this program, Maple Star plans to consult with an expert in Family Finding for program oversight and training to develop expertise in Diligent Search processes. Jill McCormick, JD., MSW, worked in the child welfare field for over 20 years as an attorney who represented both parents and children and also as the Executive Director of a Non-profit in California (Western Child Welfare Law Center) after earning her Master's Degree in Social Work. She demonstrates a strong background in trauma-informed systems of care (a topic of study in my PhD program), and spent the last two years

developing a family search and engagement program at CASA of the Pikes Peak Region called Life Long Links. This project uses the Six Steps model while training and coaching CASA advocates to provide family finding and engagement services for the children we serve. Throughout this project CASA worked closely with DHS in El Paso County. Because of the positive outcomes achieved in their first year, the county is awarding a contract to expand the Life Long Links services to older children and youth who have not achieved permanency and do not have a CASA appointed advocate. She developed an expertise in family finding, family engagement, and permanency practices.

Experience:

- Maple Star's employees demonstrate tenure in the field of child welfare beginning with the Executive Director's twenty years in child welfare; 14 of which are with Maple Star as a Licensed Clinical Social Worker with a Ph.D. Maple Star exhibits significant experience working with children, youth, and families within the child welfare system, particularly those with trauma histories or in placement. This experience lays the foundation for Maple Star's ability to provide safe and family-centered FSE services.
- Maple Star's nineteen years of experience in working with foster care children includes understanding the needs of abused and neglected children while also working sensitively with children's biological families. Maple Star also provided multiple years of casework and casework supervision in El Paso County which included completing assessments and accessing resources to meet family service plans. This rich experience creates a knowledge base from which Maple Star will build.

Staff Requirements for FFS:

- Education: The FFS will have a Bachelor's degree with a major in a human behavioral sciences field. Consideration will be given to those candidates with a High School diploma or GED with experience as a former consumer of services, particularly bi-lingual applicants.
- Experience: Experience with crisis intervention and conflict resolution; knowledge of child development and child welfare system
- Skills: Bi-lingual applicants and culturally representative staff will be recruited.

Staff Requirements for Supervisor Position:

- Education: A Master's Degree or higher in social work or human behavioral sciences field
- Experience: Two years professional casework experience at the journey level obtained before or after the advanced degree

In addition, all staff will meet the minimum educational requirements of a human behavioral science degree, with a degree with major course work (equivalent to 30 semester hours or 45 quarter hours) in either development of human behavior, child development, family intervention techniques, diagnostic measures or therapeutic techniques such as social work, psychology, sociology, guidance and counseling, and child development.

4. Have you (or your agency) provided diligent search or related services to individuals within human services agencies in the past?

a) If so, please discuss program specifics and level of expertise.

Not specific to the diligent search criteria or rules. Maple Star's foster families work with caseworkers in their efforts to develop permanence through reunification or adoption. Maple Star strives to maintain connections when appropriate. Maple Star works to identify resources for all youth in care as well as through the KEEP program to identify and maintain family connections.

b) If not, please indicate what other experience you (or your agency) have.

As part of the KEEP program, Maple Star assists in finding kin or relatives as supports or placement options when removal is inevitable. Even when removals are prevented, Maple Star seeks to strengthen family supports to work together to provide what is needed to effectively parent.

5. What experience do you (or your agency) have with traumatized children and families?

Maple Star provides treatment foster care services to children and youth with significant trauma histories. Maple Star's rich history spans almost twenty years of providing care and support for children and youth affected by abuse, neglect, domestic violence and other traumas. Additionally, Maple Star provides clinical support and case management in our Domestic Violence Reduction Program as well as through our parent coaching in Facilitated Visitation Services, family engagement and coaching in our KEEP program and intensive therapeutic treatment and support in our Virtual Residential Program. Maple Star is at the forefront at understanding trauma-specific interventions that are based in neuro-science models developed by Bruce Perry, M.D., sensory processing as evidenced in Karyn Purvis, Ph.D. and other trauma-specific intervention strategies. Maple Star understands the need to engage families and provide the clinical and concrete services for families to create a holistic healing environment for families. For work to be effective with children and youth with trauma histories, the family must be engaged and included in the process. Psycho-education is provided in an effort to develop self-awareness for all family members.

6. List any memberships in professional associations, organizations, or societies that are job-related.

Maple Star is a member of FFTA (Family Foster Treatment Association) and Adoption Exchange.

7. List applicable licenses or permits for diligent search engines presently held and ability to obtain additional licenses or permits that may be required.

Maple Star plans to purchase Accurant licenses; 1 license provides 40 searches per month. Maple Star will plan to purchase two licenses; additional licenses can be purchased as needed.

8. Describe certifications you (or your agency) possess. Maple Star's staff are First/Aid and CPR trained. They are also trained in Motivational Interviewing by Maple Star's Master Trainer.

SECTION III – TERM:

The term of this Agreement shall be from November 1, 2013, through June 30, 2014.

SECTION IV - PAYMENT AND FEE SCHEDULE:

Fee for service. The Contractor shall submit a monthly invoice by the 12th of each month.

Maple Star's hourly fee is \$50 for services provided. Documentation will be provided with the monthly invoices to identify services provided that match billing hours. Maple Star will utilize forms recommended or approved by ACHSD.

APPLICATION AND ATTACHMENTS:

- Attachment 1: Proposer Certification
- Attachment 2: Diligent Search Program
- Attachment 3: Youth Permanence Scale
- Attachment 4: Brief Impairment Scale
- Attachment 5: The Connectedness Map
- Attachment 6: Resource Guides and Sample Search Forms
- Attachment 7: References

CONTRACTOR'S CERTIFICATION OF COMPLIANCE

Pursuant to Colorado Revised Statute, § 8-17.5-101, *et. seq.*, as amended 5/13/08, as a prerequisite to entering into a contract for services with Adams County, Colorado, the undersigned Contractor hereby certifies that at the time of this certification, Contractor does not knowingly employ or contract with an illegal alien who will perform work under the attached contract for services and that the Contractor will participate in the E-Verify Program or Department program, as those terms are defined in C.R.S. § 8-17.5-101, *et. seq.* in order to confirm the employment eligibility of all employees who are newly hired for employment to perform work under the attached contract for services.

CONTRACTOR:

Maple Star Colorado
Company Name

10-8-13
Date

Debi Grebenik
Name (Print or Type)

Debi Grebenik
Signature

Executive Director
Title

Note: Registration for the E-Verify Program can be completed at: <https://www.vis-dhs.com/employerregistration>. It is recommended that employers review the sample "memorandum of understanding" available at the website prior to registering



PROPOSAL FORM

RFP 2013.204 DILIGENT SEARCH SERVICES

VENDOR'S STATEMENT

I have read and fully understand all the special conditions herein set forth in the foregoing paragraphs, and by my signature set forth hereunder, I hereby agree to comply with all said special conditions as stated or implied. In consideration of the above statement, the following proposal is hereby submitted.

WE, THE UNDERSIGNED, HEREBY ACKNOWLEDGE RECEIPT OF

Addenda # 1 Addenda # _____

If None, Please write NONE.

<u>Maple Star Colorado</u>	_____
Company Name	Date
<u>1250 S. Oneida Suite 100</u>	_____
Address	Signature
<u>Denver Co 80224</u>	_____
City, State, Zip Code	Printed Name
<u>Denver</u>	_____
County	Title
<u>303-433-1975</u>	_____
Telephone	Fax
Email Address: <u>dgrebenik@maplestar.net</u>	

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

Print or type See specific instructions on page 2.	Name (as shown on your income tax return) Maple Star Colorado LLC	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ <u>NOT FOR PROFIT</u> <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.) 2250 S. Oneida Street Suite 100	Requester's name and address (optional)
	City, state, and ZIP code Denver, CO 80224	
	List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number									

Note: If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Employer identification number									
8	4	-	1	2	4	0	3	8	2

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶ <i>Debi Ghehena</i>	Date ▶
------------------	--	--------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note: If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

ATTACHMENT 1

Attachment 1:

**Diligent Search Program
Adams County Human Services Department
Proposer Certification**

Proposer/Agency

Name: Maple Star Colorado

Address: 2250 S. Oneida Street Suite 100

City: Denver State: Co Zip: 80224

Telephone Number: 303-433-1975 Fax Number: 303-433-1980

Website: www.maplestar.net

Contact Person regarding this Proposal: Debi Grebenik

Title: Executive Director Phone: 719-338-1054

Email Address: dgrebenik@maplestar.net

Executive Director, CEO, or Owner: Same as above

Title: _____ Phone: _____

Email Address: _____

Federal Identification Number or Social Security Number: 84-1240382

I certify that I have read the terms of this Request for Proposals and understand proposal and contracting procedures. If awarded a contract, I agree to provide services and documentation as specified in the proposal or as negotiated prior to final contact approval.

Debi Grebenik
Signature of an Authorized Official

Executive Director 10-8-13
Title Date

Debi Grebenik
Print Name of Authorized Official

Executive Director
Print Title

ATTACHMENT 2

Attachment 2:

**PROPOSAL
DILIGENT SEARCH PROGRAM**

Individual or Agency Name: Maple Star Colorado

Your completed Proposal is limited to 10 (ten) one sided pages.

THE FOLLOWING INFORMATION SHOULD BE FULLY EXPLAINED IN YOUR TEN PAGE PROPOSAL NARRATIVE AND PRESENTED AS FOLLOWS:

A. Agency Information

1. Provide a brief description of your agency, and/or organization including total staff size, number of years in operation, mission, and history.
2. Briefly describe related services provided by your agency working with low income multi-cultural populations.
3. Describe your experience in diligent search aspects.

B. Services to be provided, in the context of this RFP

Provide a description of the services you propose to provide and include narrative that explains the proposed activities that meets the goals, objectives, and scope of this RFP.

1. List the types of services your organization can offer to ACHSD.
2. What is your (or the employees working for your agency's) educational qualifications to provide the proposed services for this RFP?
3. How do you (or your agency) provide services for a client that does not understand you due to cognitive or dialect concerns?
4. What hours/days of the week are you (or are employees at your agency) available to provide services?
5. For agencies, how many interpreter/translator staff does your agency currently employ and what specific languages can they support?

C. Expertise, Experience and Certification

1. How long have you (or your agency) been providing services?
2. For individual applicants, what type of ongoing education/training do you participate in to ensure the continued quality of your skills?
3. For agencies, please discuss how you ensure the competency of your agency's staff, employee hiring, training, and evaluation processes.
4. Have you (or your agency) provided diligent search or related services to individuals within human services agencies in the past?
 - a) If so, please discuss program specifics and level of expertise.
 - b) If not, please indicate what other experience you (or your agency) have.
5. What experience do you (or your agency) have with traumatized children and families?
6. List any memberships in professional associations, organizations, or societies that are job-related.
7. List applicable licenses or permits for diligent search engines presently held and ability to obtain additional licenses or permits that may be required.
8. Describe certifications you (or your agency) possess.

ATTACHMENT 3

YOUTH PERMANENCE SCALE

This scale is used to assess if a youth has a permanent connection and of what sort it is.

- 1 Youth has no existing or potential lifelong connections**
- 2 Youth has a potential lifelong connection but no commitment has been made**
- 3 Youth has a lifelong connection to a caring adult AND caseworker has obtained a signed agreement acknowledging this relationship**
- 4 A change in legal status: adoption, guardianship, reunification, is in process**
- 5 Adoption, guardianship, reunification has occurred**

ATTACHMENT 4

THE BRIEF IMPAIRMENT SCALE (BIS)

THE BRIEF IMPAIRMENT SCALE (BIS)

H. Bird, M.D.

The questions I am going to ask you now have to do with how _____ (name of child) _____ has been doing overall. Please answer them thinking only of the last twelve months/past year keeping in mind what one would expect of children of the same age and sex as _____ (name of child) _____.

1) OVER THE LAST 12 MONTHS/YEAR HOW MUCH OF A PROBLEM HAS HE/SHE HAD GETTING ALONG WITH HIS/HER FATHER/STEP-FATHER/FOSTER FATHER? (score about father figure with whom he/she has most contact) (Read options):

- 0 - no problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 8 - not applicable (no father figure)
- 9 - don't know

2) HOW MUCH OF A PROBLEM HAS HE/SHE HAD GETTING ALONG WITH HIS/HER MOTHER/STEP-MOTHER/FOSTER MOTHER? (score about mother figure with whom he/she has most contact) (Read options):

- 0 - no problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 8 - not applicable (no mother figure)
- 9 - don't know

3) HOW ABOUT PROBLEMS GETTING ALONG WITH HIS/HER BROTHERS AND SISTERS?

- 0 - no problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 8 - not applicable (no brothers or sisters)
- 9 - don't know

4) HOW ABOUT PROBLEMS GETTING INVOLVED IN ACTIVITIES TOGETHER WITH THE REST OF THE FAMILY? (Read options):

- 0 - no problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 9 - don't know

5) OVER THE LAST 12 MONTHS/PAST YEAR, HOW MUCH OF A PROBLEM HAS HE/SHE HAD WITH HIS/HER TEACHERS AT SCHOOL? (If not in school and working) OR WITH HIS/HER SUPERIORS AT WORK?

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 8 - not applicable (has not worked or been in school during the past year)
- 9 - don't know

6) HOW MUCH OF A PROBLEM HAS HE/SHE HAD GETTING ALONG WITH OTHER ADULTS OUTSIDE OF THE FAMILY? (Read options)

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 9 - don't know

7) HOW MUCH OF A PROBLEM HAS HE/SHE HAD MAKING FRIENDS?

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 9 - don't know

THE BRIEF IMPAIRMENT SCALE (BIS)

8) HOW MUCH OF A PROBLEM HAS HE/SHE HAD GETTING ALONG WITH THE FRIENDS THAT HE/SHE HAS? (Read options)

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem or has no friends
- 7 - refused
- 9 - don't know

9) DURING THE LAST 12 MONTHS/PAST YEAR, HAS HE/SHE OFTEN MISSED SCHOOL/WORK?

(Read options)

- 0 - *never* misses school/work
- 1 - occasionally (*once a month or less*)
- 2 - many times (*2-4 times a month*)
- 3 - quite frequently (*more than 5 times per month*)
- 7 - refused
- 8 - not applicable, not in school and not working during the last 12 months
- 9 - don't know

IF Q. 9 coded 1, 2, or 3, ask

9A) WAS THIS BECAUSE HE/SHE WAS REALLY SICK?

- 0- No 1- Yes (If "yes", recode q.9 as "0")

10) DURING THE LAST 12 MONTHS/PAST YEAR, HOW WELL HAS HE/SHE BEEN DOING IN HIS/HER SCHOOL WORK? (Read options)

(If another grading system is used, code closest equivalent)

- 0 -better than average (mostly "B"'s or outstanding: mostly A's, some B's)
- 1 - just average: "C" work
- 2 - somewhat below average (mostly "C"'s and "D"'s)
- 3 - markedly below average (mostly "D"'s and "F"'s)
- 7 - refused
- 8 - not applicable (not in school during the past year)
- 9 - don't know

IF Q. 10 scored 8, ask

10A. HAS HE/SHE DROPPED OUT OF SCHOOL DURING THE LAST YEAR?

- 0- No 3 - Yes 7 - refused 9 - don't know

(If "Yes", code "3" for q. 10)

11) HAS HE/SHE BEEN SUSPENDED FROM SCHOOL DURING THE LAST 12 MONTHS/PAST YEAR?

- 0 - No
- 3 - Yes
- 7 - refused
- 8 - not applicable (has not been in school over the past year)
- 9 - don't know

12) HAS HE/SHE BEEN EXPELLED FROM SCHOOL OR ACTUALLY FIRED FROM A JOB DURING THE LAST 12 MONTHS/PAST YEAR?

- 0 - No
- 3 - Yes
- 7 - refused
- 8 - not applicable (has not been in school over the past year)
- 9 - don't know

13) IN GENERAL, HOW MUCH OF A PROBLEM HAS HE/SHE HAVE HAD GETTING HIS/HER SCHOOLWORK/WORK DONE ON TIME? (Read options)

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 8 - not applicable (not in school or working over the past year)
- 9 - don't know

14) DURING THE LAST 12 MONTHS/PAST YEAR, HOW MUCH OF A PROBLEM HAS HE/SHE HAD DOING WHAT HE/SHE IS EXPECTED TO DO AT HOME? (Read options)

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 9 - don't know

THE BRIEF IMPAIRMENT SCALE (BIS)

15) HOW MUCH OF A PROBLEM HAS HE/SHE HAD BEING RESPONSIBLE AT SCHOOL/ WORK OR IN JOBS HE/SHE TOOK ON OUTSIDE OF HIS HOME?

(Read options)

- 0 - No problem
- 1 - some problem
- 2 - a marked problem
- 3 - a serious problem
- 7 - refused
- 8 - not applicable (not worked or in school during past year)
- 9 - don't know

16) IN THE LAST 12 MONTHS/PAST YEAR, HOW MANY TIMES WERE YOU ASKED TO COME TO HIS/HER SCHOOL TO DISCUSS SOME PROBLEM THAT HE/SHE HAS HAD?

- 0 - Never
- 1 - Once
- 3 - more than once
- 7 - refused
- 8 - Not applicable, not in school
- 9 - don't know

17) TO WHAT EXTENT DOES HE/SHE GET INVOLVED IN SPORTS? (Read options)

- 0 - frequently or member of a team
- 1 - some involvement, but not steady
- 2 - very rarely involved
- 3 - not involved at all
- 7 - refused
- 8 - not applicable, no opportunities for participation in sports
- 9 - don't know

18) OVER THE PAST 12 MONTHS TO WHAT EXTENT DID HE/SHE GET INVOLVED IN ACTIVITIES OTHER THAN SPORTS? (Read options)

- 0 - frequently involved in other activities
- 1 - only occasionally
- 2 - rarely got involved or dropped out easily
- 3 - never got involved in other activities
- 7 - refused
- 9 - don't know

19) TO WHAT EXTENT WOULD YOU SAY HE/SHE IS A PERSON WHO HAS MANY INTERESTS? AGAIN THINK SPECIFICALLY ABOUT THE LAST 12 MONTHS/PAST YEAR. WOULD YOU SAY HE/SHE (Read options)

- 0 - has many and varied interests
- 1 - has some interests
- 2 - few things interest him/her
- 3 - has no interests, is generally bored
- 7 - refused
- 9 - don't know

20) COMPARED TO OTHER KIDS OF THE SAME AGE, HOW NEAT IS HIS/HER PHYSICAL APPEARANCE MOST OF THE TIME? REMEMBER THAT WE ARE TALKING OF HOW IT'S BEEN DURING THE LAST 12 MONTHS/PAST YEAR. WOULD YOU SAY HE/SHE IS (Read options):

- 0 - like most kids his/her age
- 1 - a bit sloppier than most kids his/her age
- 2 - considerably more sloppy or peculiar than most
- 3 - extremely sloppy or bizarre compared to others
- 7 - refused
- 9 - don't know

21) COMPARED TO OTHERS HIS/HER AGE, HOW WELL DOES HE/SHE TAKE CARE OF HIS/HER HEALTH? HE/SHE (Read options):

- 0 - takes good care of him/herself
- 1 - is somewhat careless about his/her health
- 2 - is quite careless about his/her health
- 3 - is extremely careless about his/her health
- 7 - refused
- 9 - don't know

22) HOW SAFETY CONSCIOUS IS HE/SHE? (Read options):

- 0 - very careful, attentive to safety rules
- 1 - somewhat careless
- 2 - quite careless
- 3 - extremely careless
- 7 - refused
- 9 - don't know

THE BRIEF IMPAIRMENT SCALE (BIS)

23) DOES HE/SHE SEEM TO HAVE A PROBLEM HAVING FUN AND ENJOYING LIFE? AGAIN, THINK OF HOW IT'S BEEN DURING THE LAST 12 MONTHS. WOULD YOU SAY HE/SHE HAS HAD

(Read options):

- 0 - No problem
- 1 - some problem
- 2 - a considerable problem
- 3 - a serious problem
- 7 - refused
- 9 - don't know

Interpersonal Subscale: Items 1,2,3,4,5,6,7,8

School/work Subscale: Items 9,10,11,12,13,14,15,16

Self Subscale: Items 17,18,19,20,21,22,23

SCORING INSTRUCTIONS

1) Each valid item must have been scored 0, 1, 2, or 3. Refusals (7), Not applicables (8), or Don't knows (9) are not summed in the score.. (For the scale a subscale to be valid, at least half of the items have to have valid scores.)

2) For the total scale or for each subscale, add the sum of the valid items, divide by the number of valid items, and multiply times the number of items on the scale or subscale.

Note: The BIS is not copyrighted and is in the public domain.



ATTACHMENT 5

THE CONNECTEDNESS MAP

KEY:

Blue = Blood (biological) connection

Red = Heart (love) connection

Green = Mind (mental) connection

Purple = The Richness of Culture Connection

Place the child in the CENTER. Ask them to think of all the people (living or deceased) they are connected to. Include family members, friends, teachers, coaches, pastors, rabbis, etc. - anyone with whom they have/had a connection.

Use one shape to represent males and a different shape to represent females.

Example: □ = Male □ = Female

1. Next to each shape, write the person's name and age (if known).
2. Place individuals who are of similar age as the child on the same level as the child, older people above the child, and younger people below to show different generations.
3. Ask the child how he/she feels connected to each person.

Is this person a blood relative?

Does the child love this person?

Does this person teach the child, or do they have good, meaningful talks together?

How has this person enriched this child culturally?

The child should then draw the appropriately-colored line between him/herself and the other person. If there are multiple connections, there will be multiple lines. When children have completed their connectedness maps, they may want to hang them up in their rooms. This can be a consistent reminder of all the people in the world with whom they are connected.

Contributed by CASA of Santa Cruz County and EMQ.

ATTACHMENT 6

YOUTH PERMANENCE CONSULT SHEET

REVIEW: Date: _____
Name of Youth: _____
Age: _____ Gender: M / F Ethnicity: _____ Tribal Affiliation: _____ LGBTQ: Y / N / U
Current Placement Type: _____ For how long? _____
of Total Years in Care: _____ Total # of Placements _____
Siblings: _____
Family/Others Connected to the Child currently: _____

What the Youth wants:

- Safety Risk**
(circle number) 3 - High: Imminent danger of harm from self or others
 2 - Medium: Risk factors are present
 1 - Low: Few, if any, risk factors are currently present
- Loneliness**
(circle number) 3 - High: No loving or meaningful relationships are present
 2 - Medium: Some meaningful relationships exist
 1 - Low: Several meaningful and enduring relationships exist
- Placement Stability**
(circle number) 3 - Very Unstable: Placement change is imminent
 2 - Moderately Stable: Change is likely, but not imminent
 1 - Stable: Placement change not currently being considered

Review of PREVIOUS WORK:

Identifying Connections:

What has been done to help the youth identify his/her connections? Who loves this youth?

- Review of record? _____
- Adults contacted _____
- Adults who responded: _____
- Internet search conducted? _____

Preparation for Family (re)connection:

Describe the work done with, for or by the youth, on areas of:

- Loyalty to birth Family (loyalties are not exclusive, there is room for many)
- Loss
- Self-Determination
- Self-Esteem
- Behavior Management

Ongoing meetings with Youth's Permanence Team:

- What has been scheduled?
- Who has attended?
- How have the meetings gone?
- Is the team ongoing?
- Have the team begun to take responsibility for the finding permanency for the youth?

Youth Development for Success:

Have the worker, youth and team begun working on the youth's sense of the following? How?

- Belonging
- Competence
- Power
- Usefulness

FUTURE

3 Concrete Next Action Steps to address the above:

- 1.
- 2.
- 3.
- 4.

POTENTIAL PLAN(S) for THE YOUTH'S PERMANENCY

Plan A)

Plan B)

Plan C)

Plan D)

FAMILY LETTER

Date:

<recipient>

<address>

Dear <recipient>,

I am a People Finder in Sacramento, California. It is my job to help locate relatives for youth in the foster care system. I am writing you about <first name, age> who I believe may be a <maternal/paternal> relative. I understand this letter may come as a surprise.

<First name> is interested in learning more about his/her family. Any information you can provide would be greatly appreciated by <first name>. You could be a huge asset to <him/her> and <his/her> sense of identity.

Unfortunately, I cannot provide you any specific information about <first name> at this time due to confidentiality issues. If you are interested in speaking to me about <first name>, please contact me. Thank you in advance for your help.

Sincerely,

Name:

People Finder

Phone;

Cell:

Email:

FAMILY LETTER

<date>

Dear <recipient>,

I am a People Finder in Los Angeles, California. It is my job to help locate relatives for youth in the foster care system. I am writing you about Justin Timberlake, age seventeen, who I believe may be a <maternal/paternal> relative. I understand this letter may come as a surprise.

Justin is interested in learning more about his family. Any information you can provide would be greatly appreciated by Justin. You could be a huge asset to him and his sense of identity.

Unfortunately I cannot provide you any specific information about Justin at this time because of confidentiality issues. If you are interested in speaking to me about Justin, please contact me. Thank you in advance for your help.

Sincerely,

Name
People Finder
(916) 368-5114 (we will accept collect calls)
email address

FAMILY FOLLOW UP LETTER

April 11, 2007

Dear Mary,

Thank you so much for talking with me today. I am very excited to hear that you and your family want to reconnect with the children. I know the children will be so happy to know that they are part of a large close family who wants to get to know them again.

As we discussed I have included a stamped addressed envelope for you to use to send photos of your family that I can include in the photo albums that I am putting together for each of them. As you can imagine, this will mean so much to them. If you'd like me to send back the originals, please let me know.

I have also included a copy of the family tree with information that you provided to me. Thank you for taking the time to do so today. I know the children will be very happy to receive their family tree as it helps them understand their relationship to everyone in their family. I hope that the information is correct. Please feel free to let me know if there are any corrections.

As we discussed, I will keep in touch with you as contact with the children moves forward. Please feel free to contact me if you have any questions or if I can be of any assistance to you.

Take care and thank you again for everything.

Sincerely,

Linda Librizzi
Family Finding Project
800-864-5437 Ext. 1801
323-769-7173

SAMPLE POSTMASTER LETTER

SAN LUIS OBISPO COUNTY
DEPARTMENT OF SOCIAL SERVICES
3433 South Higuera Street, Post Office Box 8119
San Luis Obispo, California 93403-8119

Date: June 21, 2005

WE URGENTLY NEED TO CONTACT THE BELOW LISTED PERSON. ANY INFORMATION YOU CAN PROVIDE US WOULD BE GREATLY APPRECIATED. THANK YOU FOR YOUR HELP.

POSTMASTER:

San Luis Obispo, Ca 93401 (send to postmaster of city and state of LKA)

RE: Name (individual trying to locate)
ADDRESS INFORMATION REQUEST

Please furnish this agency with the new address, if available, for the individual or verify whether or not the address given below is one at which mail for this individual is currently being delivered. If the following address is a post office box, please furnish the street address as recorded on the box holder's application form.

Last Known Address: P.O. Box 8119
San Luis Obispo, Ca 93403

I certify that the address information for this individual is required for the performance of this agency's official duties. A postage-paid, self-addressed envelope is enclosed for your use. Thank you.

Sincerely,

Name:
Permanency Case Manager
Dept. of Social Services

FOR POST OFFICE USE ONLY

- | | |
|---|---|
| <input type="checkbox"/> Mail is delivered to address given | <input type="checkbox"/> Not known at address given |
| <input type="checkbox"/> Moved, left no forwarding address | <input type="checkbox"/> No such address |
| <input type="checkbox"/> New address | |

Boxholder's Street Address: _____

Other (specify): _____

Completed By: _____

CALIFORNIA PERMANENCY FOR YOUTH PROJECT

INTERNET SEARCH TOOLS

Free Sites

Area Codes (www.allareacodes.com)

CA County Codes Chart (www.cagenweb.com/cpl/sctycode.htm)

Florida, Nevada and Texas marriages

(<http://www.knowx.com/mr/search.jsp?userid=guest&password=welcome>)

General Search Engine (www.google.com)

Google persons. Sometimes you can find a current address, genealogy or other interesting information on individuals online. If you Google an address, you can obtain a map and/or satellite view of the location. This site is a favorite of Stanislaus.

Indian Tribal Records (www.accessgenealogy.com/native/)

If you click the "1896 Dawes Applications", this will take you to the Dawes Rolls Database where you can search for ancestors who are on the rolls.

Latter Day Saints (LDS) Genealogy Search (www.familysearch.org/)

Rootsweb Death Records (<http://searches.rootsweb.com/>)

Go down to "Records from Federal and State Resources:

Social Security Death Index (SSDI) for Federal Death Records

Death Records: California, Kentucky, Maine, Texas

Note: The California records have more information than the Federal records, such as, Birth State, Mother's Maiden Name, Father's Name.

SearchSystems.net (www.searchsystems.net)

Very large public record directory online. Provides links to over 35,958 searchable public record databases, many of which are free. A good site for finding municipal records and death certificates. SearchSystems also offers a premium service, which is charged on a per-search basis. Recommended by Kevin Campbell.

SSN Allocation Table (www.ssa.gov/foia/stateweb.html)

Shows the first three digits of assigned SSNs and the state or U.S. Possession in which the SSN was issued.

ZABA (www.zabasearch.com/)

Directory-Address assistance. It has added something similar to US Search.

Other Resources

(California)

CalWORKs Case File

CWS/CMS

Statewide MEDS System

County Automated Welfare System

Statewide Child Support System

Order of Contact for Failed Adoption

Use the following order of searching family to find permanence:

1. Adoptive family
2. Adoptive family's extended family
3. Birth family (but must be sure to have approval of adoptive family) Must keep adoptive family in the loop at all times, court-wise, progress, etc., for legal reasons, also respect.
4. Non-family (mjl nb: however, NACAC position on search, then not upsetting current permanency to do new search).

With adoptive parents who are relinquishing, continue to invite them to meetings and be respectful. Write a letter to them and their attorney saying that the county would work with them on reunification but if they can't or won't, the county will proceed on finding permanence. Document, document, document that you have done so and their responses. Always keep adoptive parents informed about successes in the youth's life.

If adoptive family balking at moving forward, give them 8 weeks to come up with relatives, otherwise go to adoption.

- A. Reunification with adoptive family
- B. Relative of adoptive family
- C. Birth family
- D. _____
- E. _____

An E can become an A by showing accountability, demonstrating responsibility.

Example: to restore relationship with adoptive parent, do following:

Meet with adoptive family

Do concurrent planning

Be transparent

Follow up meeting with adoptive family with a letter documenting meeting

Ask family regarding relatives, then consider birth family.

The team (not the social worker) is the entity that needs to worry about what to do and how to work on it: Team consisting of foster parent, adoptive parent, teacher, prospective foster parent, therapist. This group needs to struggle with the problem and sometimes someone stands up to be counted. Ask them what's Jessica's biggest need." Also consider

How many times she need a contact to work out so she doesn't expect loss? And how long for each contact.

Questions to ask:

1. Can we support the return of youth to the adoptive home?
2. Is there a relative of adoptive parents with whom we can achieve permanency?
3. If # 1 and 2 are not possible, we need child specific recruitment strategy
 - a) With adoptive parents' and court's permission, look for biological family
 - b) Adoptive family may have to relinquish rights.

Social worker will drive the process, not the family. It goes better for a family if they are part of successfully getting her a family (reconciliation) so each (family and youth) can feel whole.

In a failed adoption, it's easy to be mad at the adoptive parents, but one must suspend judgment and put self in their place. Explore unmet needs of adoptive parents and you will see why it happened.

TIPS FOR SEARCHING

- Several free search engines are available, as are fee for service engines.
- Initially, most agencies use a free search engine on a case and use a fee based search engine when the free search has not provided enough information.
- Fee based search engines often have two methods of billing: a) transactional - the agency pays for each transaction; and b) flat rate - the agency contracts for a specific computer for a set rate per month.
- An agency often will already have a contract with a fee-based search engine through its Absent Parent Unit. Child Welfare divisions should check with their Absent Parent units to find out if a contract exists and if that could be used for family finding.
- Check to see if a fee-based search engine will give a free trial period.
- When contracting with a search engine, ask what the time of turnaround on delivery will be. Will it be one day, one week, one month?
- See the attached list of free search engines as well as sites that provide relevant information.

Tips on searching:

- Information over one year old has limited viability, although if you have nothing else, you might try it.
- Pay for the father's search first, because you will get the grandmother, etc. as part of the father's relatives.
- Search for names in the following order: the subject, relatives, then neighbors. The category of "associates" is a last resort.
- Go through the report, and highlight the names of all possible leads. Make sure to mark the most recent address. Then, send out letters to each address at which the person is listed. You can use Postmaster letters to ask for forwarding information, etc. (see attached).
- When looking at possible relatives, see if any relatives have shared an address. Try to figure out how they might be related.
- Finding homeless people is very hard.
- Do searches on the deceased - you can still get good relative information.

Other tips for family finding

- Develop a detective mentality.
- Don't believe everything you read - case reports may be incorrect. Don't assume a parent is deceased until you find proof that s/he is. Several parents thought deceased have been found alive and well.
- Criminal records will show when a person was incarcerated.
- If you know the county in which the parent has died, call the coroner's office for funeral home information. The funeral home will know who picked up the belongings and may have the address or telephone information. Newspapers also have information on the deceased.
- Exhaust all options - don't give up!

Non-Internet Sources for Family Finding

- Absent Parent Department
- California MediCal files
- Child Support
- County jails
- CWS-CMS, and history in hard case file
- Department of Motor Vehicles (www.dmv.org)
- Eligibility Worker
- Family members
- Friends
- Interviewing the child
- Military agencies (Social and Family Services Departments)
- Obituaries (funeral homes)
- Postmaster
- Tribes
- White & yellow pages (work), online or other
- Assessors Office/assessors records
- CalWIN
- Coroner
- County Vital Statistics
- Department of Justice
- District Attorney's office
- Emergency contact information card from school
- Family Services
- Immigration Services/Consulates
- Medical records (death code)
- Parole and Probation
- Red Cross
- Voter registration (phone or web)

Out of country searches

- Start by contacting the Family Support Bureau to see if they have information. If they say the person is deported, then contact INS, but you will need the alien ID #. The only information INS provides is if the person has been deported and the date of deportation.
- Contact the appropriate consulate. Fax a letter to the consulate, providing all the information available. The consulate usually responds that family is not found.
- Finding relatives in Mexico often involves interviewing family members with whom you are already familiar.

**FRESNO COUNTY DEPARTMENT OF CHILDREN
AND FAMILY SERVICES
CALIFORNIA PERMANENCY FOR YOUTH PROJECT**

First Telephone Call Scripts with Relatives:

Hello, my name is _____, and I am with Fresno County Department of Children and Family Services. I am calling for _____. Is this she/he? (Yes) I am working with one of your family members. Do you know (parent/child name)? I am worried about _____ and I'm not sure how much you know about _____ and his/her life. Are you in a place where you can talk right now? (Yes). _____ is interested in information about his/her family, traditions, religion - in general his/her family history. You can imagine that someone in _____'s position, being raised away from home, would want to know about his/her past. Do you have any information that we can pass on to _____, because your help sharing this information could really make a difference in _____'s future.

Leaving a telephone message:

Hello, my name is _____, and I am with Fresno County Department of Children and Family Services. I am calling for _____ regarding (parent and their child - first name only). _____ is physically OK, however I am worried about him/her. Please give me a call at (559) ____-____. If I don't hear from you, I will call you back within the next 24 hours. Thank you.

If they don't return your call:

I am calling to follow up on the message that I left you earlier. I can imagine this must be a difficult phone call to receive. Are you in a place where you can talk right now because I am very worried about _____. I'm not sure how much you know about _____ and his/her life. _____ is interested in information about his/her family, traditions, religion - in general his/her family history. You can imagine that someone in _____'s position, being raised away from home, would want to know about his/her past. Do you have any information that we can pass on to _____, because your help sharing this information could really make a difference in _____'s future.

(Allow time for the person called to explain their situation, to tell their story about _____.)

(If the person asks about _____'s situation.)

I know that you must have questions. I really can't answer them right now. There may be a time in the future where we could talk to you and answer some of your questions. Again I realize that this is difficult but my primary concern right now is to help _____ get answers to some of his questions. Your help with this information could make such a difference in his life.

One of the things that might really help our conversation today is if you could tell me one of the things you are most proud of about your family. A story or something someone has done in the past that was very special to you.

What about family reunions and gatherings? What are your family traditions? Do you know who plans them (reunions)? (Try to get their name and contact information. Perhaps put them on a conference call with the family member who plan the reunions or other family gatherings.)

(If they ask about how to have contact with _____).

I want to assure you that I am going to share your information and how to contact you with the rest of my team. It sounds like you're offering to help _____ more. Let me make sure I have all of your contact information for future planning for _____.

(If they cannot have any contact with the child).

This may be your one of the few opportunities you may have to do something to really help _____. The information that you share with me could truly improve this child's life. (Default back to questions about family).

FRESNO COUNTY DEPARTMENT OF
CHILDREN AND FAMILY SERVICES
CALIFORNIA PERMANENCY FOR YOUTH PROJECT

(If person sounds upset).

I can't imagine what you must be feeling right now. I am so sorry for what your family has been through. But we're asking for your help now to give some answers to _____'s questions.

You might think of some more things that are important for _____ to know over the next few days, or you might know other family members who would like to share information with _____. Please feel free to contact me at ____-____ or e-mail address. Thank you so much for sharing this important information, it is really valuable for _____. The simple act of sharing this information may dramatically affect this child's life.

Trying to reach a neighbor/leaving a message:

Hello, my name is _____, and I am with Fresno County Department of Children and Family Services. I'm trying to reach your neighbor, (relative) regarding one of their relatives. It is very urgent I speak with him/her. Please have _____ call me at (559) ____-____. If I don't hear from him/her, I will call you back within the next 24 hours. Thank you.

Reaching a neighbor:

Hello, my name is _____, and I am with Fresno County Department of Children and Family Services. I'm trying to reach your neighbor, _____(relative) regarding one of their relatives. It is very urgent that I speak with him/her. Is it possible for you to take down my information and walk over to deliver it to _____(relative) or put it on the door? (Yes) Please have him/her call me at (559) ____-____. Thank you.

If they ask about how to have contact with Justin:

I want to assure you that I am going to share your information and how to contact you with the rest of my team. It sounds like you're offering to help Justin more. Let me write down the things that you are willing to do and I will share that with the rest of my team.

If they cannot have any contact with the child:

This may be one of the few opportunities you have to do something to help Justin. The information that you share with me could truly improve his life.

Ending conversation:

Over the next few days, you might think of more things that are important for Justin to know, or you might think of other family members who would like to share information with Justin. Please feel free to contact me at _____. Thank you so much for sharing this important information, it is really valuable for Justin. Simply sharing this information may dramatically affect his life.

CALIFORNIA PERMANENCY FOR YOUTH PROJECT

Declaration of Intent to Maintain Contact

(I/We) _____ have received notice
that _____ is available for regular contact.

Youth's name and DOB _____

(I/We) do declare our intent and commitment to maintain contact
with _____.

Youth's name _____

This is how (and how often) (I/We) intend to have contact:

Name, mailing address and phone number:

(I/We) do understand that it is very important to have regular contact with said child. Regular contact means no less contact than every other week and during holidays and birthdays.

(I/We) also understand that this document is not a legal document.

Date and Signature _____

(copy to family, youth, and caseworker) Adapted from Project Uplift, State of Colorado

UNPACKING THE “NO” AND SUPPORTING A “YES”*

Adults who have a relationship with the young person assist them by helping to reframe the initial “NO!” into a “YES” or “I’ll Think About it” response. This is a process, not a one time event. Many youth do want to be adopted, even if they initially say no, but they have been led to believe they are unadoptable or have been rejected so many times that they are scared of the risk.

Some of the statements youth make are:

- “I don’t want to give up past connections”
- “I don’t want to lose contact with my family”
- “I don’t want to lose contact with important people”
- “I will have to change my name”
- “No one will want me”
- “I am too destructive for a family”
- “Families are for little kids”
- “I don’t want to betray my birth family”
- “Mom said she would come back”
- “I want to make my own decisions”
- “I’ll just mess up again”
- “I don’t want to risk losing anyone else”

What do you say instead of accepting “No”?

Help the youth play an active role in planning for their permanency

Who cared for you when your parents could not? Who paid attention to you, looked out for you, cared about what happened to you? This may help them put their thoughts and feelings into the context of permanency

With whom have you shared holidays and/or special occasions?

Whom do you like? feel good about? enjoy being with? Admire? look up to? want to be like someday?

Who believes in you? stands by you? compliments or praises you? appreciates you?

Whom can you count on? Whom would you call at 2 am if you were in trouble? Wanted to share good news? Bad news?

Who are the three people in your life with whom you have had the best relationship?

Let’s review where you lived in the past? Think about important adults in your life?

To whom have you felt connected in the past?

To whom from the past had you wanted to stay connected? How? Why?

How are you feeling about this process? What memories, fears, and anxieties is it stirring up?

Open adoption, shared parenting, and practices which permit the adopted youth to maintain contact with their birth family members can help explain what permanency for a teenager might look like. No longer does adoption mean the replacement of the birth family by the adoptive family. Adolescents should be supported in their desire to remain in contact with parents, grandparents, siblings and other significant members of their extended families.

Engage the youth, his or her parents (if the youth is not currently freed for adoption) and foster parents or prospective adoptive parents in a discussion about shared parenting and ongoing contacts with members of the youth’s birth family after the adoption. Youth and parents need help understanding that although a termination of parental rights ends the rights of the birth parents to petition the court for visits or other contacts with their child, a TPR does not prevent the young person from visiting or contacting members of his or her birth family.

Gary Mallon, NRCFCPPP