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January 14, 2016

To: Supervisor Hilda L. Solis, Chair
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From: Philip L. Browning
Director

BIENVENIDOS FOSTER FAMILY AGENCY QUALITY ASSURANCE REVIEW

The Department of Children and Family Services (DCFS) Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Bienvenidos Foster Family Agency (the FFA) in February 2015. The FFA has two licensed offices, one in the First Supervisorial District, and one in San Bernardino County and provide services to the County of Los Angeles DCFS placed children and youth. According to the FFA's program statement, its mission is "to provide short-term emergency and longer term therapeutic foster care to children and siblings who cannot immediately return home to their birth families. The program selects, trains, certifies, and supports foster families for care to the children. The aim of the program is to work with all related parties toward reunification or some other appropriate permanency plan."

The QAR looked at the status of the placed children's safety, permanency and well-being during the most recent 30 days and the FFA's practices and services over the most recent 90 days. The FFA scored at or above the minimum acceptable score in 8 of 9 focus areas: Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, Teamwork and Tracking & Adjustment. OHCMD noted opportunities for improved performance in the focus area of Safety.

The FFA provided the attached approved Quality Improvement Plan addressing the recommendations noted in this report. In August 2015, OHCMD quality assurance reviewer met with the FFA to discuss results of the QAR and to provide the FFA with technical support to address methods for improvement in the area of Safety.

If you have any questions, your staff may contact me or Aldo Marin, Board Relations Manager, at (213) 351-5530.

PLB:EM:KR:rds

Attachments

c: Sachi A. Hamai, Chief Executive Officer
John Naimo, Auditor-Controller
Public Information Office
Audit Committee
Stephanie Ivler, Program Director, Bienvenidos FFA
Lajuannah Hills, Regional Manager, Community Care Licensing Division
Lenora Scott, Regional Manager, Community Care Licensing Division

BIENVENIDOS FOSTER FAMILY AGENCY
QUALITY ASSURANCE REVIEW (QAR)
FISCAL YEAR 2014-2015

SCOPE OF REVIEW

The Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Bienvenidos Foster Family Agency (the FFA) in February 2015. The purpose of the QAR is to assess the FFA's service delivery and to ensure that the FFA is providing children with quality care and services in a safe environment, which includes physical care, social and emotional support, education and workforce readiness, and other services to protect and enhance their growth and development.

The QAR is an in-depth case review and interview process designed to assess how children and their families are benefiting from services received and how well the services are working. The QAR utilizes a six-point rating scale as a *yardstick* for measuring the situation observed in specific focus areas. The QAR assessed the following focus areas:

Status Indicators:

- Safety
- Permanency
- Placement Stability
- Visitation

Practice Indicators:

- Engagement
- Service Needs
- Assessment & Linkages
- Teamwork
- Tracking & Adjustment

For Status Indicators, the reviewer focuses on the child's functioning during the most recent 30 day period and for Practice Indicators, the reviewer focuses on the FFA's service delivery during the most recent 90 day period.

For the purpose of this QAR, interviews were conducted with three focus children, two Department of Children and Family Services (DCFS) Children's Social Workers (CSWs), one DCFS Supervising Children's Social Worker (SCSW), three Certified Foster Parents (CFPs), two FFA social workers, and one FFA administrator. For one focus child, the DCFS CSW was on extended leave; therefore, the DCFS SCSW was interviewed.

At the time of the QAR, the focus children's average number of placements was 3, their overall average length of placement was 5 months and their average age was 11. The focus children were randomly selected. None of the focus children were included as part of the sample for the 2014-2015 Contract Compliance Review.

QAR SCORING

The FFA received a score for each focus area based on information gathered from on-site visits, agency file reviews, DCFS court reports and updated case plans, and interviews with the FFA Staff, DCFS CSWs, service providers, and the children. The minimum acceptable score is 6 in the area of Safety and 5 in all remaining areas.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Safety - The degree to which the FFA ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other settings.	6	5	**Minimal to Fair Status** - The focus children are usually avoiding behaviors that cause harm to self, others, or the community but rarely may present a behavior that has low or mild risk of harm. The children have a minimally safe living arrangement with the present caregivers. Protective strategies used by the FFA staff or CFP are at least minimally adequate in reducing risks of harm.
Permanency - The degree to which the child is living with caregivers, who are likely to remain in this role until the focus child reaches adulthood, or the child is in the process of returning home or transitioning to a permanent home and the child, the FFA staff, caregivers and CSW, supports the plan.	5	6	**Optimal Status** - The focus children have optimal permanence. The focus children have achieved legal permanency and/or live in a family setting about which the children, FFA staff, caregivers, DCFS CSW and all team members have evidence will endure lifelong.
Placement Stability - The degree to which the FFA ensures that the child's daily living, learning, and work arrangements are stable and free from risk of disruptions and known risks are being managed to achieve stability and reduce the probability of future disruption.	5	5	**Good Stability** - The focus children have substantial stability in placement and school settings with only planned changes and no more than one disruption in either setting over the past 12 months with none in the past six months. Any known risks are now well controlled.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Visitation - The degree to which the FFA staff support important connections being maintained through appropriate visitation.	5	5	**Substantially Acceptable Maintenance of Visitation & Connections** - Generally effective family connections are being sought for all significant family/Non-Relative Extended Family Member (NREFM) through appropriate visits and other connecting strategies.
Engagement - The degree to which the FFA staff working with the child, biological family, extended family and other team members for the purpose of building a genuine, trusting and collaborative working relationship with the ability to focus on the child strengths and needs.	5	5	**Good Engagement Efforts** - To a strong degree, a rapport has been developed, such that the FFA staff, DCFS CSW, foster parents and the children feel heard and respected.
Service Needs - The degree to which the FFA staff involved with the child, work toward ensuring the child's needs are met and identified services are being implemented and supported and are specifically tailored to meet the child's unique needs.	5	5	**Good Supports & Services Needs** - A good and substantial array of supports and services substantially matches intervention strategies identified in the case plan. The services are generally helping the focus children make progress toward planned outcomes. A usually dependable combination of informal and formal supports and services is available, appropriate, used, and seen as generally satisfactory.
Assessment & Linkages – The degree to which the FFA staff involved with the child and family understand the child's strengths, needs, preferences, and underlying issues and services are regularly addressed to ensure progress is being made toward case plan goals.	5	5	**Good Assessment and Understanding** – The children's functioning and support systems are generally understood. Information necessary to understand the focus children's strengths, needs, and preferences is frequently updated. Present strengths, risks, and underlying needs requiring intervention or supports are substantially recognized and well understood.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Teamwork - The degree to which the "right people" for the child and family, have formed a working team that meets, talks, and makes plans together.	5	5	**Good Teamwork** - The team contains most of the important supporters and decision makers in the focus children's life, including informal supports. The team has formed a good, dependable working system that meets, talks, and plans together; face-to-face family team meetings are held periodically and at critical points to develop plans.
Tracking & Adjustment - The degree, to which the FFA staff who is involved with the child and family is carefully tracking the progress that the child is making, changing family circumstances, attainment of goals and planned outcomes.	5	5	**Good Tracking and Adjustment Process** - Intervention strategies, supports, and services being provided to the focus children are generally responsive to changing conditions. Frequent monitoring, tracking, and communication of focus children status and service results to the team are occurring. Generally successful adaptations are based on a basic knowledge of what things are working and not working for the children.

Status Indicators
(Measured over last 30 days)

What's Working Now (Score/Narrative of Strengths for Focus Area)

Permanency (6 Optimal Status)

Permanency Overview: The FFA provided optimal permanence for the focus children. The FFA works with the focus child, the CFP and the DCFS CSW. The FFA develops goals and services that correspond to the identified plan for each of the focus children. The FFA makes efforts toward maintaining permanent family connections by encouraging telephone contact and visits with family members when possible.

According to one of the FFA administrators, the DCFS CSWs develop the concurrent plan and their role is to collaborate with key parties involved in the focus children's lives. The CFPs work with the assigned FFA social workers to develop a viable plan for each of the focus children. When the concurrent plan involves self-sufficiency, the FFA social workers assist older children and Non-Minor Dependents (NMD) with obtaining a driver's license, California identification, and graduating from high school. The FFA social worker also discusses with placed children, their feelings regarding their permanency plan and assists them in accomplishing their goal of becoming independent.

Shortly after being placed, the first focus child became a NMD, with the plan to become self-sufficient. The focus child and CFP openly discussed with the FFA social worker the pros and cons of becoming a NMD. The focus child agreed that becoming a NMD is in his best interest. The CFP indicated that she would continue to be a placement resource the focus child until he successfully became self-sufficient. The DCFS CSW indicated that the FFA social worker's assistance in the discussion regarding extended foster care requirements was extremely beneficial; resulting in the focus child and CFP understanding and feeling comfortable with the focus child's NMD status and establishing a Supervised Independent Living Plan (SILP).

Both the second and third focus children are receiving family reunification services and the plan is for them to be reunified with their mothers. To assist the family with family reunification, the CFP mentored the mother and modeled good parenting skills and taught her parenting techniques to deal with the unwanted behaviors. Also, the CFP updates the focus children's mothers on his progress.

The third focus child has weekly visits with her mother and younger sibling. To assist with family reunification, the FFA social worker provided transportation one hour each way to the visits. She enjoys her visits with her mother and indicated that she was very happy that her CFP allows her to call her mother daily, since they were only able to visit weekly. The focus child indicated that she is looking forward to living with her mother and younger sibling.

The DCFS CSWs, DCFS SCSW and focus children expressed being satisfied with the support they receive from the FFA social workers. The CFPs share visitation progress with the FFA social workers during their weekly home visits and with the DCFS CSWs during their monthly visits to the Certified Foster Home (CFH). The FFA social workers provide the DCFS CSWs ongoing updates as to the focus children's visitation, the focus children's feelings regarding their visits and telephone contact with family member. During the QAR, the second and third focus child successfully reunified with their family.

Placement Stability (5 Good Stability)

Placement Stability Overview: The FFA provided substantial placement stability for the focus children. At intake, the FFA makes efforts to match each placed child with the CFPs that would best meet their needs. When placement instability occurs, the FFA social workers immediately meet with the placed children to address the issues and diminish the possibility of disruption. Each of the CFPs reported that they have ongoing communication and support from their FFA social workers. The focus children reported that their CFPs and the FFA are meeting all of their needs. Each of the focus children reported that they have at least one of their foster parents as a confidant, and they are able to share any concerns they may have with their CFPs. The DCFS CSWs and DCFS SCSW indicated that with the assistance of the FFA social workers and CFPs, the focus children are stable in their placements.

The first focus child has been stable with no placement or school disruptions. Prior to current placement, the focus child reported that he had multiple placements. The focus child indicated that his current placement is the best and that he feels at home. The FFA social worker and DCFS CSW indicated that the focus child has obtained his High School Diploma and is considering a career in the electrical industry.

The second focus child has been stable with no placement or school disruptions. The focus child is placed with his two younger brothers. The focus child is adjusting well to his placement. His interaction with adults has improved and he is doing better with accepting instructions and being given directions. He has also shown improvement in his behavior and there has been a reduction in the arguing and fighting incidents with his brothers.

The third focus child had one placement disruption due to a child safety related incident at school, which resulted in a child abuse investigation. The FFA immediately managed the incident and placed the child in respite care. To provide consistency for the focus child, the FFA social worker remained on the case and assisted the focus child with adjustment to her new CFH. The focus child indicated that she liked both of her foster homes; she stated that she was treated well and they believed in God. The DCFS SCSW indicated that the FFA social worker provided frequent updates and supported the focus child with the transition to her new foster home.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The FFA has established generally effective visitation and maintenance of family connections for the focus children. The FFA engages the DCFS CSWs, CFPs and biological family in conversations regarding the visitation plan. The FFA social workers and CFPs work with the DCFS CSWs to ensure visitation arrangements are appropriately supported. The CFPs usually provide transportation for the focus children when visiting with family and the FFA social workers are also available to provide transportation and monitor visits when needed. All of the focus children have visits with their families.

The first focus child's visitation plan consists of unmonitored weekend and holiday visits with a maternal uncle. The CFP stated that she meets the maternal uncle halfway to and from the family visit. The focus child indicated that the visits occur about once a month. The focus child indicated that he enjoys his visits because he is able to spend time with his biological family. The focus child indicated that his maternal uncle gave him a cell phone, which he utilizes to keep his uncle updated with any changes or to simply talk.

For the second focus child, the CFP provides transportation to the weekend visits with the focus child's mother. Prior to the focus child having weekend visits, the CFP monitored the visits. During the visits the focus child exhibited acting out behavior. To assist the family with family reunification, the CFP mentored the mother and modeled good parenting skills and taught her parenting techniques to deal with the unwanted behaviors. The focus child indicated that his weekend visits with his mother and siblings are enjoyable. He also stated that he appreciated his mother's permission to play with his friends during his visit. The CFP indicated that before every visit, she and the mother discuss the focus child's progress in placement and after the visit how he behaved during the visit.

The third focus child's visitation plan consists of weekly day visits with her mother. The focus child indicated that she enjoyed talking to her mother in person and having meals with her mother and younger sibling.

Whenever a family visit is missed, the visit is rescheduled by the CFPs or the FFA social workers. The DCFS CSWs and DCFS SCSW indicated that the CFPs and FFA social workers have been facilitating family visitation for each placed child and ensuring that communication is maintained between the children and their families.

What's Not Working Now and Why (Score/Narrative of Opportunities for Improvement)

Safety (4 Minimal to Fair Status)

Safety Overview: The FFA provides fair safety for the focus children. The FFA administrator stated that the FFA staff ensures that the CFHs are in compliance with Title 22 regulations prior to certification. The FFA social worker reviews an orientation packet with all placed children, which includes personal rights and house rules at placement. Within a few days of the child being placed, the FFA social worker conducts a home inspection/safety assessment to make sure that the children feel safe in the CFHs. During every home visit, the FFA social workers meet with the children privately and assess their safety. Some of the home visits are unannounced to observe the natural home environment. When a CFP has a specific training need, the training is provided by the FFA. The FFA also provides ongoing training to CFPs in the area of policies, updates and contract requirements. Additionally, the FFA has weekly staff meetings where they discuss and address any child safety related concerns.

The focus children reported feeling safe while in their CFHs. Each of the focus children indicated that they could immediately report any safety related concerns to their CFPs. The focus children have not shown any suicidal behaviors. Two of the focus children have been free from harm in their placement and other daily settings, including at school and in the community. According to the DCFS CSWs, there were no child safety issues regarding the CFPs. The DCFS SCSW indicated that there was a child abuse and criminal school investigation involving the third focus child in her previous CFH, which the FFA handled appropriately, the focus child was immediately replaced into respite care and a report was filed through the Child Protection Hotline.

The FFA submitted a total of 62 Special Incident Reports (SIRs) via the I-Track database within the last 30 days. Fifty-seven SIRs were not related to child safety. Of these 57 SIRs, 19 reported incidents occurred outside the CFHs, 16 reported accidental minor injuries (such as a scratch) not requiring medical treatment, 15 reported illness, 5 reported children's inappropriate behaviors, such as not following house rules, and 2 reported children having lice. Five SIRs involved child safety related issues. The incident types included: runaway; substance abuse; self injurious behavior/suicidal ideation; assaultive behavior (peer); and police involvement, which occurred outside the CFH and involved a focus child. The FFA followed policies and procedures. All of the SIRs were reported timely and cross-reported to all required parties. The DCFS SCSW indicated that the FFA handled the incident involving the focus child appropriately.

Although protective strategies were in place, the FFA fell below the minimum score of 6 in the area of Safety, as one of the SIRs reported an internet exploitation investigation at school and involved one of the focus children. The Out-of-Home Care Investigations Section (OHCIS) conducted a supplementary investigation on two general neglect referrals; one referral had to do with a minor injury a child sustained during the visit with his mother. The referral was determined to be inconclusive by the DCFS Emergency Response (ER) CSW. OHCIS did not request any further action. The second referral involved the internet exploitation investigation at school. The DCFS ER CSW concluded the General Neglect allegation as inconclusive. OHCIS requested a Corrective Action Plan, which was received and approved. Community Care Licensing (CCL) substantiated the lack of supervision. Subsequent to the QAR, CCL requested that the FFA involuntarily decertify the CFH for lack of internet use supervision. The home has been placed on an indefinite hold and will no longer be used as a placement resource for DCFS children.

Practice Indicators

(Measured over last 90 days)

What's Working Now (Score/Narrative of Strengths for Focus Area)

Engagement (5 Good Engagement Efforts)

Engagement Overview: The FFA has developed and maintained good efforts in engaging key parties; including CFPs, service providers, DCFS CSWs, focus children and their family members. The FFA social workers develop a working partnership with the DCFS CSWs by joining their monthly home visits and maintaining regular contact with the DCFS CSWs.

The focus children and their CFPs reported that they felt respected and believe that their concerns were heard by the FFA staff. The CFPs stated that they receive support from the FFA social workers and have an effective working relationship with both the FFA social workers and the DCFS CSWs. The focus children reported that they could confide in various team members if needed to discuss any issues or concerns that may arise, but mainly relied on their CFPs and FFA social workers.

The DCFS CSWs and DCFS SCSW reported that they receive frequent updates from the FFA social workers and indicated that the communication with the FFA social workers and CFPs is beneficial.

Service Needs (5 Good Supports & Services)

Service Needs Overview: The FFA had a good array of supports, extracurricular activities and services to help the focus children make progress toward planned outcomes. The FFA uses the DCFS Foster Child Needs and Case Plan Summary form to determine how the FFA social worker and CFPs can be supportive in meeting the focus children's needs. According to the CFPs, the FFA social workers are able to find appropriate resources within their community for the focus children.

The first focus child is participating in DCFS Independent Living Plan (ILP) Services consisting of meeting with a Transition Development Specialist (TDS) once a week. The TDS provides individualized one-on-one teaching and demonstration to become productive and a self-sufficient adult. The focus child indicated feeling well supported by the TDS. In particular, the TDS is assisting the focus child in obtaining a driver's permit and part-time employment.

The second focus child is participating in weekly in-home individual therapy. The focus child reported that the therapist is helping him with family reunification and addressing problematic sibling issues. The CFP indicated that she meets with the therapist on a regular basis to discuss ongoing progress for the focus child.

The third focus child is not participating in any services. According to the DCFS SCSW, the focus child has not presented any behavioral, educational or mental health issues and is not participating in any services. The focus child stated that she talks to her CFP when she feels the need to talk with someone. The focus child added that she and her CFP were exploring enrollment in extracurricular activities.

Assessment & Linkages (5 Good Assessments and Understanding)

Assessment & Linkages Overview: In general, the FFA understands the focus children's functioning, strengths, needs, preferences and support systems. The necessary supports and services for improved functioning are also understood and used to develop changes. The FFA social workers assess the focus children and evaluate their progress and needs during their home visits. The FFA social worker, focus children and CFPs indicated that they work collaboratively to develop the Needs and Service Plan (NSP) goals. The DCFS CSWs reported that they are receiving the NSPs, which they review and approve. The DCFS CSWs and DCFS SCSW reported that the FFA follows the court orders and provides appropriate supportive services to the focus children to ensure their needs are met. For instance, for the first focus child, the TDS has made recommendations to the FFA to assist the focus child in becoming self-sufficient. The FFA social worker and the CFP have been supportive of these recommendations and have assisted with some of the tasks to help the focus child become independent. For the second focus child, a multi-disciplinary team assessment was completed while in his current placement. The recommendation was for the focus child to participate in individual therapy. The FFA immediately linked the child to a therapist.

Teamwork (5 Good Teamwork)

Teamwork Overview: The FFA involves most of the important supporters and decision makers in the focus children's lives. The FFA teams with the focus child, CFPs and DCFS CSW to work effectively. The FFA social workers reported having at least weekly home visits with the focus children and having ongoing telephone communication with the CFPs. Two of the focus children had team meetings with their CFPs, FFA social worker and DCFS CSWs in their CFHs.

The first focus child and his CFP had a team meeting with the DCFS CSW and FFA social worker to discuss extended foster care requirements. The DCFS CSW was able to answer questions regarding extended foster care and the SILP. The DCFS CSW stated the collaborative meeting with the FFA social worker assisted the focus child and their CFP with understanding and agreeing to a SILP.

The second focus child had a team meeting where the CFP, DCFS CSW and FFA social worker participated. During the team meeting, the child's behavior and the progress of the individual therapy were discussed. The focus child also had a MAT meeting with the CFP, family, DCFS CSW and FFA social worker. The DCFS CSW stated that there was great teaming between the CFP and the biological mother, which was a tremendous assistance to a successful reunification for the focus child with his mother.

The third focus child had a DCFS CSW who was on an extended leave and was unable to attend team meetings; yet, the FFA social worker and CFP had ongoing communication with the DCFS SCSW and provided progress on the focus child. The DCFS SCSW indicated that the FFA social worker would update her regularly and the SCSW had no concerns about the FFA.

The CFPs and FFA social workers reported that they have informal family meetings in the CFHs consisting of the participation of the focus child, CFP and FFA social worker. The CFPs stated that the informal family meetings assist with strengthening communication, adjustment to house rules and increase placement stability.

The focus children reported that they considered their FFA social workers, CFPs and DCFS CSWs as part of their teams. The first focus child indicated that he appreciated the information the DCFS CSW provided during a team meeting and having his FFA social worker and CFP being present and supporting the SILP.

Tracking & Adjustment (5 Good Tracking & Adjustment Process)

Tracking & Adjustment Overview: The FFA's intervention strategies, supports, and services provided to the focus children are generally responsive to changing conditions. The FFA monitors the status of the focus children and has a general understanding of what is working and what is not working. The FFA social workers and CFPs communicate with the DCFS CSWs, therapists and family regarding any changes in the status of the focus children.

The ongoing adjustments to interventions, goals and services are tracked by the FFA social workers and DCFS CSWs. The FFA social workers utilize weekly home visits, SIRs and NSPs to track adjustments and progress of the focus children. Modifications related to the focus children's services and NSP goals are generally completed by the FFA social workers. When necessary, the DCFS CSWs reported that they may also modify services and NSP goals. One of the DCFS CSWs indicated that any modifications would be reported to the FFA social worker, CFP, and focus child. The other DCFS CSW indicated that modifications would only be reported to the CFP then, the CFP would report the changes to the FFA social worker.

NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In August 2015, OHCMD provided the FFA with technical support related to findings indicated in the 2014-2015 Contract Compliance Review. The technical support included complying with Title 22 foster home requirements; completing comprehensive NSPs; obtaining NSP signatures; and following-up with recommended medical examinations.

In August 2015, the quality assurance reviewer met with the FFA to discuss the results of the QAR and to provide the FFA with technical support to address methods for improvement in the area of Safety. The FFA submitted the attached Quality Improvement Plan (QIP). OHCMD quality assurance staff will continue to provide ongoing technical support, training, and consultation to assist the FFA in implementing their QIP.

October 28, 2015

Los Angeles County Department of Children & Family Services
Out of Home Care Management Division
9320 Telstar Avenue Suite 216
El Monte, CA 91731

Attn: Elizabeth Villalobos, FFA-GH Quality Assurance Reviewer

Re: 2014-2015 FFA-GH Quality Assurance Review

Bienvenidos submits the following Quality Improvement Plan addressing the QAR results for the 2014-2015 performance year.

Focus Area: Safety

Bienvenidos understands this rating to reflect the 2 open investigations related to a criminal internet exploitation investigation following the focus child's access to the internet.

Bienvenidos took immediate action upon receiving notice of this incident and its Corrective Action Plan was approved by OHCIS. Resource Parent received training by Bienvenidos' Regional Office Supervisor and assigned Foster Care Social Worker on age appropriate supervision, the importance of monitoring internet use and internet safety on computers, tablets and smartphones on 5/14/2015. Copies of the CAP evidencing this training and OHCIS approval are attached.

Effective the date of this QIP, Bienvenidos' Regional Office Supervisors will conduct staff in-service training addressing age appropriate supervision, the importance of monitoring internet use and internet safety on computers, tablets and smartphones. Effective the date of this QIP, these topics will also be included in both pre-certification and post-certification resource parent training by Bienvenidos' MAPP/PRIDE trainers.

Please do not hesitate to contact me directly with any further questions or concerns.

Very truly yours,

Stephanie Ivler, Esq.
Director, Foster Care & Adoptions Division