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DEPARTMENT OF CHILDREN AND FAMILY SERVICES

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March 10, 2016

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

DREAM HOME CARE, INC. GROUP HOME 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 Dream Home Care, Inc. Group Home (the Group Home) in June 2015. The Group Home has three sites located in the Fourth Supervisorial District and provides services to the County of Los Angeles DCFS placed children and youth. According to the Group Home's program statement, its stated mission is, "to serve court dependent abused, neglected and emotionally disturbed children."

The QAR looked at the status of the placed children's safety, permanency and well-being during the most recent 30 days and the Group Home's practices and services over the most recent 90 days. The Group Home scored at or above the minimum acceptable score in 7 of 9 focus areas: Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, and Tracking & Adjustment. OHCMD noted opportunities for improved performance in the focus area of Safety and Teamwork.

The Group Home provided the attached approved Quality Improvement Plan addressing the recommendations noted in this report. In October 2015, OHCMD Quality Assurance Reviewer met with the Group Home to discuss results of the QAR and to provide the Group Home with technical support to address methods for improvement in the areas of Safety and Teamwork.

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
Cora Manalang, Executive Director, Dream Home Care, Inc. Group Home
Lajuannah Hills, Regional Manager, Community Care Licensing Division
Lenora Scott, Regional Manager, Community Care Licensing Division

DREAM HOME CARE, INC. GROUP HOME
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 Dream Home Care, Inc. Group Home (the Group Home) in June 2015. The purpose of the QAR is to assess the Group Home's service delivery and to ensure that the Group Home 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 Group Home's service delivery during the most recent 90 day period.

For the purpose of this QAR, interviews were conducted with three focus children, three Department of Children and Family Services (DCFS) Children's Social Workers (CSWs), one Regional Center case manager, two Group Home facility managers and one Group Home administrator.

At the time of the QAR, the placed children's average number of placements was two, their overall average length of placement was 23 months and their average age was 16. The focus children were randomly selected. Two focus children were included as part of the sample for the 2014-2015 Contract Compliance Review.

QAR SCORING

The Group Home 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 Group Home 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	GH QAR Score	GH QAR Rating
Safety - The degree to which the Group Home ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other settings.	6	5	**Good Safety Status** - The focus children are generally and substantially avoiding behaviors that cause harm to self, others, or the community and are generally free from abuse, neglect, exploitation, and/or intimidation in placement. The focus children may have had limited history, diagnoses, or behavior presentations in the past but has not presented the risk behaviors in the past 30 days.
Permanency - The degree to which the child is living with caregivers, who are likely to remain in this role until the child reaches adulthood, or the child is in the process of returning home or transitioning to a permanent home and the child, the Group Home staff, caregivers and DCFS CSW, support the plan.	5	5	**Good Status** - The focus children have substantial permanence. The focus children live in a family setting that the children, Group Home staff, caregivers, caseworker, and team members have confidence will endure lifelong. The focus children reside in a Group Home and DCFS Reunification or Permanency goals are being fully supported by the Group Home.
Placement Stability - The degree to which the Group Home 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 enjoy positive and enduring relationships with primary caregivers, key adult supporters, and peers. There is no history of instability over the past 12 months and little likelihood of future disruption. Only age-appropriate changes are expected in school settings.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Visitation - The degree to which the 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-Related Extended Family Members (NREFM) through appropriate visits and other connecting strategies. All appropriate family members/Non-Related Extended Family Members have regular visits.
Engagement - The degree to which the Group Home 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's strengths and needs.	5	5	**Good Engagement Efforts** - To a strong degree, a rapport has been developed, such that the Group Home staff, DCFS CSW, and the focus children feel heard and respected. Reports indicate that good, consistent, efforts are being used by the Group Home staff as necessary to find and engage the focus children, caregivers and other key people. Engagement efforts are made frequently and on an ongoing basis.
Service Needs - The degree to which the Group Home 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** - 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. The array provides an appropriate range of options in the selection of providers.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Assessment & Linkages - The degree to which the Group Home staff involved with the child and family understand the child's strengths, needs, preferences, and underlying issues and services are regularly assessed to ensure progress is being made toward case plan goals.	5	5	**Good Assessment and Understanding** - The focus children are 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. Necessary conditions for improved functioning and increased overall well-being are generally understood and used to select promising change strategies.
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	4	**Minimally Adequate to Fair Teamwork** - The team contains some of the important supporters and decision makers in the focus children's lives, including informal supports. The team has formed a minimally adequate to fair working system that meets, talks, and plans together; at least one face-to-face team meeting has been held to develop plans. Members of the team may function as a somewhat unified and consistent team in planning services and evaluating results; this may be reflected in a coordination of services across some of the agencies for the focus child and family.
Tracking & Adjustment - The degree to which the Group Home 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 the focus children's 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 focus children.

STATUS INDICATORS

(Measured over last 30 days)

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

Permanency (5 Good Status)

Permanency Overview: The Group Home provides good permanence for the focus children. The DCFS permanency plan goals are being fully supported by the Group Home. The primary permanency goals were appropriately developed and processed in a timely manner. The Group Home demonstrates efforts to assist the focus children in achieving permanency and ensures that the treatment team is aware of each focus child's permanency plan.

The first focus child's permanency plan is Family Reunification with his parents. The focus child reported knowing his permanency plan and feels that the Group Home is supportive of him achieving his permanency goal. The DCFS CSW reports that the Group Home is supportive of the focus child's permanency plan and further stated that the Group Home is welcoming toward the focus child's mother when she visits the focus child at the Group Home.

The second focus child's permanency plan is Planned Permanent Living Arrangement (PPLA). Due to the focus child's cognitive limitations and mental capacity, the desired outcome is for the focus child to transition into the care of the Regional Center. The focus child's Regional Center case manager is making the necessary plans to assist the focus child in living more independently. The focus child was able to express that that he was interested in extended foster care, possibly living in adult transitional housing.

The third focus child's permanency plan is Family Reunification and the concurrent plan is PPLA. The goal was for the focus child to reunify with his paternal grandmother. However, the focus child expressed that he prefers to remain placed at the Group Home because his grandmother resides with his cousin who he does not care for. His DCFS CSW reported that the focus child recently turned 18 and will graduate high school next year. His DCFS CSW believes that the focus child's current placement at the Group Home is appropriate and is meeting the focus child's needs. The DCFS CSW is working with the focus child to transition to transitional housing before he graduates. Additionally, his DCFS CSW is in the process of scheduling the 90-Day Transition/Pre-Emancipation Conference.

Placement Stability (5 Good Stability)

Placement Stability Overview: The Group Home is providing substantial stability to the focus children, and the focus children enjoy positive and enduring relationships with the Group Home staff, key adult supporters and peers.

The first focus child reported that the Group Home is meeting his needs. He also reported that he could speak to any staff member about concerns he may have. The focus child reported that he participates in the Group Home's activities, which he enjoys, and he feels he is benefitting from the services he is receiving. His DCFS CSW reported that the focus child has been placed in the Group

Home for seven months, has adjusted well and likes the Group Home. The Group Home staff reported that there is ongoing collaboration with the DCFS CSW and the focus child to ensure the focus child's placement remains stable.

The second focus child has remained placed at the Group Home for approximately five years. The Group Home staff reported that the focus child is learning how to communicate with his peers and express his concerns. The Group Home staff also reported that the focus child has a girlfriend, and is learning to build positive relationships. The focus child shared that he enjoys participating in activities at the Group Home and receiving his weekly allowance. His DCFS CSW reported that the focus child has adjusted well to his placement. His DCFS CSW added that the focus child does not want to reside in a foster home because he is happy in his current placement.

The third focus child has remained placed at the Group Home for approximately three years. The Group Home staff reported that the focus child decided that he would prefer to remain placed at the Group Home rather than reside with his grandmother, as she lives with his cousin and her husband and the focus child does not get along with him. The Group home staff shared that the focus child has been stable in placement with services and medication management. The Group Home staff added that the focus child is attending school regularly and his grades are gradually improving. The focus child reported that "nothing" about his placement could be improved and that he can speak with the Group Home administrator regarding any of his concerns. His DCFS CSW further stated that the Group Home's support helped the focus child to remain at this placement.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The Group Home is generally effective in maintaining family connections and follows the court-ordered visitation plans and the DCFS CSWs' recommendations for each of the focus children. The Group Home monitors family visits requiring supervision and provides transportation for visits, as needed. The Group Home keeps visitation logs, and if visits are missed, the visits are rescheduled in a timely manner. All three focus children have visits with their family members. If the focus children do not wish to have visitation, the Group Home staff and DCFS CSWs encourage and support the focus children in maintaining contact with their relatives, when appropriate.

The first focus child has regular visits with his mother at the Group Home. The Group Home monitors the visits and phone calls between the focus child and his mother. The focus child shared, "I love when my mom comes to visit me." The Group Home staff reported that the focus child's mother is consistent with her visits. The DCFS CSW reported that the visits are going well and that the visits are conducted in a manner that is convenient for all parties, as the mother travels to the Group Home and the Group Home staff is able to monitor the visits. The focus child's Court Appointed Special Advocate (CASA) also visits the child monthly at the Group Home.

The second focus child has visits with his two brothers. His brothers have come to the Group Home to visit the focus child on several occasions. The focus child also had visits with his paternal aunt, uncle and paternal grandparents; however, the visits have been suspended due to lack of supervision. The focus child is also participating in a mentoring program.

The third focus child has unmonitored overnight visits with his paternal grandmother and cousin. The visits occur every weekend. There is also telephone contact several times per week. The Group Home staff transport the focus child to and from his visits. The Group Home staff reported that there have not been any problems with the visits, despite the focus child not get along with his cousin's husband. The focus child reported that he enjoys visiting his grandmother. The focus child also has a CASA who visits.

What's Not Working Now (Score/Narrative of Strengths for Focus Area)

Safety (5 Good Safety Status)

Safety Overview: The focus children are generally and consistently avoiding behaviors that cause harm to self, others, or the community and are generally free from abuse, neglect, exploitation, and/or intimidation in placement. The focus children have a safe living situation with fully reliable and competent caregivers who protect the children well at all times.

The Group Home staff reported that protective strategies are in place at the Group Home to ensure children remain safe, such as, knives and cleaning solutions are kept in locked areas; fire drills are held regularly and trainings are mandatory as to ensure children are always free from abuse, neglect, and exploitation. The Group Home staff also reported that the facility follows procedures and protocols, such as ensuring the Group Home's sites are properly maintained, medications are properly stored and monitored, and that a daily walk-through of the facilities is occurring. The Group Home staff reported that they always ensure that placed children are living in a safe living environment and that placed children feel as though they are living in a safe family environment.

The first focus child reported feeling safe in the Group Home and at school. He reported that he has not been hurt by anyone at the Group Home. He added that if someone ever hurt him, he would tell staff or call law enforcement. He also stated that staff was "always on the watch." The DCFS CSW reported that he believes the focus child is safe in his living environment.

The second focus child reported feeling safe at the Group Home. He also reported that he would tell staff if someone hurt him. The DCFS CSW reported that there is good communication between her and the Group Home regarding how the focus child is doing.

The third focus child reported feeling safe in the Group Home, as staff is always present and intervenes when "stuff" happens. The DCFS CSW reported that he is always in contact with the Group Home staff and the focus child, and he had no concerns with the placement.

Based on the QAR, the protective strategies used by the Group Home were good in reducing risks of harm to placed children. The Group Home submitted five Special Incident Reports (SIRs) via the I-Track database during the last 30 days. None of the SIRs involved the focus children. Four of the SIRs involved placed children running away from the Group Home. The fifth SIR involved a placed child sustaining an injury while playing at the park. Although SIRs were submitted timely, the Group Home did not follow SIR reporting guidelines, as the SIRs did not include all of the necessary information and therefore, required an addendum, as additional information regarding the reported incidents was needed.

According to the Out-of-Home Care Investigations Section, there were no substantiated referrals or open investigations for the Group Home during the last 30 days.

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 Group Home makes good and consistent efforts to engage the focus children and key people in the decisions made on behalf of the focus children. To a strong degree, a rapport has been developed, such that the Group Home staff, DCFS CSW and the focus children feel heard and respected. The Needs and Services Plans (NSPs) indicate that good, consistent, efforts are being used by the Group Home staff, as necessary, to engage the focus children, caregivers and other key parties. The DCFS CSW reported that regular phone contact and e-mails are occurring with the Group Home.

The first focus child believes that the Group Home staff and his DCFS CSW are working in his best interest. The Group Home staff reported that they have built a good working partnership with the focus child's DCFS CSW. The focus child's DCFS CSW reported attending an Individual Educational Plan (IEP) meeting for the focus child in which the Group Home staff, school personnel and the focus child attended.

The DCFS CSW for the second focus child reported that she has met with the Group Home staff on several occasions in which the focus child was also present. They generally discussed the identified treatment goals for the focus child. The Regional Center Case Manager reported that the Group Home staff is very helpful and they have a good working relationship.

The DCFS CSW for the third focus child reported that the Group Home staff keeps him apprised of the focus child's progress. The Group Home administrator reported that many conversations occur with the DCFS CSW regarding the focus child's daily behaviors. The Group Home administrator also reported that e-mailing, texting and telephone calls are exchanged between DCFS CSWs and other participants. The focus child reported that he could count on the Group Home staff when he has a need.

Service Needs (5 Good Supports & Services)

Service Needs Overview: The Group Home has a good and substantial array of supports and services that match intervention strategies identified in the focus children's case plan. The focus children are receiving therapeutic services to address their mental health needs. The Group Home provides individual and group therapy. Some of the topics addressed in group therapy include anger management, life and development skills, career development, substance abuse, sex education, peer pressure, stress and money management. The focus children are also receiving academic support services to assist them in improving academically. The Group Home staff attends IEP meetings on behalf of the focus children as required.

The first focus child participates in individual therapy and group therapy weekly. The focus child had not attended school on a regular basis prior to being placed at the Group Home. The focus child is currently receiving special education services through his IEP. In addition, the Group Home is working in conjunction with the focus child's school to ensure he is receiving the necessary tools and support services, such as tutoring. The focus child is now eager to learn to read, write and spell. The focus child is more cooperative at school and enjoys attending school. The focus child proudly shared his Student-of-the-Month award. The focus child reported that he was pleased with the academic progress he had made, as he had not attended school prior to being placed at the Group Home. The focus child also reported that he participates in many Group Home activities, such as going to the movies, sporting events, go-kart riding and shopping. The focus child's DCFS CSW reported that his CASA also advocates for the focus child, ensuring that all of his educational needs are being met.

The second focus child is receiving Regional Center services. The focus child also participates in individual and group therapy weekly and a drug prevention program. The focus child reported that he wants to work and attend college. The focus child is participating in a mentoring and teen program. He recently attended his high school prom and is preparing for his high school graduation. The Group Home social worker reported that the focus child is receiving all required services. The Group Home staff reported that the focus child is doing well in all aspects of his life, and he is learning about making appropriate choices. The DCFS CSW reported that the Group Home continues to provide the focus child with medical, dental, and therapeutic needs in a timely manner. The DCFS CSW reported that the focus child's needs are being met.

The third focus child participates in individual and group therapy weekly to address his emotional and behavioral needs. The focus child also receives medication management and monitoring by the Group Home and the psychiatrist. The focus child also participates in a drug treatment weekly. The Group Home monitors the focus child's academic progress and maintains an open line of communication with his school. The Group Home social worker uses a School Loop System, an online database where she can monitor the focus child's school attendance and behavior, as well as track assignments and grades. The Group Home Director reported that the Group Home monitors school attendance and progress of all placed children.

Assessment & Linkages (5 Good Assessments and Understanding)

Assessment & Linkages Overview: The Group Home ensures that the focus children's challenges, traumas and support systems are comprehensively understood. The focus children meet with their therapist weekly to discuss their progress and evaluate their needs. The Group Home is providing appropriate services and interventions to address the focus children's needs and assist them in coping with life issues. The Group Home is providing therapeutic and support services to the focus children and their families, when appropriate.

The Group Home offers the focus children opportunities to participate in activities or events at the Group Home or in the community which are geared to improve development and social skills, such as community clubs, DCFS Teen Club, Christian Club, and an organization where activities include public speaking, entrepreneurship, determining talents and skills, communication skills, self-esteem and gang prevention. The Group Home provides transportation to all extracurricular activities.

Tracking and Adjustment (5 Good Tracking & Adjustment Process)

Tracking and Adjustment: Interventions, strategies, supports, and services provided to the focus children are generally responsive to changing conditions. The Group Home staff provides monitoring, tracking, and communication of the focus children's status and service results, and conveys information to other team members, including the DCFS CSW, teachers and the focus children. The focus children's progress is discussed regularly between the Group Home staff and the DCFS CSWs. The Group Home social workers have a good understanding of what is working and not working for the focus children and ensures interventions are implemented and/or modified in order to meet the needs of the focus children. Adjustments are promptly made when it is determined that specific services are not producing the desired results or when additional services are needed to assist the focus children in achieving their case plan goals.

For example, the first focus child had not attended school prior to being placed at the Group Home and is not performing at grade level. To assist the focus child with his academic delays, the Group Home staff initiated two tutoring programs. One program offers tutoring twice a week and the other program offers tutoring once a week. The focus child has clearly benefitted from the educational support services being provided.

As another example, one of the identified case plan goals for the second focus child is to learn how to count money, specifically, he is to learn the value of coins. The Group Home staff reported that they are working with the focus child to ensure he is able to count money on his own. The Group Home shared that the focus child practiced counting money by ordering a sandwich and paid for it himself. The Group Home staff reported that the focus child was able to identify coins needed to purchase the sandwich.

What's Not Working Now and Why (Score/Narrative of Strengths for Focus Area)

Teamwork (4 Minimally Adequate to Fair Teamwork)

Teamwork Overview: The teams for the focus children include some of the important supporters and decision makers in the focus children's lives, including informal supports. However, the teams have formed a minimally adequate to fair working system that meet, talk, and/or plan together. The team members for each of the focus children appear to be in tune with the focus children's strengths and needs, and they ensure the necessary supports are available to assist the focus children in addressing their underlying needs related to child abuse and neglect. The Group Home staff also maintains regular contact with the focus children's DCFS CSWs, via face-to-face contacts, telephone or e-mail.

While the Group Home conducts treatment team meetings for the focus children, the team primarily consists of the Group Home administrator, Group Home facility managers, Group Home therapists, and Group Home staff. The focus children and their family members, DCFS CSWs and other key parties are not included in the team meetings. Through the QAR, it was determined that only one focus child has had team meetings in which all team members participated.

Although, the Group Home consistently conducts internal treatment team meetings, the Group Home and the focus children can benefit from regular team meetings in which all team members are present and contribute to the development of the focus children's treatment plans.

NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In July 2015, the OHCMD provided the Group Home with technical support related to findings indicated in the 2014-2015 Contract Compliance Review, which consisted of the following: discussion of compliance regarding Title 22 Regulations; Licensure/Contract Requirements, relating to vehicle maintenance; Facility and Environment, relating to common quarters not being maintained; Maintenance of Required Documentation and Service Delivery, relating to the DCFS CSW's signature not found on NSPs. OHCMD also provided technical support to the Group Home in April 2015, relating to SIRs.

In October 2015, the OHCMD Quality Assurance Reviewer met with the Group Home to discuss results of the QAR and to provide the Group Home with technical support to address methods for improvement in the areas of Safety and Teamwork. The Group Home submitted the attached Quality Improvement Plan (QIP). OHCMD Quality Assurance staff will continue to provide ongoing technical support, training, and consultation to assist the Group Home in implementing their QIP.

DREAM HOME CARE INC.
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November 5, 2015

Ms. Sonya Noil
Children Service Administrator I
Quality Assurance Reviewer
DCFS Out of Home Care Management Division
9320 Telstar Avenue #216
El Monte, CA 91731

Dear Ms. Noil,

The following Quality Improvement Plan is being submitted for your kind consideration and approval in reference to the Quality Assurance Review conducted in June 2015:

A. SAFETY

A submitted SIR via Itrack was not provided an addendum as required.

Any SIR via Itrack reporting hospitalization of a resident for any reason must be followed by an addendum via Itrack to inform the cross reporting agencies of the resident's return from the hospital or any outcome of the particular incident or event. This policy will now be implemented effective immediately.

The administrator and the group home social worker will be the responsible persons to ensure that the above safety plan is implemented consistently.

B. TEAM WORK

Treatment Team Meetings are not occurring on a regular basis where all key parties are present.

Group Home will ensure that all key parties will be invited to participate in the Treatment team meeting. The key parties may include the residents parents and DCFS CSW, in addition to the treatment team of the group home (administrator, facility manager, Group home social worker and resident.) Group home may schedule the meeting according to the availability of the DCFS CSW and /or parents of the resident. (attached invitation letter).

The administrator, group home social worker and the facility manager will be the responsible persons to ensure that the above team work plan is implemented consistently.

In behalf of the group home in its entirety, I would like to extend my sincerest gratitude for your never ending help and support to our organization in an effort to provide our children the best services possible.

Sincerely,

Cora Manalang, CEO
electronically signed