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March 11, 2016

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

HANNAH'S 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 Hannah's Foster Family Agency (the FFA) in May 2015. The FFA has three offices: one in the First Supervisorial District; one in San Bernardino County; and one in the County of Orange. Each office provides services to the County of Los Angeles DCFS placed children and youth. According to the FFA's program statement, its purpose is, "to ensure these children are provided with a continuum of care, nurturance and services which will meet their individualized needs, as well as those of their families."

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 Quality Improvement Plan addressing the recommendations noted in this report. In November 2015, the OCHMD 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
Armando Juarez, Executive Director, Hannah's Foster Family Agency
Lajuannah Hills, Regional Manager, Community Care Licensing Division
Lenora Scott, Regional Manager, Community Care Licensing Division

HANNAH'S FOSTER FAMILY AGENCY
QUALITY ASSURANCE REVIEW
FISCAL YEAR 2014-2015

SCOPE OF REVIEW

The Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of Hannah's Foster Family Agency (the FFA) in May 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, three Department of Children and Family Services (DCFS) Children's Social Workers (CSWs), one FFA administrator, three FFA social workers and three certified foster parents.

At the time of the QAR, the focus children's average number of placements was three, their overall average length of placement was 14 months and their average age was eight. 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	**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.
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 FFA staff, caregivers and DCFS CSW, support the plan.	5	5	**Good Status** - The focus children have substantial permanency. The focus children reside in a family setting that the FFA staff, caregivers, caseworker, and team members have confidence 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 planned changes and no more than one disruption. The focus children have established positive relationships with primary caregivers, key adult supporters and peers at the FFA.
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-Related Extended Family Members (NREFMs) through appropriate visits and other connecting strategies.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
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 CSWs, certified foster parents and the focus children feel heard and respected. Reports indicate that good, consistent, efforts are being used by the FFA staff as necessary to find and engage the focus children, caregivers and other key people. Useful accommodations are used to provide scheduling times and locations based on convenience of appropriate parties. Engagement efforts are made frequently and on an ongoing basis.
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** - 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.
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 assessed to ensure progress is being made toward case plan goals.	5	5	**Good Assessment and Understanding** - The focus 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. Necessary conditions for improved functioning and increased overall well-being are generally understood and used to select promising change strategies.

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 lives, including informal supporters. The team has formed a good, dependable working system that meets, talks, and plans together.
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 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 FFA provides substantial permanence for the focus children. The FFA is providing the services that correspond with each focus child's permanency plan and demonstrates efforts to assist the focus children in achieving permanency. The FFA ensures the treatment team members are aware of each focus children's permanency plan and that meetings are held regularly to discuss permanency options. The FFA social workers collaborate with the DCFS CSWs to ensure that the focus children's permanency plans are in the focus children's best interests.

The FFA ensures the focus children are visiting with their family members to ensure their bonds are maintained and are lifelong. The certified foster parents are also supportive of and committed to the focus children. The focus children reported having close relationships with their certified foster parents. The focus children have expressed wanting to remain in the care of their certified foster parents if they are unable to reunify with their families or until they transition out of care.

The first focus child is a Non-Minor Dependent. He was placed in his current certified foster home through extended foster care. His permanency plan is Planned Permanent Living Arrangement (PPLA), with the specific goal of self-sufficiency. He is working toward living independently. This focus child graduated from high school, is attending community college, and is employed part-time.

The focus child is waiting to transition to transitional housing. The focus child reported that he has a good relationship with his certified foster mother and that he appreciates the care and support she has given him over the past five years. The focus child also maintains frequent contact with and consistently visits his biological mother and siblings. The FFA reported that the focus child has been happy residing in his certified foster home.

The second focus child's permanency plan is family reunification. This certified foster home is the focus child's first placement in out-of-home care; he has been placed in this certified foster home for approximately two months. The focus child has been adjusting well and appears to have a good relationship with his certified foster parents. He shared that he likes his certified foster family and that he would like to remain in their care if his biological parents do not comply with DCFS recommendations and court orders. The focus child shared that his paternal grandmother had expressed wanting him to be placed with her, but he refused, as his grandmother resides in northern California. The FFA ensures that the focus child maintains contact with and visits his mother, older siblings, and extended family members.

The third focus child's permanency plan is family reunification, and the concurrent plan is PPLA. The focus child has expressed that he is very happy in his certified foster home, especially because his older brother is placed with him. He indicated that he wants to remain with his foster parents if he cannot be reunified with his mother. The FFA works closely with the focus child's certified foster parents to ensure the focus child's needs are met and that he maintains consistent communication and visits with his mother.

Placement Stability (5 Good Status)

Placement Stability Overview: The focus children have substantial stability in their certified foster homes. The focus children have positive and enduring relationships with their certified foster families. The FFA and the certified foster parents are committed to working with each of the focus children, and they take responsibility in ensuring that the focus children's needs are met. The FFA staff, certified foster parents and the DCFS CSWs are working together to ensure regular discussions occur to address the progress each focus child is making in placement, at school, and in the community. The focus children indicated that they feel secure and that they are doing well in their certified foster homes.

The first focus child has resided in his current certified foster home for over four years, and he has made consistent progress toward achieving independence. He stated that he is an adult and is responsible for himself, but enjoys the care and support his certified foster mother has given him. The focus child has been stable and is doing well in placement. He has been respectful and has followed house rules, and he has shared a close relationship with his certified foster mother, as well as with the placed child with whom he shares a bedroom.

Although the second focus child has only resided at his foster home for a brief period, he has adjusted well to the placement. The FFA social worker and his certified foster mother shared that initially, he was noticeably sad. However, his certified foster parent has provided a nurturing, supportive home environment. The focus child now appears comfortable and shared that he feels safe with his certified foster family. There have been no concerns at school. In fact, the focus child has demonstrated an eagerness to attend school, and he completes all homework assignments.

The third focus child is doing well in his certified foster home. He is stable and has adjusted well. The FFA social worker and the certified foster mother reported that the focus child is cooperative and well behaved, and enjoys positive relationships at home and at school. It was reported that the focus child enjoys attending school and is doing well academically.

The DCFS CSWs for the focus children reported that the FFA social workers and the certified foster parents provide the support and services. All of the DCFS CSWs were pleased with the focus children's stability and the progress the focus children have made toward achieving case plan and treatment plan goals.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The FFA provides substantially acceptable maintenance of visitation and family connections for the focus children. The FFA staff and the certified foster parents encourage the focus children to maintain regular contact with their immediate and extended family members and support the focus children's visitation plan by ensuring the focus children visit with their families, as well as provide transportation and monitoring of visits, when necessary.

The FFA maintains records of visits and communicates the status of the visits with the DCFS CSWs. The FFA social workers coordinate visitation for the second and third focus children with their DCFS CSWs, certified foster parents and the focus children's family members. Visits occur at the FFA office, the DCFS CSWs' offices, or at a public location. The certified foster parents and FFA social workers also assist the focus children in making telephone calls to maintain communication with their family.

The first focus child, as he is an adult, makes his own arrangements to visit with his mother and siblings, visits occur during the week and on weekends.

The second focus child has monitored visits with his family members. The focus child visits with his mother once a week for a minimum of three hours. He also has sporadic visits with his paternal grandmother and paternal aunt, along with his two older siblings. Visits have occurred at the DCFS office or at a neutral location. Additionally, he occasionally communicates with them via telephone. The focus child's father is not involved, as he resides out of the country.

The third focus child has weekly monitored two-hour visits with his mother at a neutral setting, such as at a restaurant or the movies. The certified foster mother provides transportation as well as monitors the visits for the focus child and his brother. The focus child also speaks to his mother on the telephone often.

The focus children reported that they were happy during the visits with their family. The focus children reported that their certified foster mothers and their FFA social workers are supportive of them maintaining contact with family members and help arrange visits. The FFA social workers collaborate with the DCFS CSWs to make certain the focus children have visits with family and extended family members that are approved by the court.

The DCFS CSWs for the focus children indicated that the FFA was involved in assisting them with visitation arrangements for the focus children. The DCFS CSWs stated that the FFA collaborated

with them and reported the interactions the focus children had with their family members during visits. The DCFS CSWs were also pleased with the support the certified foster parents provided.

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

Safety (5 Good Safety Status)

Safety Overview: The FFA's safety status was good. The FFA makes efforts to assist the focus children to feel safe in their certified foster homes. The FFA ensures appropriate supervision of the focus children and takes responsibility for the safety of the placed children. Based on the interviews conducted with the focus children, the DCFS CSWs, the FFA social workers, and certified foster parents, the focus children experience a safe living environment.

The focus children reported feeling safe in their certified foster homes and that their certified foster parents supervise them. They feel cared for and protected. The focus children also shared that they can express their concerns with their FFA social workers, certified foster parents and DCFS CSWs, and that their concerns are immediately addressed.

The DCFS CSWs also reported that they conduct monthly visits with the focus children to assess their well-being and check on their progress. The DCFS CSWs reported that the FFA staff is committed to the focus children and place the focus children's safety as a priority.

The FFA social workers visit the certified homes regularly. The FFA administration and its social workers make efforts to comply with Title 22 regulations, policy and procedures, as well as make reports to the Child Protection Hotline, when necessary. Although the FFA, the DCFS CSWs, and the certified foster parents all worked together to ensure child safety, the FFA fell below the minimum score of 6 in the area of Safety due to untimely submission of Special Incident Reports (SIRs). During the last 30 days, the FFA submitted ten SIRs via the I-Track database. Three of the ten SIRs were submitted late. The SIRs included runaway incidents, fighting at school, and injury to a placed child. None of the SIRs submitted involved the focus children.

Out-of-Home Care Investigations Section reported that there were no investigations or referrals received 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 FFA makes good consistent efforts to build a rapport with the focus children, their respective DCFS CSWs, certified foster parents and appropriate family members. Communication between the key team members regarding the focus children's progress and well-being is open and fluid. Information regarding the focus children is provided to DCFS CSWs and key parties via telephone, e-mail or face-to-face. Additionally, the FFA social workers support the strengthening of relationships between the focus children and their certified foster parents, as well as

support and encourage visitation and regular communication between the focus children, their family members and extended family members and their DCFS CSWs.

The FFA social workers are accommodating in scheduling team meetings, as well as monitoring visits between the focus children and their family members. The focus children are familiar with the FFA staff and appear comfortable in expressing their needs and expectations.

The DCFS CSWs for the focus children reported that the FFA was very good at keeping them informed and engaged regarding the focus children's progress, school performance, and services being provided. They further reported that the FFA social workers are accessible and work collaboratively with them; they maintain regular contact and include them in discussions regarding the development of treatment plans and goals for the focus children.

Service Needs (5 Good Supports and Services)

Service Needs Overview: The FFA provides a substantial array of supports and services matching the intervention strategies identified in the case plans of the focus children. The FFA social workers collaborate with the DCFS CSWs, the focus children and the certified foster parents to develop the Needs and Services Plan (NSP) goals. The FFA social workers follow the recommendations made by the focus children's DCFS CSWs. The focus children are referred for therapeutic services as well as receive appropriate educational supports and tutoring. The FFA social workers maintain contact with the service providers to obtain feedback regarding the focus children's progress. The FFA is meeting the needs of the focus children.

The first focus child shared that the FFA social worker and his certified foster mother have taken care of him and meet his needs. He stated that he received many services from which he has benefitted, and that the support and services he received have helped him prepare for living independently. He stated that when he turned 18, he felt that he was able to make most of the decisions regarding services needed. He completed the Independent Living Program. He has been accepted into transitional housing, but he is waiting for an opening. He attends junior college and has a part-time job.

The second focus child's certified foster parents provide a nurturing home environment. He enjoys attending school, and his certified foster parents provide a supportive learning environment at home. The focus child is currently being assessed for appropriate support services. The FFA social worker and his certified foster parents ensure he is visiting with his family.

The third focus child also resides in a supportive and nurturing home environment. The focus child stated that he and his brother feel they are part of the certified foster family. Through his daily routines, he is learning responsibility and self-help skills. He is attending junior high school and doing well academically. The focus child has an Individualized Education Plan in place; he is receiving education support services, which include speech therapy. The focus child received individual therapy for a few months, but the therapist terminated the services, as the focus child was no longer displaying emotional or behavioral problems.

The focus children further shared that the FFA social workers and the certified foster parents are attentive to the needs of the focus children and their needs are being met. The focus children are receiving medical and dental care, school support services, as well as mental health services. The

FFA social worker reported the focus children are doing well, and they are pleased with the progress the focus children have demonstrated. The focus children's DCFS CSWs reported that they have no concerns regarding the services the focus children are receiving.

Assessment & Linkages (5 Good Assessments & Understanding)

Assessment & Linkages Overview: The FFA develops good assessments of the focus children's needs. The FFA generally understands the focus children's functioning, and support systems. The focus children's strengths and underlying needs are recognized and understood by the FFA treatment team and key parties. The FFA social workers meet with the focus children to assess their progress and evaluate their needs. The focus children are receiving appropriate and necessary services to assist them in remaining stable and for their placement to be successful.

The FFA social workers collaborate with the focus children's DCFS CSWs and their respective certified foster parents, to obtain input regarding their day-to-day functioning and progress toward their respective case plan goals. The certified foster parents observe the focus children in their daily routines and engage with them through dialogue to obtain a clear picture of the focus children's strengths and needs. Support and services provided, such as therapy, school support services, such as tutoring, are geared to assist the focus children make progress toward their case plan goals and improving their functioning and well-being.

Each of the focus children expressed that they are offered the opportunity to participate in extracurricular activities and the certified foster parents involve the focus children in activities they enjoy. The first focus child participates in the activities and services of his choice. The second focus child participates in church activities, and the third focus child plays on his school soccer team and enjoys engaging in recreational activities with his certified foster family.

Teamwork (5 Good Teamwork)

Teamwork Overview: The FFA has a good working system of teamwork. The FFA has a good working system of teamwork and includes most of the important supporters and decision makers in the focus children's lives, including informal supports. The team consists of the DCFS CSWs, FFA social workers, certified foster parents, the focus children, teachers, and appropriate family members. The team has formed a good dependable working system that has ongoing discussions and works collaboratively. The team members are aware of and communicate the focus children's strengths and needs, and work together to provide the necessary support services to the focus children.

The FFA social worker meets with the focus children and certified foster parents during their visits to the certified foster homes, or after monitored visits to discuss progress and concerns. The FFA social workers also meet at least monthly with FFA administration to review and discuss the focus children's progress. The certified foster parents and the focus children reported that their suggestions and input are considered during discussions, and they feel respected. They feel they are a part of the team, and they feel supported by the other team members.

The DCFS CSWs for the focus children reported that the FFA is cooperative and works well with them to meet the needs of the focus children. They further reported that the FFA social workers maintain regular contact with them, keeping them informed of the children's progress, not only when there are concerns.

Tracking & Adjustment (5 Good Tracking & Adjustment Process)

Tracking & Adjustment Overview: The FFA's intervention strategies, supports, and services provided to the focus children and their families generally reflect their needs and are responsive to changing conditions. The FFA social workers review the focus children's status on a weekly basis and do a good job of maintaining communication with the DCFS CSWs, the focus children's certified foster parents and key adult supporters, such as their teachers. There is continuous ongoing monitoring and tracking of the focus children's status and services being provided. There is also a constant review of resources being provided to ensure positive outcomes for the focus children and services provided are modified accordingly.

The focus children's NSPs are developed by the FFA social workers in conjunction with their DCFS CSWs, certified foster parents and with the participation of the focus children. The FFA social workers meet weekly with the certified foster parents to discuss how the focus children are progressing towards meeting their NSP goals; modifications are made, if necessary. The FFA includes certified foster parents in the discussions. The team reviews and modifies the goals, when appropriate.

The certified foster parents track the focus children's behavior at home and at school so that any issues that are identified are immediately addressed and adjustments to the treatment plan can be made timely. All three certified foster parents reported there is a great deal of communication with the FFA social workers.

The DCFS CSWs stated that they receive NSPs on a quarterly basis and are called and e-mailed regularly by the FFA social workers. The DCFS CSWs also maintain regular contact with the FFA social workers and the focus children, to ensure any necessary adjustments to the NSP goals are made or discussed.

NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In July 2014, OHCMD provided technical support related to findings indicated in the 2014-2015 Contract Compliance Review, which consisted of ensuring the FFA adhered to policies and procedures regarding SIRs.

In September 2015, the OHCMD 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). The OHCMD Quality Assurance staff will continue to provide ongoing technical support, training and consultation to assist the FFA in implementing their QIP.

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January 19, 2016

Patricia Bolaños-Gonzalez, CSA II
Department of Children & Family Services
FFA/GH Quality Assurance Section
9320 Telstar Ave., Suite #216
El Monte, CA. 91731

Dear Ms. Bolaños-Gonzalez,

Re: Quality Improvement Plan: Quality Assurance Review 2014-2015

The Quality Improvement Plan (QIP) addresses safety as Special Incident Reports (SIRs) were not in compliance with the Department of Children and Family Services (DCFS) and Title 22 Regulations. The three areas that required improvement are to ensure SIRs are properly: **a)** cross reported, **b)** comprehensive, and **c)** reported in a timely manner. On December 15, 2015 an in-service training was held at the Hannah's FFA Commerce Office in which the areas that required improvement were discussed and addressed with our Foster Care Social Workers (FCSWs). The training reviewed Title 22: section 89261 (reporting procedures), sections 89361 & 88061 (reporting requirements), and section 83161 (a) & (b) Los Angeles County SIRs process and regulations. Please see the attached FCSWs attendance sheet (exhibit A) and agenda (exhibit B). FCSWs were also trained on children's safety and assessing children for marks and bruises. All FCSWs received a copy of the child abuse manual.

On January 13, 2016, Resource Parents were trained by East Los Angeles Community College on SIR reporting guidelines and children's safety in the foster home.

The requested quality improvement plan was completed and implemented on January 14, 2016.

The Hannah's FFA guidelines in regards to children's safety and SIRs will be enforced as follows:

a. FCSWs will follow mandated reporting guidelines.
b. SIRs will be documented in child contact notes.
c. SIRs will be reviewed during supervision every two weeks or on needed basis to prevent repetitive incidents from occurring and to ensure compliance.
d. FCSWs will answer all SIR questions and document thoroughly, accurately, clearly and grammatically correct.

e. FCSWs will notify all concerned entities (CCL, OHCMD and CSW) within an appropriate timeframe.
f. FCSW Supervisor will review and approve all SIRs to ensure that all incidents are documented thoroughly and submitted in a timely manner.
g. SIRs will be reviewed during monthly staff meetings to ensure compliance.
h. All FCSWs and Resource Parents will abide by Hannah's FFA guidelines.

If you have any questions please contact Connie Franks, Hannah's FFA Executive Director or Armando Juarez, Hannah's FFA Commerce Office Site Administrator at (323) 278-6501.

Sincerely,

Connie Franks
Hannah's FFA Executive Director

Armando Juarez

Armando Juarez, MSW
Commerce Office Site Administrator