



Foster Care Newsletter

Spring 2011

Explore The Opportunities In Extracurricular Activities: A Guide for Youth and Parents

So what's in it for you? You get to explore your physical, creative, social, political, and career interests with like-minded people. You'll find friends: Trying something different may bring you in contact with people you didn't know who share your interests and curiosity. You can get involved with groups as a way to get support from other students with your background, such as Latino or Jewish clubs. A club or group also can be a great way to meet people who are different from you. Lots of youth programs bring people together with those who are different as a way to break down the barriers between people. Mark, a senior who lives in Washington, DC, discovered this when he volunteered for a group that uses baseball as a way to bring special-education kids and kids with disabilities together with other kids. Participating in extracurricular activities helps you in other ways, too: It looks good on college and job applications and shows admissions officers and employers you're well-rounded and responsible. Specific activities help with specific goals — if you want to teach language or get a bilingual job, being the president of the Spanish club shows the depth of your commitment. The most basic reason for joining a club or team is that it gives you something better to do than staring at the wall, wandering the hall, or napping all afternoon. People who are involved and engaged are less likely to become addicted to bad habits, like smoking or drinking.

Finding the Right Activity for You

Review the activities your school offers and listen to other students' experiences to find an activity that meets your needs. Think about your interests, abilities, and time — is your sister tired of playing chess with you? Do you wish you had more computer time? Are you tired of shooting hoops alone?

Are you looking to meet friends or get support? Do you need to increase the appeal of your college application? Don't limit yourself to the familiar — try something new. Think about different roles within groups that you might want to try — president, captain, participant, leader, support person. Each role is important. Being president teaches you leadership and management skills, but involves more responsibility; being a member gives you structure and is less stressful.

At the beginning of the school year, teachers and principals often have a list of activities to join or make announcements — for example, your history teacher may be the debating team advisor. Look on school bulletin boards and in the school newspaper. Ask friends what they like. Join right away or wait to see how your schedule will be and join later. Ask questions of the activity advisor before you join. Some things to ask include:

- **Age.** You may have to be a certain age or in a certain grade to join an activity.
- **Fees.** Do you have to pay to join? How much? Are there fees for outings, uniforms, costumes, or other expenses? You may be required to help raise money.
- **Physical.** If you're joining a team, you may need to take a physical. Talking with your family doctor may help you decide whether a team is a good choice for you.
- **Grades.** Many groups require a minimum GPA to join.
- **Time.** If you're involved in competitive sports, you need to have the time to practice and compete. There's also the time it takes to get ready emotionally for a game, and the time you spend getting pizza with the team after games. Team members are often responsible for setting up for a game or helping in other ways. Clubs can meet as infrequently as once every other week, but some teams have practice every day after school and meets on the weekend.

In this Issue:	Extracurricular Activities	Who Wants to Volunteer?	Looking for Something To Do?	Training Information	Training Calendar and Descriptions	GTF Level Training Courses	Safe and Stable Families	Educational Surrogate
	Pages 1-5	Pages 6 -7	Page 8	Pages 9-12	Pages 13-18	Page 19	Page 20	Page 21

Each school is unique with its own array of offerings, but if you don't find what you want, try a community center or volunteer for a local nonprofit organization or business. Also consider organizations like Youth in Action, a group for teens who want to participate in-service projects.

Too Much of a Good Thing?

It's easy to join one too many exciting activities. Ask as many questions as possible **before** you join. Sit down with your school schedule, work schedule, and other activities and try to map out what's realistic. Are you taking a class this semester that requires extra studying time? Do you need to focus on grades? Does your bus only come once an hour by the time practice is over instead of every 15 minutes? Will you have time to eat, sleep, and relax? Everyone needs downtime. If an activity adds lots of stress to your life, it's not for you.

Once you've joined an activity, if you feel stressed out, reconsider. It's important to keep a balance between schoolwork, extracurricular activities, a job, social life, and your health. If you join a club and need to quit for any reason, talk with the advisor or coach. Be direct and polite and explain your situation and feelings. Sometimes it's just not the right match for you or it's too time-consuming. Perhaps you can participate in a less time-consuming way or rejoin later. You won't be helping yourself or the group if you frantically do homework during a competition or fall asleep during practice. Saying "no" can be the most mature and responsible thing to do. It's a common quandary: Is it time for my child to start an extracurricular activity? What's the best one? How do I find a good program? Read on for the answers you need to get started.

Why Extra-curriculars Matter

After-school activities benefit your child in ways that might surprise you. According to a recent study by the Nellie Mae Education Foundation, children who participate in after-school programs are more engaged in and have a better attitude about learning, perform better academically, and enjoy an increased sense of accomplishment, competence, and self-esteem. Participation also lowers children's risk of becoming depressed, using drugs and alcohol, and experiencing other behavioral problems.

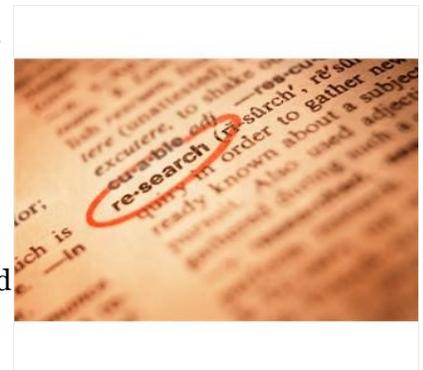
Extra-curriculars let your child enjoy himself in a fun, stress-free environment, get some exercise, and make friends outside of school. If he shows a special talent, it's great to nurture that ability through lessons or classes. But don't think that an early start in anything will lead to a career — remember that most children do not grow up to be professional musicians or athletes. Pushing your child into tons of tennis lessons or dance classes in order to give him a "head start" will most likely lead to him resenting both you and the activity. Give him other options and encourage other interests, so he doesn't feel an overwhelming pressure to succeed at just one thing.

How to Find

Start your search at your child's school. Ask his teacher or the principal what options are available there. It's also important to talk to other parents about what their children are involved in and get recommendations for kid-tested classes and activities.

Also check out community resources such as:

- Youth Advisory Council— YAC is an organization of current and former youth from the foster care system. The council ensures a safe environment for youth to share opinions, engage in discussions, and learn leadership skills by planning and developing activities to enhance the organization, foster care system, independent living program and community. Monthly meetings are held in Dover. For more information or to find out how you can help, please contact Nicole Perregrino @ Nicole.Perregrino@state.de.us or 302-633-2568.
- places of worship
- museums/libraries
- the YMCA
- the 4-H Club of Delaware :<http://ag.udel.edu/extension/4h/schoolprograms/afterSchool.htm>
- Police Athletic Leagues
- Girls, Inc.
- Boy Scouts of America— Local chapter: www.Delmarvacouncil.org
- Girl Scouts of America — Local chapter: <http://cbgsc.org>
- You might also find listings in your phone book under "Child Care."



How to Choose

After you have an idea of the possibilities, talk with your child about what he's interested in. Give him some options that complement his interests — an artistic child might enjoy a ceramics class, while a boisterous one can work off energy dancing or playing a vigorous sport. But don't overlook what might seem like unlikely matches. Shy children often enjoy expressing themselves on stage in a drama class; fidgeters can find a way to focus through martial arts. You can also target specific skills through different activities: music lessons enhance math aptitude, and team sports boost social skills. If your child will attend a daily after-school program, try to select one that offers a variety of activities, including ones that get him on his feet, as well as a quiet area to relax and do schoolwork.

Also consider your family's schedule when planning extra-curriculars. Will adding an activity adversely affect family time? Will you, a caregiver, or another family member be available to chauffeur your child to and from classes and lessons? If not, consider activities that can be done at home, such as music lessons and crafts, or those that are held at school.

Review the grade-by-grade breakdown (see pages 8 and 9) for guidelines on how often your child might spend time in an after-school program. But there's no one-size-fits-all answer, and it's important to watch your child for **signs of over-scheduling**. In younger children, this most often takes the form of irritability, avoiding eye contact, and tantrums. In older children, look out for mood swings, recurrent sickness such as stomachaches, and complaints about the activities themselves. At any age, if schoolwork begins to suffer, it is time to cut back.

Once you've narrowed down the options, visit them while they are in session so you can get a real idea about the environment, the staff, and the program.

When you visit, look for:

- At least 1 adult for every 12 children — in younger groups, the ratio should be closer to 1 to 10
- Whether there are any "hidden" costs, such as for uniforms, costumes, or equipment
- Friendly, enthusiastic staff. Are they certified or otherwise expert in their field? Feel free to ask for references and check them.
- A facility clean, safe, and spacious enough for the activity. Is there enough equipment and other resources for everyone?
- A calm, but energized environment. Does the activity appear well organized and supervised?

This article is courtesy of www.kidshealth.org.



Grade-by-Grade at a Glance: Is My Child Ready for Extra-Curricular Activities?

Wondering how many days a week your 2nd grader should be practicing the guitar? Searching for good ideas for after-school programs for your 10 year old? Use the following guidelines to steer your decisions — but remember that you know your child's maturity and temperament best.

Kindergarten

Keep your kindergartener's after-school life simple and free — one or two after-school activities a week are more than enough. Wait until he's adjusted to the daily school routine. Then find an extra-curricular that involves his creative and/or physical side, such as an art, dance, or music program.



Grade 1

Balance your 1st grader's schedule with play dates, playground visits, and one or two days of an after-school activity per week. Best bets are non-competitive sports and other physical activities since this is around the age when your child is starting to get a grip on the abilities of her own body. Plus, after being in school all day, she needs an outlet to play and run. Avoid sports with strict rules. At this age, she needs free reign to make mistakes and not worry about winning and losing.

Grade 2

Get your child involved in choosing extra-curriculars. He'll probably tell you what he'd like to do anyway! Steer him towards activities that he likes and doesn't get to do at school, whether it's sports such as swimming or skating, computers, or art or music lessons. Many kids start learning piano or violin around this age. Make sure your child has at least one or two days free a week for alone time, which he is starting to need to unwind. If after-school activities are starting to interfere with schoolwork or if your child seems stressed, you need to drop an activity or two.



Grade 3

After sitting all day in a classroom, your 3rd grader needs to move and socialize after school. Team sports are a great choice — now she's old enough to remember and follow rules and can handle losing (though she's still not ready for anything ultra-competitive). Other good choices are activities that use and develop fine motor skills, such as painting, sewing, or learning to play an instrument. Let her explore different interests but make sure to set aside still-needed family time among the team practices and play dates.



Grade 4

Try to get your 4th grader involved in one or two extra-curricular activities that he is good at and loves doing. It will build confidence and help him manage stress, which is key at this age when cliques and social pressure in school are beginning to build. Another thing that's growing is his pile of homework, so make sure he has adequate time to complete his work without having to stay up late. Set limits on seeing friends and activities if he is often crabby and irritable, if his grades drop, if he has trouble sleeping or complains of mysterious illnesses, or if he shows other signs of stress like overeating. Don't put too much pressure on him to excel at what should be fun activities. Otherwise he will end up resenting the time he spends doing them instead of playing and exploring. Last, don't forget family together time is still essential. It may need to be scheduled in so your child understands that it's important.



Grade 5

Over-scheduling is a problem you and your child will probably face this year. Your 5th grader is full of energy for everything and wants to spend all her time participating in activities and hanging out with friends. To ensure she's completing her schoolwork and not becoming burnt out, you should make sure she has two free afternoons a week. While you're at it, block out a once-a-week family time that you and your child stick to so she remembers that family is a priority. She should be guiding her own activity choices, but now is a great time to suggest community service activities like helping senior citizens or young children.



Middle School



Try to steer your middle schooler toward activities that reinforce learning and get him away from the TV. On average, middle schoolers spend an equal amount of time every week watching TV and socializing with friends — about 20-25 hours apiece. To improve academic performance, encourage your preteen to spend time volunteering, to join school clubs like band, chess, or foreign language clubs, or to sign up for extra-curriculars with a leadership element, such as the school newspaper or student council. It will help him feel more connected to the school community while forging friendships based in common interests and experiences. As always, keep an eye out for signs that he is over-extending himself with after-school commitments. As a general rule, he should be spending fewer than 20 hours a week participating in after-school activities.

This article is courtesy of www.kidshealth.org.

The Twenty-First Century Fund for Delaware's Children, Inc.

Creating a brighter tomorrow for Delaware's children

21st Century Fund Helps Meet Needs of Delaware's At-risk Children

The 21st Century Fund for Delaware's Children, Inc. was created in 2004 through personal and corporate philanthropy to assist in meeting the basic needs of Delaware's at-risk youth. Grants awarded through the Fund are intended to lessen the effects of poverty by providing financial support to children and youth for activities and items that will maximize their self-esteem and help them achieve their potential.

This fund was created to respond to the needs of children served by the Department that neither the State nor the child's family or foster family could afford. Summer camp, summer school, art classes, guitar lessons and bicycle helmets are just a few examples of the small gifts at-risk children and youth are receiving through the 21st Century Fund. To date, over 250 children have received assistance.

The fund accepts applications for mini-grants of up to \$100 throughout the year. Applications must be submitted by a social worker associated with a State Social Service Center, a State agency, a community-partnering agency, or a faith-based organization to Children & Families First, 2005 Baynard Blvd., Wilmington, DE 19802. As the 21st Century Fund grows, larger grants will be provided. Grant applications can be found on the Children's Department website: www.state.de.us/kids.

The 21st Century Fund accepts donations from the community through an administrative fund it set up at the Delaware Community Foundation. Donations to the fund may be sent to the DCF, P.O. Box 1636, Wilmington, DE 19899.

The Delaware Community Foundation is a nonprofit, philanthropic community organization that manages charitable funds and awards grants to the community. Call 302.571.8004 or visit www.delcf.org for additional information about the DCF.

URGENT NOTICE from the Consumer Product Safety Commission regarding drop side cribs.

Parents and providers who are using drop-side cribs are advised to check the hardware on the cribs to be certain it's working properly and to make sure their crib has not been recalled. The Juvenile Products Manufacturers Association, which represents over 90 percent of the crib industry, says properly assembled drop-sides that haven't been recalled can be safely used.

The Consumer Product Safety Commission has voted to ban the manufacture, sale and resale of the cribs, which have a side rail that moves up and down, allowing parents to more easily lift their child from the crib. In all, drop-side cribs have been blamed in the deaths of at least 32 infants and toddlers since 2000 and are suspected in another 14 infant fatalities. In the past five years, more than 9 million drop-side cribs have been recalled, including cribs from big-name companies such as Evenflo, Delta Enterprise Corp., and Pottery Barn Kids. The new standard requiring cribs to have fixed sides would take effect in June. The move by CPSC would also prohibit hotels and childcare centers from using drop-sides, though those facilities would have a year to purchase new cribs.

For more information, please go to the website: <http://www.cpsc.gov/info/cribs/index.html>.

Who Wants to Volunteer?

You've probably walked past people who are living on the streets or know a family that's having a tough time in the current economy. Perhaps you've seen news reports about people who need assistance after a natural disaster. Maybe you want to protect forests from development or rivers from pollution. Volunteering gives you an opportunity to change lives, including your own. If you're feeling frustrated or overwhelmed by the news of a disaster, volunteering to help can be a great way to cope. If you'd like to support a cause but can't afford to donate money, you can donate your time instead. Helping others in need is such an important part of the American way of life that many high schools require their students to spend a certain number of hours volunteering in order to graduate. So how do you go about it?



Here is some advice for kids:

Find What's Right for You

Unlike school, with volunteering you get to pick what really interests you and who (or what) is most deserving of your time. Need some ideas to get you started? Here are just a few:

Help kids learn and grow. Become a Big Brother or Big Sister, camp counselor, or volunteer for an after-school sports program. Special Olympics games and events are great ways to get to know special-needs kids.

Give back over the holidays. Serve Thanksgiving dinner to the homeless, volunteer at your local food bank, or distribute toys to kids. Your church, temple, mosque, or other place of worship also may be able to use your help.

Play with pets at a local animal shelter. Most shelters depend on volunteers to keep the cats and dogs happy and well exercised. (And when you're walking rescued dogs, you get a workout too.)

Volunteer for a political campaign. If you're interested in politics, it's a great way to find out how things work on the inside. Even if you can't vote, you can still work to get your candidate elected — whether it's the president of the United States or your town mayor.

Help the environment. Join a conservation group and help out with river preservation. Take part in a local park cleanup day. You don't have to be an outdoorsy type — if you can't picture yourself hauling trees up a hill, you could help out in a park office or education center.

Support a health-related cause. Lots of us are close to people who have a medical problem (like cancer, HIV, or diabetes, for example). It can feel good to donate your time to an organization that raises money for research, delivers meals, or offers other help to people with an illness.

If you have more than one thing you love, find a way to combine the two. For example, if you love kids and are great at arts and crafts, visit your local children's hospital and offer to lead art activities for young patients.



Find What Fits Your Schedule

Once you've found something that inspires you, decide how much time you want to spend. Local organizations (like hospitals or shelters) often like volunteers to give them a set amount of time every week or two. But what if school, sports, or other commitments prevent you from devoting time every week? Many large organizations (especially those related to the environment or finding cures for diseases) have daylong activities. These include walkathons, bike rides, cleanup days, or building homes for those in need. You can also spend a week, month, or even a whole summer volunteering through a structured internship or "alternative spring break" program. The advantage of these is you get to immerse yourself in the activities and feel a real sense of achievement when you see the results. Because you spend a lot of time together, most people who work on long-term volunteer projects form close friendships. Sometimes you get to travel, and the organization may pay your travel and living costs.

Expand Your Mind

Volunteering is a great way to learn new skills — from working as part of a team to setting and reaching goals. It gives you a chance to discover what kinds of things you're best at and enjoy the most. A volunteer job that you love can even help shape your ideas about your career goals. Volunteering also can provide you with a sense of responsibility because people really depend on you. And it can help you develop a new understanding of people who are different from you — people with disabilities, people in financial distress, sick kids, or the elderly.



Feel Good

Donating your time is a great way to feel like you have the power to change things for the better. When people depend on you, it can change the way you look at yourself. You can feel proud of the goals that you've achieved for an organization — whether it's helping to organize a 10K to raise money for breast cancer or running the race itself.

Volunteering is also a great way to get a perspective on your own life. Sometimes it's easy to get consumed by worries about your grades or the fight you had with your friend or parent. And although these things are very important in their own way, sometimes it can be helpful to get some distance and think about other things. Volunteering allows you to do this. It lets you focus on others and see that your involvement in the world can be meaningful. Finally, volunteering can help save you from being bored — it gives you a place to be where you can have a good time and keep busy.

Look Good

When you donate your time to a cause you care about, it looks impressive on college or job applications. That's not the main reason for volunteering, of course — if you do it just to please other people or to look good you may not enjoy it. But volunteering does show others (and yourself!) that you are reliable enough to make a commitment and show up on schedule. Volunteering also shows employers and colleges that you believe in making the world a better place — and that you're willing to sacrifice your time and energy to do it.



Where Do I Sign Up?

After you've decided what you're interested in and how much time you can devote, it's time to find out where you can volunteer.

You have several choices. You can search the Internet or look in your local phone book under "volunteer." You can call an organization directly and ask if they need volunteers in your area. You can ask friends or relatives for ideas and contacts or look on bulletin boards in your library or in bookstores. It's worth spending the time up front to identify a job that's a good fit for you.

When you're calling an organization to offer your time, it's best to ask for a volunteer coordinator. Be ready to answer some questions, like:

- Why do you want to volunteer for our organization?
- What do you know about our organization?
- How many hours a week will you be able to volunteer?
- What are your interests?
- Do you have any special skills?
- Do you have a way to get here?

Most places will ask you to come for an interview, which is usually pretty casual. They want to talk to you face to face and if they haven't yet asked the questions above, they will do it at the interview.

Whether your interview is on the phone or in person, don't forget to ask questions of your own. For example:

- What will be expected of me if I volunteer here?
- What kind of training will I receive?
- How many other volunteers are there?
- How many hours do you expect me to volunteer each week/month?

You might even want to ask if you can observe some other volunteers in action to get a feel for the work before you commit. If it's a good fit — meaning you like the organization, they like you, and you like the work — volunteering can be an incredible experience.

This article is courtesy of www.kidshealth.org.

Are Your Kids Looking For Something Different To Do? Tell Them About the 4-H Club!

4-H is your first class at the University of Delaware. Delaware's largest and most comprehensive youth development program is part of the Cooperative Extension System at the University of Delaware. Established in the early part of the 20th Century for rural youth, 4-H has expanded to serve youth ages 5-19 in nearly every community of the state and nation. With 4-H community clubs, after school clubs, special interest clubs, day and overnight camps and more, Delaware 4-H has a rich diversity of learning experiences for kids of every age and interest level. With local offices in each county, 4-H programs are tailored to meet the needs of the local community. 4-H is a community based organization, with nearly 2000 volunteers statewide serving as 4-H club leaders, teachers and mentors. It's easy to join 4-H. All you have to do is contact your local county extension office and find the 4-H club nearest you.

If you're too busy to make a commitment to a 4-H club, there are still plenty of great 4-H learning activities to choose from. If your interest is archery, 4-H has a large and very comprehensive statewide archery program. Do you like to grow things? 4-H has many great opportunities to learn about gardening and grow food to feed the hungry. Is community service your interest? Every 4-H club does many interesting and worthwhile projects each year to help the community, from collecting food for the needy to restoring wetlands and beaches. Each county has many fun and amazing activities each month and they're listed in the newsletters that each county publishes. In early February is the State 4-H Teen Conference in Newark at the Marriott. Over 100 teens from across the state will join for a weekend of fun and learning and they'll take in a UD basketball game too! If you live in Sussex, on January 15 you can come to the annual Winter Fun Day. Winter is busy in 4-H. There are also plenty of project training happening in areas such as woodworking, photography, computers, robotics and more. Of course 4-H is legendary for its animal projects. Whether your interest is rabbits, goats, horses or cows, 4-H is where you can come to have a great experience. If you don't have room to raise an animal, 4-H even can help you with that. We have places where suburban kids raise animals and we also have leasing programs, where your animal stays on the farm while you care for it. And no matter what project you take, in July all the 4-H'ers in the state come together at the Delaware State Fair in Harrington to exhibit their projects, compete in shows and exhibitions and have fun. Summer is also camp time in 4-H. No matter where you live, there will be summer 4-H camp near you. We'd love to hear from you. You can contact us through our web page at www.udel.edu/4-H or call us in New Castle County at 831-8965, in Kent at 730-4000 or in Sussex at 856-2585 .





The YMCA Lends A Hand

The YMCA offers a Media Lending Library with an extensive collection of educational VHS and DVD videos on substance abuse prevention, leadership development, and positive life skills which can stimulate your thinking and guide your efforts. Check out their Media Lending Library List. If you are interested in borrowing from the Resource Center contact them for a complete list with description and a copy of their Lending Agreement.

Call your local YMCA Resource Center for additional information in New Castle County 302-571-6975, Sussex County (302) 853-0197 or Kent County office (302) 735-7530. Videos (VHS or DVD) may be borrowed for one week (5 business days) and can be picked up at a Resource Center office.

YMCA Resource Center of Delaware Media Lending Library Index

<u>Leadership Development</u>	<u>Substance Abuse Prevention</u>	<u>Positive Life Skills</u>	<u>Job Skills/Job Readiness</u>
Self Development/ Leadership Peer Mediation	General Elementary Middle/High School Adult/Workplace Drinking & Driving Marijuana Tobacco Parents Loved Ones Affected by Addiction	Anger Management Bully Prevention Character Development Child Care Communication Conflict Resolution Criminal Justice/Violence Diversity & Prejudice Domestic Violence Future Planning Goals Healthy Relationships HIV/AIDS	Media Awareness Mental Health Parent Help Peer Pressure Refusal Skills Religion Self Esteem Stress Management Sexual Harassment Sexual Health/Education Teamwork Teacher/Facilitator Help Values YMCA

New Castle County Workshops Overview

Key: ♥ Child Care provided 🇺🇸 Meets GTF training requirement 🍷 Refreshments provided

	<p>Thursday, February 24, 2011</p> <p>6:30pm to 8:30pm</p> <p>Suicide Prevention: “Saving one Community at a Time” 🍷</p> <p>56 West Main St., Suite 203 Newark, DE 19702 Contact PCAD</p>	<p>Saturday, February 26, 2011</p> <p>9am to 12pm</p> <p>Child Advocacy</p> <p>Neighborhood House Room# 116 (Progressive Life Center 1218 B Street Wilmington DE 19801)</p>	<p>Tuesday, March 15, 2011</p> <p>6pm to 9pm</p> <p>What Foster Parents Need to Know About Psychotropic Medications 🇺🇸</p> <p>Community Services Building 100 West 10th Street Wilmington, DE Room TBA</p>	<p>Saturdays, March 19th (Part 1 and April 2nd, 2011, (Part 2) 9:00am to 3:30pm</p> <p>Becoming a Love and Logic Parent 🇺🇸♥</p> <p>Aldersgate Church Rt 202 Wilmington, DE</p>
<p>Saturdays, March 19th (Part 1) and April 2nd (Part 2) 9:00am to 3:30pm</p> <p>Foster Parent Module 1: The Foundation for Meeting the Developmental Needs of Children At Risk 🇺🇸🍷♥</p> <p>Aldersgate Church Rt. 202 Wilmington, DE</p>	<p>Saturday, March 19, 2011</p> <p>9:00am to 3:30pm</p> <p>Growing Up Unsafe: The Double Whammy of Attachment –Related Trauma 🇺🇸🍷♥</p> <p>Aldersgate Church Rt. 202 Wilmington, DE</p>	<p>Saturday, March 19, 2011</p> <p>9:00am to 3:30pm</p> <p>Crisis Intervention 🇺🇸🍷♥</p> <p>Aldersgate Church Rt 202 Wilmington, DE</p>	<p>Wednesday, March 23, 2011</p> <p>9am to 12pm</p> <p>Youth Empowerment</p> <p>Girl Scouts Building 501. S. College Ave Newark, DE 19711 Contact DGI</p>	<p>Tuesday April 5, 2011</p> <p>9am to 4pm</p> <p>Attachment Related Trauma—Scars on the Soul</p> <p>Girl Scouts Building 501 S. College Ave. Newark DE 19711 Contact DGI</p>
<p>Wednesdays, April 6th & April 13th, 2011 6pm to 9pm</p> <p>First Aid and CPR 🇺🇸</p> <p>Community Services Bldg 100 West 10th Street Wilmington, DE Room TBA</p>	<p>Thursday, April 28, 2011</p> <p>6:30pm to 8:30pm</p> <p>Conflict Resolution</p> <p>56 West Main St. Suite 203 Newark, DE 19702</p>	<p>Wednesday, May 18, 2011</p> <p>9am to 12pm</p> <p>Adolescent Brain Development and Sexual Decision Making</p> <p>Girl Scouts Building 501 S. College Building Newark, DE 19711 Contact DGI</p>	<p>Thursdays, June 2nd, 9th, 16th, & 23rd, 2011 6pm to 8pm</p> <p>Positive Solutions for Families—Promoting Social Emotional Development in Young Children</p> <p>Community Services Bldg. 100 West 10th Street Wilmington, DE Room TBA</p>	

Kent County Workshops

Key: ♥ Child Care provided 🇸🇬 Meets GTF training requirement 🇮🇪 Refreshments

<p>Wednesday, January 12, 2010 9am to 12pm</p> <p>Sexuality and Teens in Foster Care and the Juvenile Justice System</p> <p>Murphey School Ehinger Cultural Hall 14 Kings Hwy Dover, DE 19901 Contact DGI</p>	<p>Thursday, February 17, 2011 6:30pm to 8:30pm</p> <p>Suicide Prevention: "Saving one Community at a Time" ♥ 🇸🇬 🇮🇪</p> <p>Pressley Ridge Office 846 Walker Road Unit # 32-1 Dover, DE 19904</p>	<p>Thursday, February 17, 2010 6pm to 9pm</p> <p>Sexual Abuse: How We Can Help 🇸🇬</p> <p>Del Tech Terry Campus Dover, DE Room TBA</p>	<p>Tuesdays March 29th, April 5th, April 12th, and April 19, 2011 6pm to 9pm</p> <p>Foster Pride Module 1: The Foundation for Meeting the Developmental Needs of Children At Risk 🇸🇬</p> <p>Del Tech Terry Campus Dover, DE Room TBA</p>
<p>Thursday, April 7, 2011 6pm to 9pm</p> <p>Domestic Violence and Its Effects on Children</p> <p>Del Tech Terry Campus Dover, DE Room TBA</p>	<p>Thursdays, May 12th and May 26th, 2011 6pm to 9pm</p> <p>First Aid and CPR 🇸🇬</p> <p>Del Tech Campus Dover, DE Room TBA</p>	<p>Thursday, April 21, 2011 6:30pm to 8:30pm</p> <p>Conflict Resolution</p> <p>Pressley Ridge Office 846 Walker Road Dover, DE 19904</p>	<p>Tuesdays, May 10th and May 17th, 2011 6pm to 9pm</p> <p>Working with Birth Families 🇸🇬</p> <p>Del Tech Terry Campus Dover, DE Room TBA</p>
<p>Thursday, May 19, 2011 6:00pm to 8:30pm</p> <p>Understanding Your Child's Temperament</p> <p>Del Tech Terry Campus Dover, DE Room TBA</p>	<p>Thursday, May 19, 2011 9am to 12pm</p> <p>Helping Create a Safe Environment for LGBT Youth</p> <p>Kent County To Be Determined Contact DGI</p>	<p>Thursday, June 9, 2011 6pm to 8pm</p> <p>Communicating to Get the Best Our of Your Children</p> <p>Del Tech Terry Campus Dover, DE Room TBA</p>	

Sussex County Workshops

Key: ♥ Child Care provided ☝ Meets GTF training requirement 🍷 Refreshments

<p>Tuesday, February 15, 2011 9am to 4pm</p> <p>Broken Hearts: Dealing with Grief and Loss</p> <p>Milford State Service Center (Annex) 13 S. W. Front Street Milford, DE 19963 Contact DGI</p>	<p>Tuesday, February 22, 2011 6:30pm to 8:30pm</p> <p>Preparing Children for Adoption 🍷</p> <p>Mt. Enon Church 600 N. Church St. Milford, De 19963</p>	<p>Tuesday, March 8, 2011 9am to 12pm</p> <p>Childhood Development and Adulthood</p> <p>Milford State Service Center (Annex) 13 S. W. Front Street Milford, DE 19963 Contact DGI</p>	<p>Tuesday, March 15, 2011 9am to 12pm</p> <p>Domestic Violence 101</p> <p>Milford State Service Center (Annex) 13 S. W. Front Street Milford, DE 19963 Contact DGI</p>
<p>Thursday, March 24, 2011 6pm to 8pm</p> <p>Communicating to Get the Best Out of Your Children</p> <p>Del Tech Owens Campus Room TBA</p>	<p>Wednesday, March 30, 2011 9am to 12pm</p> <p>Children Who Witness Domestic Violence</p> <p>Milford State Service Center (Annex) 13 S. W. Front Street Milford, DE 19963 Contact DGI</p>	<p>Tuesday, April 12, 2011 9am to 12pm</p> <p>The Ever Changing World of Gangs</p> <p>Milford State Service Center (Annex) 13 S. W. Front Street Milford, DE 19963 Contact DGI</p>	<p>Tuesday, April 16, 2011 9am to 3:30pm</p> <p>Working with Birth Families ♥☝🍷</p> <p>Eagles Nest Church Milton, DE</p>
<p>Tuesday, April 16, 2011 9am to 3:30pm</p> <p>Crisis Intervention ♥☝🍷</p> <p>Eagles Nest Church Milton, DE</p>	<p>Saturday, April 16, 2011 9am to 3:30pm</p> <p>Growing Up Unsafe: The Double Whammy of Attachment –Related Trauma ♥🍷</p> <p>Eagles Nest Church Milton, DE</p>	<p>Saturday, April 16, 2011 9am to 3:30pm</p> <p>First Aid and CPR ♥☝🍷</p> <p>Eagles Nest Church Milton, DE</p>	<p>Tuesday, April 19, 2011 9am to 12pm</p> <p>Complex Trauma</p> <p>Milford State Service Center (Annex) 13 S. W. Front Street Milford, DE 19963 Contact DGI</p>
<p>Tuesday, June 7, 2011 6pm to 9pm</p> <p>Stewards of Children: A Child Sexual Abuse Prevention Program</p> <p>Del Tech Owens Campus Room TBA</p>	<p>Tuesday, June 14, 2011 6pm to 9pm</p> <p>What Foster Parents Need to Know About Psychotropic Medications ☝</p> <p>Del Tech Owens Campus Georgetown Room TBA</p>		

PCAD Training Descriptions Listed Alphabetically

Key:  Meets GTF training requirement  Refreshments provided  Childcare provided

Adolescent Brain Development and Sexual Decision Making—Supplemental Training

Important new research related to the teen brain appears to support what adults have been saying all along: Teen brains are different and not yet fully developed. These differences have behavioral, health and sexual decision-making implications. Differences in problem solving, impulsivity, sensation seeking, and the role of peer influences have a great impact on the decisions teens make with regard to participation influences in sexual activity, use of contraception, and choices related to pregnancy and parenting. This presentation will highlight the physiological differences in the teen brain, how those differences impact the choices teens may make, means to attend to developmental differences when working with teens, and how to enhance sexual health. Participants will leave with key information in order to improve relationships and to promote responsible sexual behavior in this wonderful, but different, generation of learners. *Facilitator: Judith Herrman, Ph.D., RN*

Attachment Related Trauma—Scars on the Soul (6 hours)—Supplemental Training

This workshop will focus on how patterns of attachment develop, as well as how attachment—related trauma can have lasting effects on a child's attachment behaviors and further development. The impact of attachment—related trauma on brain development, emotional regulation, cognitive functioning, identity and interpersonal functioning will be reviewed. Recommendations for assessment and intervention will be provided.

Facilitator: Allison Krauss Randall, LCSW

Becoming a Love and Logic Parent (12 Hours) - Level 2

Would you like to have more fun parenting? Would you like to have fewer power struggles with your children? Learn the Love and Logic way to parent. This program was developed by Foster Cline M.D. an internationally renowned child psychiatrist and the father of birth children, an adopted child and several foster children. The principles you will learn in this class will help you raise foster children who are self-confident, motivated and ready for the real world. Your foster children will win because they'll learn to solve their own problems while gaining the confidence they need to meet life's challenges. And you'll win because you'll establish healthy control—without anger, threats, nagging or exhausting power struggles. *Facilitator: Kellie Turner, Prevent Child Abuse Delaware*

Broken Hearts—Dealing with Grief & Loss (6 hours)—Supplemental Training

Coping with significant losses and death can challenge everyone. This is especially true for children and youth whose development level will have a significant impact on what they understand and how they cope. This workshop will focus on the developmental aspects of responding to and helping children cope; understanding the normal and abnormal reactions to loss; and recommendations for supporting children's healing.

Facilitator: Allison Krauss Randall, LCSW

Child Advocacy— (3 hours) - Supplemental Training

The Child Advocacy workshop will discuss the ways that you can be an advocate for your child if they are having difficulties in school because they are physically or mentally challenged, homeless, gay or due to their race or gender. *Facilitator: Kierita Winn Director of Youth and Adult Empowerment Programs*

Childhood Development and Adulthood (3 hours) —Supplemental Training

Some children with emotional and behavior problems get better with early intervention or maturing experiences. Others go on to suffer impairment in adulthood. This presentation uses findings from developmental psychopathology research to trace how problems in childhood may lead to adult adjustment difficulties and maladaptive personality styles. In comparison, factors leading to resilience or positive adult outcomes in the face of childhood adversity are discussed. *Facilitator: Daniel Hoover, PhD, ABPP*

PCAD Training Descriptions Listed Alphabetically

Key:  Meets GTF training requirement  Refreshments provided  Childcare provided

Children Who Witness Domestic Violence (3 hours)—Supplemental Training

Children who are exposed to domestic violence, especially repeated incidents of violence, are at risk for many difficulties both immediately and in the future. These include problems with sleeping, eating and other basic bodily functions; depression, aggressiveness, anxiety and other problems in regulating emotions; difficulties with family and peer relationships; and problems with attention, concentration and school performance. In addition, children exposed to domestic violence are at risk to repeat their experience in the next generation, either as victims or perpetrators of violence in their own intimate relationships. *Facilitator: Cheryl Cooper, MA*

Complex Trauma (3 hours) —Supplemental Training

Judith Herman coined the term “Complex Posttraumatic Stress Disorder” or (C-PTSD) in the early 1990’s, alerting many to the need to treat trauma that is longstanding, repetitive and pervasive. It clarifies the nature of C-PTSD, and the way it affects long-term development, personality styles, extreme behavior problems and treatment resistance. Specific guidance is given about multi-model treatment planning to address not only behavioral symptoms but also relationship and emotional problems associated with these conditions. *Facilitator: Dan Hoover, PhD, ABPP*

Communicating To Get the Best Out of Your Children(2 hours) —Supplemental Training

Adults often focus on communicating effectively with other adults (friends, co-workers, spouses, partners) but sometimes forget that communicating with children also takes skill and perhaps can be more difficult. It’s important to know how to: talk positively to and about children, not turn every question into a battle and let the child know you are listening. This class will allow foster parents to know, learn, and use the skills necessary to have effective communication with the children in their care. *Facilitator: Niagia Williams, MSW: Prevent Child Abuse Delaware*

Conflict Resolution (3 hours) - Supplemental Training

Workshop Description: Define Conflict & describe some of the dynamics including myths & truths about conflict. Provide examples of situations where conflict resolution skills will be needed in your role as a treatment foster parent. Identify your strengths, weaknesses & general approach towards conflict management. *Facilitator: Daniel Moore, BA*

Crisis Intervention (6 hours) - Level 5

Foster parents working with children, youth and families must understand the importance of being safe while ensuring the safety of others. Many harmful incidents can be avoided if individuals recognize and respond appropriately to potentially volatile situations. Through participation in this workshop, foster parents will understand the inter-relationships between themselves and others and learn strategies to de-escalate crisis situations. *Facilitator: Nicole Cunningham, Division of Family Services*

Domestic Violence 101 (3 hours)—Supplemental Training

This training will include the dynamics of domestic violence; power and control and cycle of violence. Barriers to leaving violent/abusive relationships and the impact of domestic violence on children. Teen dating violence along with remedies for victims; civil (PFA) and/or criminal alternatives. Community resources, sexting and surviving in hostile environments. *Facilitator: Cheryl Cooper, MA*

Domestic Violence and Its Effects on Children— Supplemental Training

Domestic violence affect all members of the family. Over 3 million children witness violence in their home annually, Research shows that children who witness domestic violence are at risk for being abused and even if the child is not abused, he or she often exhibits symptoms and behaviors similar to children who have suffered physical abuse. This workshop will help participants understand the impact of domestic violence on children and how they can help children in their care. *Facilitator: Noel Duckworth, Director of Training and Prevention, Delaware Coalition Against Domestic Violence.*

PCAD Training Descriptions (continued)

Key: 👍 Meets GTF training requirement 🍷 Refreshments provided ❤️ Childcare provided

The Ever Changing World of Gangs (3 hours) – Supplemental Training

Basic Gang Identification—This section will cover the basic identification, recognition, and structure of the gangs found in the Delaware area and the impact they have on girls, particularly with regards to safety. **Gangs and the Entertainment Industry**—This section will cover the influences of the entertainment industry on the gang lifestyle and its impact on girls. Workshop participants discuss how the movie, music, and clothing industries, as well as video games affect, and are affected by, the gangster lifestyle and how the female is viewed in this lifestyle. *Facilitator: Detective Ben Feldmann, NCC Police Department*

First Aid and CPR (6 hours) - Level 1 👍🍷❤️ Lunch and Childcare provided on April 16th only

Participants will learn how to manage illness and injuries of adults and children in the first few minutes until professional help arrives. Topics include: First Aid Basics, Medical Emergencies, and Injury Emergencies. If a cardiac arrest happened in your home, would you know how to perform life-saving CPR? Surprisingly, the vast majority of Americans do not know how to do CPR, which can double a victim's chance of survival? Foster parents will learn how to perform this important lifesaving technique. *Facilitator: Sharper Training & Consultation*

Foster Pride Module 1: The Foundation for Meeting the Developmental Needs of Children at Risk (12 hours) Level 1 - All foster parents are required to complete this module. 👍🍷❤️

One of the biggest challenges foster parents face is learning how to help badly abused and neglected children build their shattered self-esteem. Foster parents will learn to assess the self-concept of children who have been abused, neglected and separated from their families. Participants will become aware of the connection between self-esteem and behavior and will practice communication skills that nurture children and promote healing and growth. *Facilitator: Kristal Roberts, MSW, LCSW Upper Bay Adoption & Counseling Services*

Growing up Unsafe: The Double Whammy of Attachment-Related Trauma (6 hours) – Supplemental Training

There are important differences when the child maltreatment occurs within the family instead of by strangers. It is not just the maltreatment itself that harms the child, but the loss of security in the relationship with the caregiver that can have even more devastating effects. This workshop will focus on how patterns of attachment develop, as well as how attachment-related trauma can have lasting effects on a child's attachment behaviors and further development. *Facilitator: Vicky Kelly, Psy.D, LCSW, MHA - Deputy Director, Division of Prevention and Behavioral Health Services*

Helping Create a Safe Environment for LGBT Youth—Supplemental Training

This interactive workshop is designed to educate professionals and the community at large on the emotional, social, and spiritual aspects impacting LGBT youth. Participants will gain through research, resources, experiential activities and discussion, a new cultural perspective and sensitivity in relating to the LGBT community. *Facilitator: Barbara Conrad, BA, MS.*

Identifying/Managing Inappropriate Sexual Behavior (3 hours)—Supplemental Training

The workshop covers warning signs that would help you to identify inappropriate sexual behavior in children. The workshop will also include tips for managing inappropriate behavior, seeking treatment and how to help a child through the recovery process. *Facilitator: Kierta Winn, Director of Youth and Adult Empowerment Programs.*

PCAD Training Descriptions (continued)

Key: 👍 Meets GTF training requirement 🎧 Refreshments provided ❤️ Childcare provided

Positive Solutions for Families—Promoting Social Emotional Development in Young Children (8 hours) - Supplemental Training

Social emotional development is an important part of children's development that may have been neglected or damaged while experiencing trauma. It is the development of the ability to experience and regulate feelings, form secure relationships and make positive decisions. This workshop will provide information for families on how to promote children's social and emotional skills, understand challenging behaviors and use positive approaches to help children learn appropriate behavior. Participants will be asked to take part in role-plays and try weekly "at home" activities. This workshop is targeted for foster parents with children under the age of 8. *Facilitator: Kellie Turner, M. Ed., NCC Prevent Child Abuse Delaware.*

Preparing Children for Adoption (2 hours) - Supplemental Training 🎧

Foster parents will learn how to talk to children who are preparing for adoption. Grief and loss issues will be discussed and foster parents will share their own feelings of saying goodbye to a child who is leaving their home for adoption. The supportive role of the foster parent will be emphasized with specific ways that they can help the child make a smooth transition to permanency. *Facilitator: Pamela Shockley, MSW*

Sexual Abuse of Children: How We Can Help (6 hours) - Level 3 👍

There are 60 million people in this country who have been victims of sexual abuse. This means it is very likely that a foster parent will provide care to a child who has been a victim of sexual abuse. This interactive workshop will focus on ways to care for a child who has been sexually abused. This workshop will allow foster parents to practice techniques and discuss any current concerns they have about a child in their care or behaviors they are facing. *Facilitator: Kellie Turner, Prevent Child Abuse Delaware*

Sexuality and Teens in Foster Care and the Juvenile Justice System—Supplemental Training

The class will discuss the unique issues associated with sexual activity, responsible sexual behavior, and sexual health among girls in out of home care. The foster care and juvenile justice settings present difficult issues, involve girls and complex lives, and require effective interventions to promote sexual wholeness and health. This session will present selected data, compare data between girls from different settings, and present potential interventions to impact girls' knowledge, attitudes, and behaviors related to sexuality. *Facilitator: Judith Herrman, Ph.D., RN*

Stewards of Children – A Child Sexual Abuse Prevention Program (3 Hours) - Supplemental Training

Stewards of Children is a revolutionary interactive prevention program developed by Darkness to Light, a national child sexual abuse prevention organization. The program educates adults to prevent, recognize and react responsibly to child sexual abuse and to take proactive steps to protect children. Participants will hear stories from survivors, learn the "7 Steps to Protecting Children", receive a workbook detailing simple principles to child protection and be challenged to take responsibility for the safety of children. *Facilitator: Kellie Turner, M.Ed, NCC: Prevent Child Abuse Delaware*

Suicide Prevention: Saving One Community at a Time—(2hours) - Supplemental Training

This workshop is a suicide awareness and prevention training. *Facilitator: Daniel Moore, B.A.*

PCAD Training Descriptions (continued)

Key: 👍 Meets GTF training requirement 🍷 Refreshments provided ❤️ Childcare provided

Understanding Your Child's Temperament (2.5 hours) - Supplemental Training

Temperament influences a child's style of interaction as well as the way he/she understands the world. This workshop will help participants understand why temperament is and its nine key traits. Participants will also examine how temperament effects a child's behavior as well as how their temperament effects the interactions they have with the children in their care. *Facilitator: Kellie Turner, M.Ed. NCC: Prevent Child Abuse Delaware.*

What Foster Parents Need to Know About Psychotropic Medications (3 hours) - Level 2 👍 🍷 ❤️

Many children in foster care take medications to moderate their behavior or their mood so they can function in a family or school setting. During this training, foster parents will have an opportunity to find answers to frequently asked questions including: When should a child be evaluated for medications? What information do foster parents need to help the physician evaluating a child for medications? What medications are prescribed for children and what do these medications do? What are the benefits and risks? What are the side effects? What observations and information from the foster parent helps a physician monitor a child on medications? *Facilitator: Craig Strickland, PH.D., Program Director at the Behavioral Health Training & Education Network*

Working with Birth Families (6 hours) - Level 2 👍 🍷 ❤️

It is not easy for foster parents to work with birth parents who have abused and neglected their children or who continue to disappoint their children. But a child's bond with his/her parent is powerful and, no matter what happened, the child often still wants to be connected in some way with his/her biological family. Who are these birth parents anyway? Come learn how foster parents can share the parenting role with birth parents in a way that holds the best promise for a child today and tomorrow. *Kristal Roberts, MSW, LCSW: Upper Bay Adoption and Counseling Services*

Youth Empowerment (3 hours)—Supplemental Training

This workshop will discuss and have interactive group sessions on how to develop youth at finding their voices. *Facilitator: Valene Harris, MSW, MLSP*

Registration Information for PCAD Trainings

- ◆ **REGISTRATION IS REQUIRED FOR ALL CLASSES.** Please call Prevent Child Abuse Delaware, our foster parent training contractor, at **425-7490** (New Castle), **1-866-925-7223** (Kent & Sussex) to register. The phones in the Kent and Sussex offices will often have a recording on which you may leave your registration information.
- ◆ You will receive a postcard confirming your registration.
- ◆ Childcare and lunch are offered at Saturday trainings. **Please pre-register the children you will be bringing because space is limited to the first 50 children registered.**
- ◆ **Please do not bring children to a class when childcare is not offered.** The content of the classes is not for children and children cannot be left unsupervised in another room.
- ◆ Central office will issue monthly reports to coordinators alerting them to foster parents who were no-shows for the previous month. A no-show is defined as someone who is registered for training, but did not attend, and did not alert PCAD to this fact ahead of time.

** To Register with The Delaware Girls Initiative*

The Delaware Girls Initiative is an innovative partnership between local, state and federal government, the faith-based community, universities, foundations, corporations and nonprofit organizations to address the gender specific needs of girls who are at risk. The initiative is a comprehensive collaboration charged with better understanding and effectively addressing the issues faced by girls.

Contact **Joan Ciritella**, DGI Program Assistant by email at **jciritella@dcjustice.org** or by telephone at (302) 658- 7174 extension 10.

- ◆ Please include your name, telephone, e-mail and organization when you register.
- ◆ Registration closes three weeks prior to each scheduled workshop.
- ◆ Space is limited, so they encourage participants to register as soon as possible for any workshops.
- ◆ If workshops fill, they will retain a waiting list.
- ◆ If you are unable to attend a workshop you have already registered for, please contact **Joan Ciritella** so she can make your spot available to someone else.

Training Requirements of Delaware Foster Care Model

The Delaware Foster Care Model was developed by the Foster Care Task Force appointed by Governor Minner in January 2001. One of the major recommendations of the Task Force was that foster care board payments be linked to the skills, training and services provided by a foster parent rather than paying

according to the level of care of the child. The hope is that the child can be matched with the foster parent with the skills, training and ability to provide the child with services the child needs. The Division has been transitioning to the Model since its inception.

The Delaware Foster Care Model sets out training requirements (at the present time for DFS foster parents only) for each level of the model:

Basic Level 1:

Foster PRIDE pre-service training	27 hours
Module 1: Meeting the Developmental needs of Children at Risk	12 hours
First Aid & CPR Certifications	
* Supplemental training per year	5 hours

Moderate Level 2: All Requirements for Level 1 plus

Parenting With Love and Logic	12 hours
Working with Birth Parents	6 hours
Educational Surrogate Parent Training	2 hours
What Foster Parents Need to Know about Psychotropic Medication	3 hours
Specialized Training as Needed	
* Supplemental training per year	12 hours

Intensive Level 3: All Requirements for Level 1 and 2 plus

Sexual Abuse: How it Affects Our Children and How We Can Help	6 hours
Specialized Training as Needed	
* Supplemental training per year	15 hours

Intensive Level 4: All Requirements for Level 1, 2 and 3 plus

Depression in Children and Adolescents: From Sadness to Suicide Warnings	6 hours
(or)	
Mental Health in Children -Part 2	6 hours
Specialized Training as Needed	
* Supplemental training per year	20 hours

Intensive Level 5: All Requirements for Level 1, 2, 3 and 4 plus

Crisis Intervention	6 hours
Specialized Training as Needed	
* Supplemental training per year	20 hours

If you have questions about your current GTF (Governor's Task Force) level or how the GTF leveling system works, please contact your coordinator.

Promoting Safe & Stable Families

Calling All Foster Parents

Are you in need of a strength-based, family support program that can assist you with interventions and strategies in your role as a Foster Parent???

If your answer is yes. . Then the Promoting Safe & Stable Families Program (PSSF) is for you! The PSSF Program is a family support & family preservation program for parents, caregivers & foster parents who have children under the age of 18. The program is also available at the following community agencies as well:

<u>New Castle County</u>	First State Community Action Agency (302) 498-0454 Jewish Family Services (302) 420-8749 Neighborhood House (302) 778-6507
<u>Kent</u>	First State Community Action (302) 674-1355
<u>Sussex</u>	Children and Families First (302) 856-2388 First State Community Action (302) 856-7761 Connection Community Support Programs (302) 230 – 9196

Through a strength-based, family consultation process, families are able to identify and address areas of concern/stressors, mobilize their network of supports, develop action plans and goals, gain a better understanding of parent/child relationships and understanding of factors contributing to disruptive behaviors.

All PSSF services are provided free of charge to participating families. Families who actively participate in the PSSF program can expect to . . .

- Reduce their stress level •Improve parent/child relationships •Reduce family stress & isolation
- Increase their network of supports •Increase their knowledge of community resources
- Learn a different way to plan

The Promoting Safe and Stable Families Program has partner with varies agencies and individuals through out the State of Delaware.

The Delaware Fatherhood and Family Coalition goal is to increase public awareness, provide supports and stimulate a community based social movement in response to combating father absence, and encouraging healthy adult relationships. The PSSF Delaware Fatherhood/Family Coalition Strategic Initiative throughout the state of Delaware which is designed to:

- Promote Father Involvement as a Positive Influence through Increase community awareness of the importance of father involvement in the lives of their children and effectiveness of positive parenting and co-parenting through the dissemination of educational information.
- Strengthen the Delaware Fatherhood/Family Coalition through the stimulation of a broad-based positive social movement to combat father absence and promote responsible fatherhood.
- Provide educational opportunities for professionals, laypersons and parents on the subject matter of Fatherhood and Healthy Adult Relationships.

It is imperative that fathers of Delaware take an active leadership role in building and sustaining initiatives that influences the positive impacts on children. It is as important that parents develop a positive working relationship in the rearing of their children. The targeted population for the Fatherhood/Healthy Adult initiative includes but is not limited to:

- Non-residential fathers and mothers
- Residential fathers and mothers
- Teenage parents
- Adults preparing for marriage and/or in committed relationships
- Community members, non-profit, profit and community organizations
- Family and community members supporting the initiatives of the Delaware Fatherhood and Family Coalition.

For information regarding the Delaware Fatherhood and Family Coalition contact: The Life Center (302) 656-4600

Contact our referral number for service. If you reside in;
New Castle County – (302) 892-4509 – Ms. Carmella Giddins-Johnson, PSSF Intensive Family Consultant
Kent or Sussex County – (302) 739-8367 – Ms. Janette Medina, PSSF Intensive Family Consultant

Community Volunteers and Foster Parents are needed to serve as Educational Surrogate Parents!

An Educational Surrogate Parent assumes the educational parental rights for a child, receiving special education services, when the child's parent is absent and/or not able to assume this responsibility.

- Would you like to work with a school team to plan a child's education?
- Do you enjoy learning about programs and initiatives in education?
- Do you want to share your ideas with teachers?
- Are you interested in helping a child be successful in school today?

If you answered "yes" to any of these questions, please consider giving just a little of your time to make a BIG difference in the education of a child.

A training session is required for individuals who want to become Educational Surrogate Parents. Current Educational Surrogate Parents are encouraged to attend and network with new ESPs.

Others interested in learning about the special education process are always welcome to attend!

Training includes an introduction to:

- The role of an Educational Surrogate Parent (ESP)
- The federal special education law entitled *Individuals with Disabilities Education Act (IDEA)*
- Delaware special education regulations
- The Individualized Education Program

Educational Surrogate Parents are encouraged to attend and network with new ESPs.

Others interested in learning about the special education process are always welcome to attend!

Training includes an introduction to:

- The role of an Educational Surrogate Parent (ESP)
- The federal special education law entitled *Individuals with Disabilities Education Act (IDEA)*
- Delaware special education regulations
- The Individualized Education Program

REGISTRATION is REQUIRED. For more information or to register contact:

Laticia Jackson (302) 735-4210 or ljackson@doe.k12.de.us



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(302) 633-2665

Foster Care Program Manager

John Bates

Vivian Rapposelli, Secretary
Department of Services for Children
Youth and Their Families

Spring 2011

NETWORK NEWS

FOSTER FAMILY

The Department of Services for Children, Youth and Their Families

*Division of Family Services
Delaware Youth and Family Center
1825 Faulkland Road
Wilmington, DE 19805
370630*

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Our Children. Our Future. Our Responsibility.