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SAN FRANCISCO CHILDREN AND FAMILIES COMMISSION

ADDENDUM #1 TO RFQ – 06 HOMELESS TRAINING PROGRAM NOTICE OF ERROR CORRECTION AND CLARIFICATIONS

PAGE 3 IS CORRECTED TO READ:

A non-mandatory bidders' conference will be held on **May 16, 2002** at 2:30 p.m. the Commission's office at 1390 Market Street, Suite 900, San Francisco, CA.

See Next Page.

The following attachment is added to describe the “family focused guidelines” of the Work Group Suggested Curriculum Objectives.

“Families are expert partners in planning treatment and making decisions.”

- Embrace each client’s definition of family and community.
- Respect your client’s role as mother, father, grandparent, son, daughter, brother....
- Listen to, provide options, and encourage parents -- but respect that the ultimate choice is theirs.
- Work with and respect family caregiver’s decisions on how to discuss problems with their children.
- Enable teamwork, but accept the limits of service integration and provider selection a family desires.

“Help us keep our family together, safe and healthy. Do not put our family on hold.”

- Provide an atmosphere that is safe and nurturing in times of crises.
- Create goals and treatment plans for families as well as for individual clients.
- Make out-of-home placements for children the absolute last measure of resort.
- Provide in-home respite support.
- Arrange consistent and frequent family contact and support during times of crises.
- Arrange transportation for visits to family members who are hospitalized. Arrange phone contact for family members unable to visit.
- Enable your agency to respond to the family’s needs for support, resources, and/or advocacy.
- Provide activities for families that develop independence, resourcefulness and community building, e.g., self-advocacy, tutoring programs, peer support groups, parent/teacher conferences, dances, celebrations of accomplishments, community-organizing, etc.

“When our children are cared for in a way that makes us feel safe, our efforts to start and stay in treatment will be successful.”

- Not bringing children to appointments may not be an option. Create childcare options for parents to choose from.
- Respect the childcare choices and arrangements of a family.
- Provide a safe area for children at your facility.
- Do not assume that older children can be relied upon for childcare or that they can amuse or entertain themselves.
- Provide childcare options to families throughout the course of treatment; for example, during home visits, off-site appointments, intakes and other pre- and post-program sessions.

“When we come to you for help, we come for hope.”

- Encourage and build on positive behaviors.
 - Assess families based on strengths and potential.
- “Transitions are difficult. Help us make this journey smooth.”***
- Allow sufficient time for families to adjust to new providers before completely ending yours.
 - When families finish or move to new levels within a program, prepare them and inform them of what is to come and how to deal with change.
 - Provide resources after a program ends for making referrals, providing information and resource lists, responding to a family’s call for support, etc.
- “No matter how good the program or treatment plan is, if we cannot get there it does us no good.”***
- Offer flexible treatment time-slots and flexible office hours. Respect a family’s time-management issues.
 - Remain flexible when creating rules and expectations: keep in mind that a family may have many commitments and that unexpected obligations often arise that must take precedence over an appointment with you.
 - Provide transportation options.
- “Commit yourself and your organization to Family Focused Care.”***
- Commit to having consumers and their families help implement this proposal.
 - Train your staff in family-focused care principals.
 - Commit to employing past and present consumers.
 - Train your staff to handle an array of physical, mental, and learning disabilities.
 - Negotiate to stretch the cost of your unit of service to include family services, not just individual.
 - Train your staff with the help of past and current consumers of services.
 - Allow staff sufficient time and build incentives for staff to work with families who have complex and intensive needs.
 - Prepare your staff to acknowledge and deal with the different cultures, beliefs, and values that may exist between them and the families they see.
 - Have parents and current consumers formally involved in program evaluation and policy development.
 - Commit to social education...for understanding the history and politics of poverty is an important part of healing.