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Child Welfare Training Partnership

Executive Committee

- Karen Shea, FSD Deputy Commissioner
- Brenda Gooley, FSD Operations Manager
- Doreen Marquis, DCF HRD Director
- Heather McLain, IV-E Grant Manager
- Susan Roche, IV-E Education Program Director/Chair (2015-16)
- Jessica Strolin-Goltzman, Child Welfare Training Partnership Director
- Sarah Ward, CWTP Associate Director
- JB Barna, Education Program Coordinator
- Jason Elledge, Grants Manager
- Kate Clem, Business Manager

Child Welfare Training Partnership Staff

- Susan Roche, Department Chair (2015-present)
- Jessica Strolin-Goltzman, Training Director
- Sarah Ward, Associate Director
- Valerie Wood, Post-Doctoral Associate
- Jason Elledge, Grant Manager
- Kate Clem, Business Manager
- Margo Baxter, Business Generalist Support
- Susie Conte, Program Support
- Suzette Gagne, Program Support

2016-17 Workforce Team

- Jill Richard, Workforce Training Team Lead
- Janine Beaudry
- Kate Brayton
- Kate Cunningham
- Melissa Farr
- Cassie Gillespie
- Suzanne Legare Belcher

Department of Social Work Faculty and Staff

- Susan Roche, Department Chair/IV-E Degree Program Director
- JB Barna, Senior Lecturer
- Ken Bechtel, Program Support
- Kate Clem, Business Manager
- Suzy Comerford, Associate Professor
- Fiona Patterson, Associate Professor
- Ann Pugh, Senior Lecturer
- Brenda Solomon, Associate Professor
- Jessica Strolin-Goltzman, Associate Professor
- Stanley Witkin, Professor

2016-17 KFAF Team

- Jennifer Jorgenson, Team Lead
- Amy Bielawski Branch
- Janet Benoit Connor
- Sharon O’Neill
- Deidra Razzaque
- Caleb Judy
Vermont Child Welfare Training Partnership & IV-E Training grant

- **Susan Roche**  
  Associate Professor  
  Chair, Department of Social Work  
  Co-PI, Child Welfare Education

- **Jessica Strolin-Goltzman**  
  Associate Professor  
  Co-PI, Child Welfare Training  
  Lead Evaluator/PI, PSP

- **Kate Clem**  
  DSW Business Manager

- **Ken Bechtel**  
  Program Support

- **Jason Elledge**  
  IV-E Grant Manager

- **Margo Baxter**  
  Business Support

- **Julie Richards**  
  IV-E Program Coordinator

- **Jesse Suter**  
  PSP evaluation

- **Sarah Ward**  
  Associate Director

- **Valerie Wood**  
  Evaluation Post Doc

### Social Work Education

- MSW and BSW Student Traineeships
  - **BSW Program Faculty**
  - **MSW Program Faculty**

### Caregiver Training Team

- Foster, kin, adoptive
  - **Jennifer Jorgenson**  
    KFAP Team Lead  
    PSP Caregiver and services

### Staff Training Team

- FSD workforce
  - **Jill Richard**  
    Staff Team Lead  
    PSP CW training

### Research Assistant

- **Sharon O'Neill**
- **Deidra Razzaque**
- **Caleb Judy**
- **Amy Bielawski-Branch**

### PSP evaluation

- **Sarah Ward**

### Staff Team Lead

- **Pete Cudney**
- **Kate Cunningham**
- **Tabitha Pohl-Moore**
- **Melissa Farr**
- **Cassie Gillespie**
- **Janine Beaudry (PSP)**
Vermont Child Welfare Training Partnership

Vision and Mission

VISION: The Child Welfare Training Partnership’s vision is to provide a competency based training program aimed at improving the safety, permanency, well-being for Vermont’s most vulnerable children, youth and families.

MISSION: Our mission is to facilitate the knowledge and skills development of caregivers, allied professionals, and the Family Services workforce to meet the complex needs of Vermont’s children, youth and families.

STRATEGIES:

- Provide foundational training to system of care workforce and foster, kin, and adoptive caregivers.
- Use principles of implementation science to scale up evidence-informed practices among child welfare, mental health and education professionals.
- Support organizations & teams to develop healthy learning cultures.
- Offer formal educational opportunities in social work and special education.
- Utilize evaluation data to continually improve training outcomes and ultimately best practices.
Child Welfare Training Partnership
Key Accomplishments - 2016-2017

**UVM Students**

* 6 trainees in the MSW program
* 30 students enrolled in the Academy for Trauma Informed Practice in Child Welfare Mental Health and Schools through special ed. program
* 8 students received financial support and research experience through the CWTP
* UVM faculty, staff and students published articles and presented nationally on community based implementation research and evaluation related to CWTP work

**Child Welfare Workforce**

* Launched pre-service foundations training program
* Provided over 300 hours of Foundations of CW Practice
* More than tripled our online opportunities for professional development allowing increased access for the child serving workforce across the state and region.
* Offered 85 days of advanced training for 650+ participants across VT.
* Offered 30 hours of leadership development training
* 1700+ hours of coaching and consultation

**2016-2017 Accomplishments**

**Foster, Kin, & Adoptive Caregivers**

* Offered 82 competency based Foundation courses across Vermont that reached over 1000 foster, kin and adoptive families.
* Trained approx. 150 caregivers in an evidence based, trauma-informed parenting program.
* Awarded several research grants to develop a mobile app to compliment parenting program and test efficacy through a quasi-experimental design.
* Developed basic infrastructure for a caregiver mentoring program
* Collaborated on a funded grant to support training and curriculum development for LGBTQ youth in care.

**Community Partners & Misc.**

(Mental Health/Schools/Courts)

* Planned Statewide train the trainer of CANS and RPC+
* Launched Vermont e-learning website
* Expanded online training offerings
* Continue expansion of Voices at the Table: a blog for caregivers
* Developed a mobile app for foster caregivers in RPC+
* 450+ Participants in online foundations of trauma and adoption.
* Collected 500+ surveys on adoption services, assertive outreach, and anticipatory guidance for adoptive parents and guardians (QIC-AG)
* Supported 30+ professionals to return to graduate school for micro credential in Trauma informed practice.
FY 2017 the CWTP workforce training team completely over-hauled the foundations training in order to better meet the needs of on-boarding new social workers into Family Services Division. Working closely with FSD management team, the CWTP Workforce training team brought their expertise in content and adult learning to the development process incorporating new distance learning opportunities and a six-week pre-service foundations classroom training that is offered three times per year. The Workforce Training Team also offered more opportunities for experienced staff to engage in meaningful professional development opportunities that would enhance their knowledge and skills. While we continue to work towards identifying competencies across the curriculum, this restructuring addresses learning needs at all levels of the workforce.

The CWTP engages in four broad areas related to FSD workforce training and professional development: (a) New Employee Training, (b) advanced training, (c) Leadership Training & (d) coaching & consultation.
New Employee Training Program  
(Foundations)

The New Employee Training Program is comprised of three distinct and complimentary components:

1. Foundations Online  
2. Foundations Classroom  
3. Foundations Field.

Foundations Online offers immediate, convenient opportunities for new employees to work at their own pace. Participants can reflect on and practice what they learn through assignments and online interactions with the instructor and other learners.

14 required online trainings include the following:

<table>
<thead>
<tr>
<th>Workforce Foundations Online Courses</th>
<th>Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FSD New Employee Orientation</td>
<td>59</td>
</tr>
<tr>
<td>2. Protecting VT's Children: Reporting Abuse and Neglect</td>
<td>46</td>
</tr>
<tr>
<td>3. HIPAA compliance</td>
<td>22</td>
</tr>
<tr>
<td>4. Introduction to Domestic Violence</td>
<td>66</td>
</tr>
<tr>
<td>5. Intercultural Responsiveness</td>
<td>44</td>
</tr>
<tr>
<td>6. Self-Care and Secondary Traumatic Stress</td>
<td>71</td>
</tr>
<tr>
<td>7. Motivational Interviewing: Intro to Theory and Practice</td>
<td>42</td>
</tr>
<tr>
<td>8. Child and Adolescent Development</td>
<td>62</td>
</tr>
<tr>
<td>9. (YASI) Intro to the Youth Assessment &amp; Instrument</td>
<td>57</td>
</tr>
<tr>
<td>10. Substance Abuse for the child Welfare Professional</td>
<td>54</td>
</tr>
<tr>
<td>11. Permanency in Child Welfare &amp; Youth Justice</td>
<td>69</td>
</tr>
<tr>
<td>12. Collaboration and Teamwork (in development)</td>
<td>0</td>
</tr>
<tr>
<td>13. Case Documentation</td>
<td>53</td>
</tr>
</tbody>
</table>
**Foundations Classroom** engages newly hired FSD social workers in 18 days of supported, interactive learning in a classroom setting. The curriculum mirrors the case process, beginning at the front-end of a case and moving through to case closure. Participants have the opportunity to practice and observe as they integrate new skills into their professional repertoire.

**Required Classroom Modules** include:

1. Professional Values, Roles & Responsibilities
2. Engagement & Assessment - Safety Focused Practice
3. Trauma-Informed Practice
4. Court Advocacy & Engagement
5. Social Work in Complex Circumstances
6. Permanency & Independent Living

### Workforce Foundations Face to Face Classroom

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Winter 2017</th>
<th>Spring 2017</th>
<th>FY 17 Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended Foundations</td>
<td>38</td>
<td>14</td>
<td>17</td>
<td>69</td>
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<tr>
<td>Completed Foundations</td>
<td>31</td>
<td>12</td>
<td>9</td>
<td>52</td>
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<tr>
<td>Total Hours of</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>324 hrs.</td>
</tr>
<tr>
<td>Classroom Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

**Evaluation Satisfaction Results**

<table>
<thead>
<tr>
<th></th>
<th>% Met stated objectives</th>
<th>% Met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Overall Satisfaction</td>
<td>92%</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

**Competency Results**

The following eleven charts show the change from pre-training to post training in participant’s perception of their knowledge, skill, & competence in 65 areas. As you will see there was a **statistically significant increase in every item** after completion of the training program.
Foundations Classroom Competency Evaluation Results (includes Spring 2017/Fall 2017)

*All statistically significant changes*
*All statistically significant changes

**Competencies 13-18**

- Committed to actively seeking knowledge of cultural values: Retro-Pre = 8.6, Post = 9.2
- Committed to applying cultural values to decision making: Retro-Pre = 8.6, Post = 9.5
- Understand how to use supervision and coaching to improve practice: Retro-Pre = 7.3, Post = 8.9
- Can interact with coworkers and partners: Retro-Pre = 7.3, Post = 8.9
- Engage key partners in helping families reach target outcomes: Retro-Pre = 6.2, Post = 8.5
- Strategies to enhance personal safety on job: Retro-Pre = 6.7, Post = 8.5

**Competencies 19-24**

- Have strategies to enhance respect, empathy, and integrity with families: Retro-Pre = 7.3, Post = 8.6
- Have strategies to engage in open dialogue with families: Retro-Pre = 7, Post = 8.5
- Understand how to develop relationship based on trust: Retro-Pre = 8.2, Post = 8.9
- Have strategies to engage family in solution building: Retro-Pre = 6.7, Post = 8.4
- Understand dynamics of domestic violence: Retro-Pre = 6.6, Post = 8.2
- Understand how DV affects entire family: Retro-Pre = 6.7, Post = 8.3

*All statistically significant changes*
*All statistically significant changes*
*All statistically significant changes*
*All statistically significant changes
*All statistically significant changes

**Foundations Field practice** allows new social workers to gain field experience through observation, peer mentoring, coaching, and documentation review and completion. This section of foundations curriculum is structured and self-paced for workers to complete during the first 6 months of their new positions.

**Required field-based practice** includes:

1. *Child Safety Interventions*
2. *Ongoing Casework*
3. *Court and Legal Social Worker in Context*
4. *Youth Justice*
# Advanced Training Program

We offered 26 different advanced trainings over more than 42 days throughout FY17. The chart below illustrates how participants responded to each training.

<table>
<thead>
<tr>
<th>Advanced Training Course Name &amp; Dates</th>
<th># hours</th>
<th># of Participants</th>
<th>% Met stated objectives</th>
<th>% Met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Safety 7-26-2016 (ZDO)</td>
<td>5</td>
<td>30</td>
<td>84.6</td>
<td>92.3</td>
</tr>
<tr>
<td>Introduction to Family Safety Planning 12-7 &amp; 12-8-2016 5/3 &amp; 5/4 2017</td>
<td>9</td>
<td>45</td>
<td>96.1</td>
<td>100</td>
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<tr>
<td>Motivational Interviewing in Child Welfare Practice 3-16-2017</td>
<td>4.5</td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Advanced Family Safety Planning 2/9/2017 &amp; 6/13/2017</td>
<td>4.5</td>
<td>19</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Responding to Substance Abuse in CW &amp; Youth Justice (Drug Recognition &amp; ID 3-6-2017)</td>
<td>4.5</td>
<td>35</td>
<td>92.6</td>
<td>100</td>
</tr>
<tr>
<td>Substance Abuse 201 4-4-17 &amp; 4-5-2017</td>
<td>9</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Domestic Violence: How to engage m Who Use Violence Against their Part 1/12/2017 &amp; 2-23-2017</td>
<td>9</td>
<td>47</td>
<td>87.2</td>
<td>97.3</td>
</tr>
<tr>
<td>Domestic Violence – Safe &amp; Together Framework 3-8-2017 &amp; 5-4-2017</td>
<td>3</td>
<td>31</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>The Ins and Outs of 8 Day Hearings 2-2-2017</td>
<td>4.5</td>
<td>20</td>
<td>75.1</td>
<td>76.9</td>
</tr>
<tr>
<td>Rapport Building with High Risk Youth 6-5-2017</td>
<td>4.5</td>
<td>4</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>YJ Series: Harm Reduction 11-9-2016</td>
<td>4.5</td>
<td>16</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>YASI: Effective Casework 1 &amp; 2 3/21/2017 &amp; 3/22/2017</td>
<td>9</td>
<td>27</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>YASI: Refresher 3/23/2017</td>
<td>5</td>
<td>16</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Advanced Training Course Name &amp; Dates</td>
<td># hours</td>
<td># of Participants</td>
<td>% Met stated objectives</td>
<td>% Met or exceeded expectations</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------------------</td>
<td>-------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Child Welfare Response to Child and Youth Sex Trafficking – 2-3-2017 &amp; 2-17-2017</td>
<td>6</td>
<td>59</td>
<td>95.6</td>
<td>100</td>
</tr>
<tr>
<td>CQI State Case Reviewer Training 9-21-16, 4-13-17, 5-31-17, &amp; 2-17-17</td>
<td>4.5</td>
<td>50</td>
<td>90.9</td>
<td>92.9</td>
</tr>
<tr>
<td>Hope Team Training 7-1-16, 9-2-16, 11-4-16, 1-6-17</td>
<td>4.5</td>
<td>13</td>
<td>88.2</td>
<td>92.9</td>
</tr>
<tr>
<td>Chronic Neglect 4-10-2017</td>
<td>4.5</td>
<td>24</td>
<td>89.5</td>
<td>94.5</td>
</tr>
<tr>
<td>Serious Physical Abuse 4-13-2017</td>
<td>5</td>
<td>37</td>
<td>97.1</td>
<td>96.8</td>
</tr>
<tr>
<td>Youth Justice Summit 5-25-2017</td>
<td>4.5</td>
<td>77</td>
<td>87.5</td>
<td>100</td>
</tr>
<tr>
<td>Structured Decision Making: Risk &amp; Reunification 10-20-2016 &amp; 10-21-2016</td>
<td>5</td>
<td>130</td>
<td>74.3</td>
<td>78.1</td>
</tr>
<tr>
<td>Structured Decision Making for CSI 3-28, 3-29, 3-30-2017</td>
<td>5</td>
<td>108</td>
<td>83.3</td>
<td>88.5</td>
</tr>
<tr>
<td>Conducting ROSAC 12-13-2016</td>
<td>4.5</td>
<td>31</td>
<td>92.6</td>
<td>100</td>
</tr>
<tr>
<td>Working with Adolescents with Sexual Harmful Behaviors 3-9-2017</td>
<td>4.5</td>
<td>18</td>
<td>86.6</td>
<td>100</td>
</tr>
<tr>
<td>Screening &amp; Assessment Tools for Youth with Sexual Harmful Behavior</td>
<td>4.5</td>
<td>7</td>
<td>71.5</td>
<td>83.3</td>
</tr>
<tr>
<td>Building Safety thru Collab. 3-10-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child &amp; Adolescent Development 1/9/2017-1/10/2017</td>
<td>9</td>
<td>48</td>
<td>71.4</td>
<td>85.7</td>
</tr>
<tr>
<td>Engaging &amp; Supporting Families With Mental Illness 6-9-2017</td>
<td>4.5</td>
<td>13</td>
<td>54.6</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Advanced Training Hours: OVERALL AVERAGE/# courses</strong></td>
<td><strong>198</strong></td>
<td></td>
<td><strong>91.5%</strong></td>
<td><strong>92.5%</strong></td>
</tr>
</tbody>
</table>
Leadership Trainings and Coaching Institutes

Additionally, we offered 6 different Leadership & Coaching professional development opportunities in FY 2017.

<table>
<thead>
<tr>
<th>Leadership Training and Coaching Clinics</th>
<th># Participants</th>
<th>% Met stated objectives</th>
<th>% Met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective &amp; Transformative Supervision with Nicki Weld 9-22-2016 (6hrs)</td>
<td>30</td>
<td>96.1</td>
<td>100</td>
</tr>
<tr>
<td>Supervisors Learning Circle – Fundamentals of Improving Performance &amp; Addressing performance concerns 6-20-2017 (4 hours)</td>
<td>23</td>
<td>85.7</td>
<td>100</td>
</tr>
<tr>
<td>Coaching Institute 1-25 &amp; 1-26-2017 (9 hours)</td>
<td>16</td>
<td>96</td>
<td>95.2</td>
</tr>
<tr>
<td>Supervisor Learning Circle – Supervisors Role in Physical Abuse Cases 10-14-2016 (4 hours)</td>
<td>21</td>
<td>97.1</td>
<td>96.8</td>
</tr>
<tr>
<td>Coaching Clinic with CRC 2-21 &amp; 2-22-17 (5 hours each)</td>
<td>15</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Transformational Leadership using Science of the Positive 6-9-2017 (6 hours)</td>
<td>36</td>
<td>54.6</td>
<td>50</td>
</tr>
</tbody>
</table>

Totals Leadership training hours: 34 hrs 141 88.3% 90.3%
September 2016 the 1st Bi-Annual VT FSD Conference, Jeff Linkenbach as keynote speaker. This one day conference, repeated, had a total of 302 participants.

**Dr. Jeffrey Linkenbach** is a research scientist, author and consultant who brings transformative thinking to help his clients achieve their full potential. Jeff is the Director and Founder of The Montana Institute, where he is in high demand for applications of his *Science of The Positive℠* process for transformation and his expertise on the application of the Positive Community Norms approach to prevention.
Coaching, Consultation and Workgroups

District Consultation & Coaching Hours

<table>
<thead>
<tr>
<th>District</th>
<th># Consult Hours</th>
<th># Coaching Hours</th>
<th>% Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADO</td>
<td>237</td>
<td>39.5</td>
<td>17%</td>
</tr>
<tr>
<td>BDO</td>
<td>99</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>HDO</td>
<td>116</td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>JDO</td>
<td>70</td>
<td>16</td>
<td>18%</td>
</tr>
<tr>
<td>LDO</td>
<td>105</td>
<td>75</td>
<td>44%</td>
</tr>
<tr>
<td>MDO</td>
<td>133</td>
<td>27.5</td>
<td>27%</td>
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<tr>
<td>NDO</td>
<td>59</td>
<td>18</td>
<td>26%</td>
</tr>
<tr>
<td>RDO</td>
<td>41</td>
<td>16.5</td>
<td>40%</td>
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<tr>
<td>SDO</td>
<td>70</td>
<td>11</td>
<td>16%</td>
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<tr>
<td>TDO</td>
<td>41</td>
<td>15</td>
<td>48%</td>
</tr>
<tr>
<td>VDO</td>
<td>137</td>
<td>20.5</td>
<td>16%</td>
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<tr>
<td>YDO</td>
<td>31</td>
<td>126</td>
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<tr>
<td>ZDO</td>
<td>126</td>
<td>56</td>
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</table>

State wide Coaching calls

- # Consult Hours
- # Coaching Hours
- % Coaching
**District Consultation & Practice Discussions**

<table>
<thead>
<tr>
<th>Team location</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
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<tbody>
<tr>
<td>Barre</td>
<td>193</td>
<td>163</td>
<td>201</td>
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<tr>
<td>Bennington</td>
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<td>102</td>
<td>63</td>
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<tr>
<td>Brattleboro</td>
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<td>202</td>
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<td>Hartford</td>
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<td>149</td>
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<td>Newport</td>
<td>311</td>
<td>170</td>
<td>93</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Rutland</td>
<td>79</td>
<td>86</td>
<td>84</td>
<td>97</td>
<td>41</td>
</tr>
<tr>
<td>St. Albans</td>
<td>168</td>
<td>100</td>
<td>139</td>
<td>122</td>
<td>237</td>
</tr>
<tr>
<td>St. Johnsbury</td>
<td>97</td>
<td>92</td>
<td>121</td>
<td>66</td>
<td>87</td>
</tr>
<tr>
<td>Springfield</td>
<td>181</td>
<td>289</td>
<td>35</td>
<td>87</td>
<td>70</td>
</tr>
<tr>
<td>Central Office</td>
<td>265</td>
<td>58</td>
<td>252.5</td>
<td>474</td>
<td>126</td>
</tr>
<tr>
<td>Woodside</td>
<td>28</td>
<td>0</td>
<td>4</td>
<td>27</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL Hours**

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1403</td>
<td>1403</td>
<td>2802</td>
<td>2048</td>
<td>1380</td>
</tr>
</tbody>
</table>

**Total Coaching, Consultation and Workgroup Hours**

1740 hours
This year the CWTP KFAF training team successfully embarked on phase one of development of a competency model for their training program. The competencies aim to measure a caregiver’s perceived knowledge, skills, attitudes, and other characteristics (KSAOs) before and after the training. The purpose of the CWTP competency model is to provide a framework that can scaffold the key KSAOs necessary for resource families to support safety, permanency and well-being of children in the custody of the state’s public child welfare system. In FY 2016-2017, the KFAF team began to use the data from the competencies to help evaluate the efficacy of their training system to train, and inform continuous evidence informed curriculum development. Specifically, the team conducted focus groups and surveys with Resource Coordinators, Caregivers, System of Care providers, and key stakeholder groups (VFAFA, VKAP) to seek feedback for competencies. Simultaneously, the team began a systematic review of the curriculum content to identify gaps in competency instruction and began revising their curriculum.

The CWTP KFAF Team provides four broad areas of training and professional development aimed at supporting KFAF: (a) Foundations Training Program, (b) Advanced training, & (c) Online Trainings, and (d) coaching & consultation.
Foundations Training Program

The CWTP engages in 3 broad areas related to foster, kin and adoptive caregiver training: *Foundations & Fostering to Forever*, Advanced training, and Workgroups/Consultation.

**Foundations 1, Foundations 2, & Fostering to Forever Satisfaction Data**

<table>
<thead>
<tr>
<th>Foundations for Kin and Foster Care part 1 &amp; 2</th>
<th>FY 2017 # of Courses</th>
<th>FY 2017 # of Graduates</th>
<th>% Meets/Exceeds Expectations</th>
<th>%agree/strongly agree meets objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations 1 Kinship</td>
<td>13</td>
<td>145</td>
<td>85.7</td>
<td>100</td>
</tr>
<tr>
<td>Foundations 1 Foster</td>
<td>22</td>
<td>195</td>
<td>89.0</td>
<td>100</td>
</tr>
<tr>
<td>Foundations 2</td>
<td>24</td>
<td>320</td>
<td>94.5</td>
<td>99</td>
</tr>
<tr>
<td>Fostering to Forever</td>
<td>23</td>
<td>386</td>
<td>90.2</td>
<td>95.9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>82</strong></td>
<td><strong>1,046</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Satisfaction Results**

<table>
<thead>
<tr>
<th>Foundations Overall Satisfaction</th>
<th>% Met stated objectives</th>
<th>% Met or exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>98.7%</td>
</tr>
</tbody>
</table>

**Competency Results**

The following charts show the change from pre-training to post training in participants’ perception of their knowledge, skill, & competence. All changes were found to be statistically significant. *Findings show improvements in every item* after completion of the training program.
Foundations 1 Competencies (key - orange=foster; blue=kinship)

Competencies 1-6

Competencies 1-6

Understand CW Team
Understand work with Bio
Understand Laws, reg of KAF
Understand licensing regs
Understand mand. Reporting
Understand risk of allegations of abuse

Pre-foster Post-foster

Pre-Kin Post-Kin

Understand CW Team
Understand work with Bio
Understand Laws, reg of KAF
Understand licensing regs
Understand mand. Reporting
Understand risk of allegations of abuse
Aware of steps to reduce risk of allegations
Understand permanency goals
Understand trauma informed care
Aware of emotional triggers of foster youth
Aware of how my own emotional state affects child
Understand appropriate disciplinary techniques

Competencies 7-12

Aware of steps to reduce risk of allegations
Understand permanency goals
Understand trauma informed care
Aware of emotional triggers of foster youth
Aware of how my own emotional state affects child
Understand appropriate disciplinary techniques

Competencies 7-12

Aware of steps to reduce risk of allegations
Understand permanency goals
Understand trauma informed care
Aware of emotional triggers of foster youth
Aware of how my own emotional state affects child
Understand appropriate disciplinary techniques
Understand difference b/t punishment and discipline
Understand importance of clear and reasonable rules
Understand that I can't use physical punishment
Knowledgeable about non physical disciplinary techniques
Aware of need for structure and predictability
Aware of teaching, modeling, coaching, and positive reinforcement

Pre-Kin Post-Kin

Competencies 13-18
Understand typical child development
Understand how separation impacts children
Understand importance of maintaining prior relationships
Understand how to help child adjust to new home
Recognize signs of successful adjustment
Understand signs of early placement disruptions and how to avoid

Pre-Kin: 6.8, 6.8, 7.3, 6.4, 7, 6
Post-Kin: 7.6, 8.1, 8.3, 8.2, 8.7, 7.8
Knowable about ed surrogate
Understand case planning and role of caseworker
Understand basics of court
Understand bio parents may react when child is removed
Understand how positive relationships with birth parents may help child
Know importance of healthy boundaries

Competencies 25-30

Pre-Kin Post-Kin
Understand permanency options
Aware of difference b/t foster and adopt
Understand juvenile court hearing for foster child
Understand potential effects of parental incarceration
Understand how to support child whose parent has mental illness
Aware of how to respond about parental mental health issues

**Competencies 31-36**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre-Kin</th>
<th>Post-Kin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand permanency options</td>
<td>4.8</td>
<td>7.8</td>
</tr>
<tr>
<td>Aware of difference b/t foster and adopt</td>
<td>4.0</td>
<td>7.8</td>
</tr>
<tr>
<td>Understand juvenile court hearing for foster child</td>
<td>2.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Understand potential effects of parental incarceration</td>
<td>6.0</td>
<td>6.5</td>
</tr>
<tr>
<td>Understand how to support child whose parent has mental illness</td>
<td>2.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Aware of how to respond about parental mental health issues</td>
<td>2.8</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Knowledgable about discussing parental substance abuse with child
Aware of safety measures to take when parental substance use is issue
Understand importance of Family time and role
Can effectively work with caseworker and staff
Able to assist family in achieving case plan goals
Can effectively function as member of team

Competencies 37-42

Pre | Post
---|---
Knowledgable about discussing parental substance abuse with child | 2.8 | 4.5
Aware of safety measures to take when parental substance use is issue | 2.8 | 6
Understand importance of Family time and role | 4.8 | 7.5
Can effectively work with caseworker and staff | 6 | 7.4
Able to assist family in achieving case plan goals | 5.8 | 7.4
Can effectively function as member of team | 6.6 | 7.8

Competencies 37-42

Pre-Kin | Post-Kin
---|---
Knowledgable about discussing parental substance abuse with child | 5 | 7.4
Aware of safety measures to take when parental substance use is issue | 5.3 | 7.6
Understand importance of Family time and role | 6.9 | 8.3
Can effectively work with caseworker and staff | 7.8 | 8.3
Able to assist family in achieving case plan goals | 6 | 7.6
Can effectively function as member of team | 7.2 | 8.1
Can care for child's emotional and behavioral health needs
Effectively care for a child who has been abused or neglected
Effectively care for a child who has been sexually abused
Care for a child who has been physically abused
Help child victims of SA heal
Able to identify significant relationships in a child's life

Pre-Kin
Post-Kin
Can build relationships between children in home
Able to support children in regular school
Can advocate for child's fair treatment in school
Can take care of personal stress arising from caregiving
Protect myself from legal liability
Verbally communicate with child's family, staff and community

Pre-Kin Post-Kin
Can build relationships between children in home 7.7 8.7
Able to support children in regular school 7.8 8.6
Can advocate for child's fair treatment in school 8.6 8.4
Can take care of personal stress arising from caregiving 5.7 7.7
Protect myself from legal liability 7.7 7.7
Verbally communicate with child's family, staff and community 7.7 8.6
Able to help children maintain significant attachments
Able to work with bio and extended family to promote permanence
Use appropriate form of discipline for child
Have skills to manage extreme emotional reactions

Competencies 55-58

Able to help children maintain significant attachments
Able to work with bio and extended family to promote permanence
Use appropriate form of discipline for child
Have skills to manage extreme emotional reactions

Competencies 55-58

Able to help children maintain significant attachments
Able to work with bio and extended family to promote permanence
Use appropriate form of discipline for child
Have skills to manage extreme emotional reactions
Foundations 2: Competency Data

Foundations 2: Competencies 1-6

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre</th>
<th>Retro-Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of SOC FSD laws and regs</td>
<td>4</td>
<td>5.2</td>
<td>6.1</td>
</tr>
<tr>
<td>Knowledge of regs for licensed home</td>
<td>4.5</td>
<td>6.1</td>
<td>7.2</td>
</tr>
<tr>
<td>Understand I may be at increased risk of allegations or investigation of child abuse</td>
<td>6</td>
<td>5.7</td>
<td>7.1</td>
</tr>
<tr>
<td>Aware of steps to decrease risk of allegations</td>
<td>5</td>
<td>6</td>
<td>7.1</td>
</tr>
<tr>
<td>Understand rights of bio parents</td>
<td>5.4</td>
<td>4.8</td>
<td>7.1</td>
</tr>
<tr>
<td>Understand importance of family time</td>
<td>4</td>
<td>5.8</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Foundations 2: Competencies 7-13

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre</th>
<th>Retro-pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how bio parents might react to child removal</td>
<td>8.3</td>
<td>6.1</td>
<td>6.5</td>
</tr>
<tr>
<td>Understand healthy relations b/t foster and bio can help reunify</td>
<td>8</td>
<td>5.6</td>
<td>6.5</td>
</tr>
<tr>
<td>Importance of providing structure</td>
<td>8.3</td>
<td>7.6</td>
<td>8.5</td>
</tr>
<tr>
<td>Aware of teaching, coaching, modeling and positive reinforcement</td>
<td>7.2</td>
<td>6.2</td>
<td>8.4</td>
</tr>
<tr>
<td>Understand and promote healthy child development</td>
<td>7.2</td>
<td>6.3</td>
<td>8.4</td>
</tr>
<tr>
<td>Understand typical child development</td>
<td>6.8</td>
<td>6.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Understand effects of abuse on child devt</td>
<td>6.9</td>
<td>6.1</td>
<td>8.2</td>
</tr>
</tbody>
</table>
Understand that children placed in custody experience grief and loss.
Understand impact of grief and loss on child.
Understand impact of trauma on typical development.
Understand impact of unhealthy attachment on typical development.
Understand how healthy attachments develop.
Understand adolescent development differs from child development.
Understand developmental age differs from chronological age.

Understand that foster parents can’t use physical punishment.
I am knowledgeable about non-physical disciplinary techniques.
I understand typical sexual development.
I understand what grooming means in sex abuse.
I understand my role in protecting against future sex abuse.
I understand resiliency.
I am able to work with bio parents to promote permanence and well-being.

---

**Foundations 2: Competencies 14-20**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre</th>
<th>Retro-pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that children placed in custody experience grief and loss</td>
<td>7.6</td>
<td>6.4</td>
<td>8.8</td>
</tr>
<tr>
<td>Understand impact of grief and loss on child</td>
<td>7.1</td>
<td>6.3</td>
<td>6.9</td>
</tr>
<tr>
<td>Understand impact of trauma on typical development</td>
<td>6.9</td>
<td>6.0</td>
<td>8.4</td>
</tr>
<tr>
<td>Understand impact of unhealthy attachment on typical development</td>
<td>6.4</td>
<td>5.7</td>
<td>8.1</td>
</tr>
<tr>
<td>Understand how healthy attachments develop</td>
<td>7.1</td>
<td>6.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Understand adolescent development differs from child development</td>
<td>6.1</td>
<td>5.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Understand developmental age differs from chronological age</td>
<td>6.1</td>
<td>5.7</td>
<td>8.0</td>
</tr>
</tbody>
</table>

**Foundations 2: Competencies 21-27**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre</th>
<th>Retro-pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that foster parents can’t use physical punishment</td>
<td>8.4</td>
<td>7.7</td>
<td>9.3</td>
</tr>
<tr>
<td>I am knowledgeable about non-physical disciplinary techniques</td>
<td>7.8</td>
<td>6.8</td>
<td>8.6</td>
</tr>
<tr>
<td>I understand typical sexual development</td>
<td>6.9</td>
<td>6.4</td>
<td>8.3</td>
</tr>
<tr>
<td>I understand what grooming means in sex abuse</td>
<td>5.8</td>
<td>5.2</td>
<td>8.6</td>
</tr>
<tr>
<td>I understand my role in protecting against future sex abuse</td>
<td>7.7</td>
<td>6.9</td>
<td>8.9</td>
</tr>
<tr>
<td>I understand resiliency</td>
<td>7.1</td>
<td>6.4</td>
<td>8.7</td>
</tr>
<tr>
<td>I am able to work with bio parents to promote permanence and well-being</td>
<td>6.7</td>
<td>5.8</td>
<td>8.1</td>
</tr>
</tbody>
</table>
Foundations 2: Competencies 28-32

- I am able to build relationships among children in my home
- I am able to help children build healthy attachments with adults
- I am able to recognize care for children with emotional issues
- I am able to care for children who has been emotionally abused/neglected
- I am able to care for children whose been physically abused

Foundations 2: Competencies 33-36

- I am able to support children with grief and loss
- I am able to care for a child who has been sexually abused
- I am able to respond to sexual abuse disclosure
- I am able to take care of my own needs while caring for child in home


**Distance Online Learning Course**

In addition to the classroom based foundations training, we facilitate distance courses in the Foster Parent College and courses offered by the Adoption Learning Partners. Several districts accessed these options.
Advanced Training

In FY 17 we offered Advanced Training for caregivers, focusing on a particular content area and providing this material in multiple regions across the state in order to ensure that all foster, kin and adoptive parents have access to the same information. For more information regarding KFAF Evaluation Data you can visit our website: www.vermontcwtp.org

<table>
<thead>
<tr>
<th>Advanced Course</th>
<th>FY 2017 # of Graduates</th>
<th>Location</th>
<th># community partners</th>
<th>% Meets/Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver Safety Awareness</td>
<td>6</td>
<td>St. Albans</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Hartford</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Middlebury</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>LGBTQ Youth in Care</td>
<td>4</td>
<td>South Burlington</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Foster Parent Mentoring</td>
<td>10</td>
<td>Bethel and Middlebury</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Human &amp; Sex Trafficking</td>
<td>6</td>
<td>St. Johnsbury</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Parent Curriculum + (RPC+)</td>
<td>142</td>
<td>11 districts</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>186</td>
<td>24</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Specific Highlights

LGBTQ Youth in Care
In June 2016, the VT community foundations funded a grant to the Youth development program in collaboration with Outright and CWTP to develop training curriculum that meets the needs of LGBTQ youth in care. This grant focuses on ensuring that all LGBTQ youth are “placed in safe and supportive homes regardless of sexual orientation, gender identity, or gender expression, while in DCF care. We hope to accomplish this by implementing new policy and developing innovative trainings accessible to all foster parents, DCF staff, and residential programs.”
Online Course Development

**RPC+** Vermont RPC+, is an evidence informed training curriculum that Vermont adopted with support of a federal Children’s Bureau grant. The RPC+ has been well received from child welfare and mental health partners since 2016 and continues to thrive. The course is currently running (or has run) in 11 of the 12 districts in the state; involving 13 out of the 14 mental health designated agencies and all 11 of the Family Services/DCF districts. The final district will have a class beginning in January 2018. 142 people have graduated and 108 are currently enrolled in classes that are scheduled to run through 12/31/17. Classes will be restarted in many of the districts in winter/spring 2018. There are 35 active RPC+ instructors throughout the state – most of whom attended a 2-day training of trainers in the late summer. In addition to the course, the KFAF team has continued to evaluate and refine the RPC+ curriculum to include iTIPS and a Children’s curriculum.

**TIPS.** This year, we expanded the RPC+ curriculum to include Trauma Informed Parenting Skills (iTIPS) (Bielawski-Branch, Jorgenson, Breslend, Forehand, & Strolin-Goltzman, 2017), which uses an innovative music analogy to help providers and caregivers with recall and transfer of learning related to key strategies. The training program builds on evidence-informed behavioral parenting programs such as Helping the Non-Compliant Child (Long, Forehand, Wierson, & Morgan, 1994) and Parent-Child Interaction Therapy (PCIT; Eyeberg et al, 2001) while including relationship building skills similar to those in Child and Adult Relationship Enhancement (CARE; Gurwitch et al, 2016). RPC+ TIPS features elements of parent training programs known to be effective such as providing time for parents to practice skills during training, teaching parents emotional communication strategies, practices for responding consistently to children’s behaviors, and methods for creating positive adult-child interactions.

**iTIPS.** iTIPS is a mobile application that is being developed to support the transfer of learning for caregivers attending the RPC+ at home and after the conclusion of the training. Development is slated to be complete in January, with testing of the app beginning in the February 2018 classes of the RPC+.

**Children’s Group Curriculum** – KFAF Training Coordinators also developed a supplementary curriculum for a children’s therapeutic group and was trained at the Training of Trainers.
**KFAF Coaching/Workgroup Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>252</td>
</tr>
<tr>
<td>Consultations</td>
<td>304</td>
</tr>
<tr>
<td>Workgroups</td>
<td>376</td>
</tr>
<tr>
<td>Other</td>
<td>56</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>938 hours</strong></td>
</tr>
</tbody>
</table>

**CWTP Combined Workforce and KFAF Team Committees & Workgroups**

1. CANS Workgroup – Janine Beaudry
2. Caregiver Collaborative Training Committee- Janet Connor
   a. Subgroup: Safety at Training Sites- Janet Connor & Jennifer Jorgenson
5. Chronic Neglect Practice Workgroup – Cassie Gillespie
6. CSI Supervisor’s meeting – Kate Cunningham
7. CQI Steering Committee – Sarah Ward
8. Division Leadership Team – Jill Richard, Jennifer Jorgenson & Sarah Ward
9. Division Management Team – Sarah Ward
10. Foster Parent Workgroup – Jennifer Jorgenson
11. Foster Parent Workgroup sub committees:
    a. Best Practices – Caleb Judy
    b. Website & FAQ- Deidra Razzeque
13. IFS Decision-Making Committee – Kate Brayton
15. Liaison to FSD Management Team – Sarah Ward
16. LGBTQ Workgroup- Jennifer Jorgenson, Caleb Judy & Amy Bielawski-Branch & Jill Richard
    a. Subgroup: Training – Caleb Judy & Sarah Ward
18. Post Adoption Contact Agreements – Janet Benoit-Connor
19. Staff Safety Workgroup- Melissa Farr, Jill Richard & Jennifer Jorgenson
20. NE Child Welfare Training Directors Group – Sarah Ward
22. Restorative Justice Consortium – Kate Brayton
23. Trauma Workgroup – Amy Bielawski-Branch
24. Vermont Adoption Consortium Executive Committee & conference committee – Janet Connor
25. Vermont Adoption Consortium Multi-Racial Committee – Janet Connor
26. VKAP Networking Meetings – all TCs & VFAFA Conference Planning Committee – Sharon O’Neill
27. VKAP Board of Directors – Deidra Razzaque & VKAP Conference Planning – Deidra Razzaque
28. Youth Justice Workgroup – Kate Brayton
State and National Dissemination

Statewide Conferences:
- Vermont Adoption Consortium Conference
- Vermont Foster Adoptive Families Association Conference
- Vermont Kin As Parents Conference
- Family Services Division: The Science of the Positive
- Youth Justice Summit

National Presentations:

Publications:


Open Access Web-based Training Modules

Available on CWTP e-learning portal [http://training.vermontcwtp.org](http://training.vermontcwtp.org) (and youtube as available)

Introduction to Trauma Informed and Adoption Competent Practice with children and families

1. Head and Heart: The Foundations of Healthy Attachment
2. Child and Adolescent Brain Development and Behavior
   - [https://www.youtube.com/watch?v=qjRuLxCghJE](https://www.youtube.com/watch?v=qjRuLxCghJE)
3. Lifespan Development Part 1 and 2
   - [https://www.youtube.com/watch?v=qjRuLxCghJE](https://www.youtube.com/watch?v=qjRuLxCghJE)
4. Core Concepts in Trauma Informed Practice
   - [https://www.youtube.com/watch?v=QZkOILewVdA](https://www.youtube.com/watch?v=QZkOILewVdA)
5. Adoption Competency
   - [https://www.youtube.com/watch?v=s0toayOxsi0](https://www.youtube.com/watch?v=s0toayOxsi0)
6. Assessment, treatment formulation and treatment planning
   - [https://www.youtube.com/watch?v=SU7904TouA0](https://www.youtube.com/watch?v=SU7904TouA0)
7. Motivational Interviewing
   - [https://www.youtube.com/watch?v=XHoD3sDJ51c](https://www.youtube.com/watch?v=XHoD3sDJ51c)
8. Culturally Responsive Practice
   - [https://www.youtube.com/watch?v=NAbt1El5cGQ](https://www.youtube.com/watch?v=NAbt1El5cGQ)
9. Secondary Traumatic Stress Prevention
   - [https://www.youtube.com/watch?v=jLdY2k132Cg](https://www.youtube.com/watch?v=jLdY2k132Cg)
10. Trauma Informed Reflective Supervision
    - [https://www.youtube.com/watch?v=PGXnTdlQil0](https://www.youtube.com/watch?v=PGXnTdlQil0)

Parenting Videos

[https://youtu.be/DC9L6sdb6ow](https://youtu.be/DC9L6sdb6ow)

Blog, Facebook Pages, & Social Media Presence

Voices at the Table: A blog for Vermont caregivers

We now have 150 people following the blog, Voices at the Table is a treasure trove of updated information about learning opportunities for caregivers, and interesting articles written mostly by Deidra Razzaque. Anyone can access it at [http://voicesatthetable.wordpress.com/](http://voicesatthetable.wordpress.com/). The blog also has space for participants to pose questions, comment on other posts, request information and find resources.

Vermont Trauma Lens and RPC+- Facebook Pages

There are over 1500 members of the VT Trauma Lens and approximately 200+ members of the RPC+ Facebook pages which are monitored by staff.
In addition to the IV-E Training and Degree programs, there are several federal grants that are administered through the CWTP including the Placement Stability Project (HHS-ACF-Children’s Bureau) and The Quality Improvement Center for Adoption and Guardianship (sub award of federal award from HHS-ACF-Children’s Bureau). Federal grants received by CESS faculty related to the public child welfare, juvenile justice, and broader child-serving system of care workforce are more effective, and ultimately more sustainable, when they are integrated into the infrastructure of the CWTP.

Current Progress on PSP Interventions – 10/2017

1. Foundational Workforce Training and Supports
   (full implementation stage)
   - Over 500 individuals have accessed the fundamentals in TIP and Adoption Competency online modules
   - 38 students have completed the Advanced Academy in Trauma Informed practice. 30 new students in second cohort

2/3. Screening, Progress Monitoring and collaborative case planning (CANS)
   (Initial Implementation round 2)
   - 38 CANS completed of 54 new custody entrants (70%)
   - 14 Collaborative Team Meetings (25%)
   - 163 CANS administrations collected from DAs

4. Evidence Based Child Trauma Treatment
   (full implementation)
   - Supporting ARC, CPP & PCIT learning collaboratives/training in community MH
   - Trained graduate students in PCIT through upstream model

5. Caregiver Training, Supports and Mentoring
   (full implementation)
   - Over 200 participants completed RPC+
   - Launched caregiver Mentoring Program and facilitator training
   - Developed TIPS curriculum and completed 1.0 version of mobile app
   - Collected comparison data for foundations and RPC-TIPS

National Dissemination
   - 1 new publications related to project and 2 in progress
   - Service on national advisory board related to workforce development

The National Quality Improvement Center for Adoption and Guardianship Support and Preservation (QIC-AG) is a five-year project working with eight sites that will implement evidence-based interventions or develop and test promising practices which if proven effective can be replicated or adapted in other child welfare jurisdictions.
A degree in social work, regardless of focus or specialization, provides a foundational knowledge base relevant to public child-welfare practice. With the curricular focus on relational change at all levels (individual, family, group, organization, and community), social justice, and strengths, students engage the immense breadth and over-lapping connections of multiple fields of practice. Considering this work through a critical social constructionist lens, allows for immense creativity in the work where the family is the expert on their own lives and some of our taken-for-granted assumptions about child welfare can be examined.

As part of the Child Welfare and Adoption Assistance Act (1980), many social work programs across the country have partnered with state public child welfare agencies to provide federally-funded title IV-E stipends to social work students who are currently employed by, or preparing for employment in, a public child welfare agency. Vermont is one of these states.

Through the university-agency partnership, the Department of Social Work at the University of Vermont offers eligible trainees high quality professional social work education through their enrollment in the MSW program. The faculty and staff at UVM work continuously to evaluate and update the curriculum in both academic programs to respond to changes in our society and community in order to better meet the educational needs of students entering the social work profession. UVM’s collaboration with DCF through the Child Welfare Training Partnership has supported the development of curriculum.

Process and Performance Measures

1. In FY 2017, there were initially 7 trainees enrolled in the MSW Program, however one student (Luma Haddad) needed to leave for health reasons during the first semester.
2. Prospective trainees were recruited from the pool of accepted or enrolled students in the MSW program who stated an interest in child welfare work and were seeking opportunities to financially support their education.
3. Interviews for prospective trainees were conducted by: the Title IV-E DCF Project Coordinator, three FSD personnel, and the Director of the CWTP.
4. We offered traineeships to one Foundation Year MSW student (LH), two Advanced Standing students (JF & JL) and one Concentration Year MSW (AH).
5. We offered traineeships to two current DCF employees (AH & SD).
6. These new students joined two non-employee Concentration year students (CD & EF).
7. All stated Outcome Measures and all stated Output Measures, described on Page 8 of the Contract (#30084), were met.

**Education and Support Offered to Trainees while Enrolled in the MSW Program**

- Individualized contract
- Training manual
- Orientation/welcome meeting in the early fall semester
- Technical support from the Department for tuition bills, stipends, and book support
- Faculty Field Liaison work
- An opportunity to meet with former trainees who are employed by the agency
- An information meeting on the steps for employment placement in DCF
- Application & Interview opportunities in the district offices where openings have been posted.
- An exit interview/debriefing with the project coordinator to either review progress or to provide feedback.

**Field Education**

The role of field education in the traineeship, particularly field placements for trainees within the Department for Children and Families, is essential to the success of the trainee project. Trainees complete two 450-hour field placements. In the second year, they complete their placement within a district office. Trainees without prior experience in child welfare depend on this second experience for an in-depth introduction to public child welfare practice and to acquire social work skills needed to enter practice as an employee following graduation. The partnership relies on the district offices to provide high quality education and training experience to social work students; this includes the commitment to assess the trainees’ suitability for child welfare social work practice.
While the primary objective of professional social work field education is to support student development as professional social workers, these placements provide specific experience in child protection and/or juvenile services casework, learning and navigating agency policies, and collaboration with community partners.

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Student</th>
<th>Field Placement</th>
<th>Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMSW</td>
<td>Chelsea Aiken</td>
<td>Burlington High School</td>
<td>Josh Edelbaum, MSW</td>
</tr>
<tr>
<td></td>
<td>Danielle Heaney</td>
<td>Washington County Mental Health, Choice Academy</td>
<td>Cara Cascadden, MSW</td>
</tr>
<tr>
<td>CMSW</td>
<td>Corrin Drossin</td>
<td>Family Services, Burlington District Office</td>
<td>Melanie Hall, MSW</td>
</tr>
<tr>
<td></td>
<td>Jamie Favalaro</td>
<td>Family Services, Middlebury District Office</td>
<td>Britta Pirrung, MSW</td>
</tr>
<tr>
<td></td>
<td>Erin Fox</td>
<td>Family Services, Middlebury District Office</td>
<td>Karen Reynolds, MSW</td>
</tr>
<tr>
<td></td>
<td>Jenna Lee</td>
<td>UVM Medical Center Pediatric Clinic</td>
<td>Cathy Kelley, MSW</td>
</tr>
</tbody>
</table>