



FOUNDATIONS REQUIREMENTS GUIDE





Vermont Child Welfare Training Partnership (VT-CWTP)

Through its non-degree program, VT-CWTP provides training for DCF staff who work with children and families (Workforce Outreach Team), and to Vermont kin, foster, and adoptive families (KFAF Outreach Team). Your VT-CWTP Workforce Team will provide you with timely, regularly scheduled training and coaching to support you in your professional development throughout your career with DCF.

Through its degree program, the VT-CWTP offers traineeships to support MSW and BSW students who are interested in a career in child welfare.

For more information, please visit the VT-CWTP Website: <http://vermontcwtp.org/>

The **Workforce Outreach Team** is here to answer any questions you have about the training program. A list of our names and contact information can be found using the following link:

<http://vermontcwtp.org/index.php/about-the-partnership/family-services-workforce-2>

OR Call the VT-CWTP main line at (802) 656-3311.

How to use this Guide:

This Guide is intended to help you successfully navigate the Foundations program through completion, which will prepare you with necessary foundational knowledge and skills for assignment of a child welfare and/or youth justice caseload. We suggest you carefully review this Guide start to finish, then register for classroom modules and review related online trainings right away. Use the included checklists to track your progress.

Here's an overview of 4 main supports to your learning, how they interact, and how you can best use them:

- A.** This **REQUIREMENTS GUIDE** is your checklist to keep you on track – put it in the front of your binder or in a safe place that you can easily refer to and access for required signatures.
- B.** You will receive several **WORKSHEETS** through your online trainings that will serve as reflection guides for you, and connect your classroom, online and field learning. Keep these with you in a small binder or folder whether you are in the office, in the field, or in the classroom. You'll be asked to discuss some of the insights prompted by these worksheets with your supervisor, classroom instructors, and other learners. They may prompt you to ask many questions as well.
- C. PORTFOLIO:** As you go through the classroom activities, you will receive materials that you can keep in your Foundations Portfolio. Keeping an organized portfolio will help you track your learning progress, and go back to review materials if you need a refresher in the field. Your portfolio is an excellent place to keep your certificates of completion for online courses.
- D. SUPPLEMENTAL RESOURCES:** From FSD SharePoint – Workforce Development> Training & Development> Foundations Trainings. Here you will find many helpful articles, etc., to supplement the information gained online and in the classroom.



FOUNDATIONS REGISTRATION

STEP 1:

Visit the **FAMILY SERVICES DIVISION (FSD) SHAREPOINT** site. This is your central resource for everything from training registration to policy, practice guidance, forms, and letters:

<https://vermontgov.sharepoint.com/sites/AHS-DCF/FSD/SitePages/Home.aspx>

First, click on the **WEBSITE TIPS** tab on the left-hand menu. Familiarize yourself with these tips, make the site your default homepage, and make a shortcut to this site on your desktop.

Next, scroll to the **WORKFORCE DEVELOPMENT** tab (from menu on top bar) choose **TRAINING AND DEVELOPMENT** from the dropdown menu, then click **AHS LINC**. Register for the next:

- **AHS New Employee Orientation**
- **DCF New Employee Orientation**
- **AHS HIPAA Training**
- **AHS Domestic Violence Awareness Training**
- **DCF-CWTP Foundations**
- **DCF-CWTP Court and Legal Skills Simulation Lab: Being an Effective Witness in Court**

Participant Agreement: In order to support a positive, transparent, and accountable learning culture, we ask that you review the Participant Agreement prior to your first day in Foundations Classroom, at which time we'll review it together and ask you to sign it. Find it at the end of this Guide.

STEP 2:

From the **WORKFORCE DEVELOPMENT** tab, choose **TRAINING AND DEVELOPMENT** from the dropdown menu, then click **CWTP E-Learning Portal**.

Once there, set up your account:

1. For first-time users, click on the brown "Register Here for an Account" button;
2. Follow the instructions to create your account;
3. Confirm your registration through email, then;
4. Look at the online courses that correspond with each classroom module in this Guide.

Ideally, you should complete the online courses, review your reflections with your supervisor, and take advantage of related field-based opportunities as they arise *PRIOR* to the related classroom module. Please remember your username and password:

Username: _____

Password: _____

STEP 3:

If you have not done so already, complete the State of Vermont (SOV) New Employee Orientation (NEO), which can be found at <https://humanresources.vermont.gov/training/new-employee> .



FOUNDATIONS REQUIREMENTS AT-A-GLANCE



FOUNDATIONS Online

Foundations Online offers immediate, convenient opportunities for you to work at your own pace. You can reflect on and practice what you learn through assignments and subsequent interactions with the instructor, your supervisor and other learners. There are **13 online trainings required for all, 3 online trainings required by role:**

ORIENTATION TO CHILD WELFARE PRACTICES;

CULTURALLY SENSITIVE PRACTICES:

- FSD Orientation
- Protecting Vermont's Children: Reporting Abuse and Neglect (on SOV LINC)
- AHS HIPAA Training (on SOV LINC)
- Intercultural Responsiveness
- General Case Documentation and Case Note Skills

ENGAGEMENT, ASSESSMENT/INVESTIGATION, AND REASSESSMENT:

- Motivational Interviewing
- SDM System for Child Protection
- CSI Documentation (for Front-End FSWs)
- YASI License Request (for JS FSWs)

LENSES THAT INFORM OUR WORK:

- Child and Adolescent Development
- Self-Care and Secondary Traumatic Stress
- Substance Abuse
- AHS DV Awareness Training (on SOV LINC)
- Permanency

COURT AND CASE PLANNING DOCUMENTATION:

- Affidavit Writing
- Case Plan Writing (for Ongoing FSWs)



FOUNDATIONS Classroom

Foundations Classroom engages you and a cohort of peers in 18 days of supported, interactive learning. The curriculum mirrors the case process, beginning at the front-end of a case and moving through to case closure.

Foundations Classroom includes:

- **MODULE 1:**
Orientation to Child Welfare, FSD, and Your Role; Engagement; Network Development and Family Finding; Court; Safety Organized Practice (SOP)
- **MODULE 2:**
Child Safety Interventions; SDM Safety, Risk, and Risk-Re Assessment; Affidavit Writing and Working with Courts
- **MODULE 3:**
Staff Safety; Case Planning, Danger/Harm and Risk/Protection; Safety Planning; Youth Development Program and Youth Panel
- **MODULE 4:**
Developmental Trauma and Chronic Neglect; Medical Aspects of Physical and Sexual Abuse; Substance Abuse; Permanency; Domestic Violence; Youth Justice and Youth Assessment and Screening Instrument (YASI)
- **MODULE 5:**
Family Time and Reunification Assessment; Sexual Health and Abuse; Intercultural Agility; Youth Thrive; Youth Development Panel
- **MODULE 6:**
Safety Culture & Professional Dangerousness; Case Closure; Self-Care and Celebration of Completion!
- **COURT AND LEGAL SKILLS SIMULATION LAB**

CHECKLISTS, PGS. 6-11



FOUNDATIONS Field

Foundations Field practice allows you to gain field experience through observation, peer mentoring, coaching, and documentation review and completion. You “learn the ropes”, ask questions and connect knowledge with practice.

Required field-based practice includes:

- **MODULE 1:**
Family Services Worker in Context
- **MODULE 2:**
Child Safety Interventions
- **MODULES 3:**
Court and Legal
- **MODULE 4&5:**
Ongoing Casework
- **MODULE 6:**
*Youth Justice
Permanency and Independent Living*

CHECKLISTS, PGS. 12-18

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SAMPLE FOUNDATIONS SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
	Online Field	Online Field	Online Field	Online Field	Online Field
Week 1	Classroom (Mod 1)	Classroom (Mod 1)	DCF New Employee Orientation	Classroom (Mod 1)	Classroom (Mod 2)
Week 2	Classroom (Mod 2)	Classroom (Mod 2)	Classroom (Mod 3)	Classroom (Mod 3)	Classroom (Mod 3)
Week 3	Online Field	Online Field	Online Field	Online Field	Online Field
Week 4	AHS New Employee Orientation	Classroom (Mod 4)	Classroom (Mod 4)	Classroom (Mod 4)	Classroom (Mod 5)
Week 5	Online Field	Online Field	Online Field	FSD Statewide Conference	FSD Statewide Conference
Week 6	Classroom (Mod 5)	Classroom (Mod 5)	Classroom (Mod 6)	Classroom (Mod 6)	Classroom (Mod 6)
	Online Field	Online Field	Online Field	Online Field	Online Field

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FOUNDATIONS, Module 1:

Track your progress on the checklist below:

ONLINE		Complete & Certificate Saved
	Protecting Vermont’s Children: Reporting Abuse and Neglect <small>(register on AHS LINC)</small>	<input type="checkbox"/>
	FSD Orientation.....	<input type="checkbox"/>
	HIPAA for AHS Employees <small>(register on AHS LINC)</small>	<input type="checkbox"/>
	General Case Documentation and Case Note Skills.....	<input type="checkbox"/>
	Motivational Interviewing: Introduction to Theory and Practice.....	<input type="checkbox"/>

CLASSROOM	Note: Classroom sessions may shift due to instructor or space availability.			
Day 1	Intro to Training and Materials	<input type="checkbox"/>	How do I fit into the systems?	<input type="checkbox"/>
Day 2	Law, Policy, FSD Practice Model	<input type="checkbox"/>	Engagement – AI, SFS, Network Development, Family Finding	<input type="checkbox"/>
Day 3	Safety Organized Practice (SOP) Overview	<input type="checkbox"/>		

FIELD	Foundations Field – Family Services Worker (FSW) Role in Context – Pg. 12

SUPPLEMENTAL	FUNDAMENTALS in Trauma-Informed Practice (on UVM CWTP E-LEARNING PORTAL):
	<ul style="list-style-type: none"> Module 1: Family Systems Module 8: Motivational Interviewing for Family Engagement Module 9: Culturally Responsive Practice <p>Note: all FUNDAMENTALS of TIP modules are part of the same course, which requires you to complete a pre-and-post-test and each Module to complete the course and print your certificate.</p>

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FOUNDATIONS, Module 2

Track your progress on the checklist below:

ONLINE		Completed & Certificate Saved
	The Structured Decision Making (SDM) System for Child Protection.....	<input type="checkbox"/>
	Child Safety Intervention (CSI) Documentation for Front-End FSWs only.....	<input type="checkbox"/>

CLASSROOM	Note: Classroom sessions may shift due to instructor or space availability.				
	Day 1	CSI Policy	<input type="checkbox"/>	Safety V. Risk, SDM	<input type="checkbox"/>
	Day 2	Initial Engagement, Collab. with Law Enforcement	<input type="checkbox"/>	SDM Safety, Risk and Risk-Re Assessment	<input type="checkbox"/>
	Day 3	Working with Courts	<input type="checkbox"/>	Affidavit Writing	<input type="checkbox"/>

FIELD	Foundations Field – CSI Section, Pgs. 13-14	<input type="checkbox"/>
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SUPPLEMENTAL	<p>Kin, Foster and Adoptive Caregivers Online Courses (on UVM CWTP E-LEARNING PORTAL):</p> <ul style="list-style-type: none"> • LGBTQ+ 101: Caring for LGBTQ children and youth <p>FUNDAMENTALS in Trauma-Informed Practice: (on UVM CWTP E-LEARNING PORTAL):</p> <ul style="list-style-type: none"> • Module 4: Core Competencies in Trauma-Informed Practice <p>Note: all FUNDAMENTALS of TIP modules are part of the same course, which requires you to complete a pre-and-post-test and each Module to complete the course and print your certificate.</p>
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FOUNDATIONS, Module 3

Track your progress on the checklist below:

ONLINE		Completed & Certificate Saved
	Child & Adolescent Development.....	<input type="checkbox"/>
	Affidavit Writing.....	<input type="checkbox"/>

CLASSROOM	Note: Classroom sessions may shift due to instructor or space availability.				
	Day 1	Staff Safety	<input type="checkbox"/>	Case Planning and Case Documentation	<input type="checkbox"/>
	Day 2	Danger, Risk, and Protection	<input type="checkbox"/>	Risk Statements Development; Safety Planning	<input type="checkbox"/>
	Day 3	SMART, Behaviorally descriptive Case Plan Objectives	<input type="checkbox"/>	Youth Development Program	<input type="checkbox"/>

FIELD	Foundations Field – Court and Legal Skills Section, PG. 17
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SUPPLEMENTAL	<p>Vermont CWTP Open Courses (on UVM CWTP E-LEARNING PORTAL):</p> <ul style="list-style-type: none"> • Child and Adolescent Needs and Strengths (CANS) Overview <p>FUNDAMENTALS in Trauma-Informed Practice (on UVM CWTP E-LEARNING PORTAL):</p> <ul style="list-style-type: none"> • Module 2: Attachment • Module 3: Lifespan Brain Development • Module 4: Developmental Trauma • Module 11: Trauma-Informed Reflective Supervision <p>Note: all FUNDAMENTALS of TIP modules are part of the same course, which requires you to complete a pre-and-post-test and each Module to complete the course and print your certificate.</p>
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FOUNDATIONS, Module 4

Track your progress on the checklist below:

ONLINE			Completed & Certificate Saved
	Case Plan Writing for Ongoing FSWs		<input type="checkbox"/>
	Permanency in Child Welfare and Youth Justice		<input type="checkbox"/>
	Substance Abuse for the Child Welfare Professional		<input type="checkbox"/>

CLASSROOM	Note: Classroom sessions may shift due to instructor or space availability.				
	Day 1	Medical Aspects of Child Abuse and Sexual Abuse	<input type="checkbox"/>	Developmental Trauma and Chronic Neglect	<input type="checkbox"/>
	Day 2	Permanency/Wellbeing	<input type="checkbox"/>	Substance Abuse	<input type="checkbox"/>
	Day 3	Domestic Violence	<input type="checkbox"/>	Juvenile Justice and YASI	<input type="checkbox"/>

FIELD	Foundations Field – Ongoing Section, Pgs. 15-16	<input type="checkbox"/>
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SUPPLEMENTAL	Kin, Foster and Adoptive Caregivers Online Courses (on UVM CWTP E-LEARNING PORTAL):	
	<ul style="list-style-type: none"> • Caring for Opioid Exposed Infants • Commercial Sexual Exploitation of Children Training for Caregivers 	
	FUNDAMENTALS in Trauma-Informed Practice (on UVM CWTP E-LEARNING PORTAL):	
	<ul style="list-style-type: none"> • Module 6: Adoption Competency • Module 7: Assessment, Treatment Formulation and Treatment Planning 	
Note: all FUNDAMENTALS of TIP modules are part of the same course, which requires you to complete a pre-and-post-test and each Module to complete the course and print your certificate.		

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FOUNDATIONS, Module 5

Track your progress on the checklist below:

ONLINE	<p>AHS Domestic Violence Awareness Training (register on AHS LINC)</p> <p>Youth Assessment & Screening Instrument (YASI)</p> <p>License Request and Completion Verification for JS FSWs.....</p> <p>Intercultural Responsiveness.....</p> <p>Self-Care and Secondary Traumatic Stress.....</p>	<p>Completed & Certificate Saved</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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CLASSROOM	Note: Classroom sessions may shift due to instructor or space availability.			
	Day 1	Family Time and Reunification Assessment	<input type="checkbox"/>	Sexual Health and Abuse
	Day 2	Intercultural Agility	<input type="checkbox"/>	Self-Care
	Day 3	Youth Thrive; YJ Policy	<input type="checkbox"/>	Case Closure

FIELD	<p>Foundations Field – Ongoing Section, Pgs. 15-16</p>	<p><input type="checkbox"/></p>
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SUPPLEMENTAL	
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FOUNDATIONS, Module 6

Track your progress on the checklist below:

ONLINE		Completed & Certificate Saved
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CLASSROOM	Note: Classroom sessions may shift due to instructor or space availability.				
	Day 1	Safety Culture & Staff Safety	<input type="checkbox"/>	Professional Dangerousness	<input type="checkbox"/>
	Day 2	Individual Learning Plans	<input type="checkbox"/>	Closing the Learning Experience	<input type="checkbox"/>
	Day 3	HELD FOR FUTURE WITNESSING	<input type="checkbox"/>	HOORAY!	<input type="checkbox"/>

FIELD	<p>Foundations Field – Youth Justice Section, Pg. 18</p> <p>ONLY required for FSWs who will carry a youth justice caseload.</p>	<input type="checkbox"/>
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SUPPLEMENTAL	<p>FUNDAMENTALS in Adoption Competency (on UVM CWTP E-LEARNING PORTAL):</p> <p>Note: all FUNDAMENTALS of Adoption Competency modules are part of the same course, which requires you to complete a pre-and-post-test and each Module to complete the course and print your certificate.</p>
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FOUNDATIONS Field - Family Services Worker Role in Context

First, go to FSD SharePoint, click on **SAFETY CULTURE** from the top menu bar, choose **STAFF SAFETY** from the dropdown menu, and familiarize yourself with the policy, checklists, and other resources on that page.

JOB SHADOWS:

- Attend 2 Kin, Foster, and Adoptive Parent (KFAP) trainings.
- Interview 2 colleagues in your office in a role other than Family Services Worker in order to understand their role/responsibility and how to collaborate with them.

Date _____ Role _____ Name _____

Date _____ Role _____ Name _____

- Attend 1 Multi-Disciplinary Team or Act 264 Meeting. Review Coordinated Service Plan (CSP) documentation and discuss with Supervisor.

Meeting Date: _____ MIS # _____ Supervisor Initials & Date _____

- Interview a minimum of (3) Community Partners in order to understand the role of the agency and the connection/relationship to child welfare & youth justice work.

Possible partners/ roles to interview: States Attorney, Central Office Consultants, CFS contract staff, Youth Development Program staff, local mental health agency staff, etc.

Discuss and plan how and when to complete this item with your Supervisor.

Date _____ Agency _____ Name _____

Date _____ Agency _____ Name _____

Date _____ Agency _____ Name _____



FOUNDATIONS Field - Child Safety Interventions (CSI)

Work with your supervisor to prioritize and schedule shadowing/coaching opportunities with colleagues and use these checklists to track your progress. From FSD SharePoint:

REVIEW RELEVANT:

FSD POLICY (scroll to the **Other Links** section at the bottom of the page):

- Child Safety Interventions (50-68)
- Placing Children and Youth (90-98)
- Interstate Compacts (180-182)

PRACTICE GUIDANCE:

- Click on **Practice Areas** from the top menu bar, choose **Child Safety Interventions**, scroll to **CSI Guidance & Checklists**, and review all the resources up to the **Child Abuse Registry Brochure**.

SDM (in the **Databases & Portals** section, click on **SDM**, use your network login):

- Print the SDM Procedures Manual (click on **Policy & Procedures**, top right) and review the sections relating to the SDM Safety and Risk Assessments.
- Review the training PPT regarding how to use the online SDM assessments (click on **Training**, top right)
- Open and familiarize yourself with the SDM Safety Assessment and SDM Risk Assessment online form (upper left-hand menu)

REVIEW DOCUMENTATION OF 2 COMPLETE CHILD SAFETY INTERVENTIONS. Discuss with Supervisor.

Date(s) reviewed: _____ MIS # _____ Supervisor Initials & Date _____

Date(s) reviewed: _____ MIS # _____ Supervisor Initials & Date _____

JOB SHADOWS: Ideally, you should complete documentation of the shadowed activity to enhance your experiential learning. Documentation should then be reviewed by the assigned Family Services Worker and Supervisor before being included in case notes/the file. Requesting feedback on your documentation will also aid your learning.

1 PICKUP ORDER/REMOVAL

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

1 EMERGENCY PLACEMENT (Complete Placement Packet)

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

**FOUNDATIONS
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FOUNDATIONS Field - Child Safety Interventions (CSI)

2 Child Safety Interventions (1 assessment and 1 investigation) from start to finish, if possible (record additional MIS#s if not). Shadow each discrete task and record MIS# and dates below.

		MIS#: _____	MIS#: _____
INTERVIEWS	Commencement	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	Child(ren)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	Parent(s)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	Alleged Perpetrator(s)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	Collateral(s)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
SAFETY ORGANIZED PRACTICE (SOP)	Initial Home Visit	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	SDM Safety Assessment	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	Safety Plan	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	Identification of Resources & Referrals	MIS#: _____ Date: _____	MIS#: _____ Date: _____
	SDM Risk Assessment	MIS#: _____ Date: _____	MIS#: _____ Date: _____
TRANSFER OR CLOSURE	Case Determination/ IA Summary	MIS#: _____ Date: _____	MIS#: _____ Date: _____



FOUNDATIONS Field - Ongoing Casework

REVIEW RELEVANT:

ONGOING CASEWORK POLICY:

- Case Records (41-42)
- Working with Youth and Families (69-77)
- Planning with Children and Families (121-126)
- Special Casework Issues (133-140)
- Coordinating with Others (150-158)

SDM:

- **SDM Procedures Manual** – Review the sections relating to the SDM Risk Reassessment and Reunification Assessment.
- Open and familiarize yourself with the **SDM Risk Reassessment and SDM Reunification Assessment online** forms
- **SDM Overview Matrix** – FSD SharePoint>Practice Areas>Safety>Structured Decision Making

PRACTICE GUIDANCE:

- **Case Planning and Ongoing Assessment Guidance** – Practice Areas>Working with Families
- **Engaging Fathers and Incarcerated Parents** - Practice Areas>Working with Families>Family Finding and Engagement
- **Supports and Services Forms and Guidance** – Practice Areas>Working with Families
- **Safety Planning Guidance & Tools** – FSD SharePoint>Practice Areas>Safety>Safety Planning
- **Focus Areas** – Practice Areas>Safety>Focus Areas>Domestic Violence; Missing Children and Youth; Safe Sleep; Substance Use
- **Permanency Forms and Guidance** – Practice Areas>Permanency
- **Well-Being** – Practice Areas>Well-Being

DOCUMENTATION:

- **CASE PLAN TEMPLATE** and **CASE PLANNING SUPPLEMENTAL PLACEMENT INFORMATION FORM** – Practice Areas>Family>Case Planning Template



FOUNDATIONS Field - Ongoing Casework

JOB SHADOWS: Ideally, you should complete documentation of the shadowed activity to enhance your experiential learning. Documentation should then be reviewed by the assigned Family Services Worker and Supervisor before being included in case notes/the file. Requesting feedback on your documentation will also aid your learning.

2 MONTHLY FACE-TO-FACE CONTACTS, including at least one in a foster/kin caregiver home.

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

2 FAMILY-CENTERED MEETINGS such as: Family Safety Planning Meeting (FSP), Family Group Conference, Shared-Parenting Meeting

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

2 SDM RISK RE-ASSESSMENTS

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

1 FAMILY TIME COACHING SESSION (with *preference* given to Family Services Worker Observation)

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

2 SDM REUNIFICATION ASSESSMENTS

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

1 PLACEMENT CHANGE

Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

DRAFT 1 CASE PLAN (partial or complete). Review and discuss with Supervisor. Create a copy replacing roles (mother, father, etc.) for names, and include your Supervisor's feedback and case plan writing practice suggestions, to the Foundations Online Case Plan Writing course.

Date completed: _____ MIS # _____ Supervisor Initials & Date _____



FOUNDATIONS Field - Court and Legal Skills

REVIEW RELEVANT:



POLICY:

- Working with Families in Court (80-88)
- Adoption and Guardianship Services (192-196)



DOCUMENTATION:

- **Reasonable Efforts Affidavit** and **Affidavit Template** – Resource Libraries (from left-hand menu)>Forms: Practice>Subject: Families
- **Chins Flow Chart** AND **Juvenile Hearings Overview** – Practice Areas>Working with Families>Court Guidance

JOB SHADOWS: Ideally, you should complete documentation of the shadowed activity to enhance your experiential learning. Documentation should then be reviewed by the assigned Family Services Worker and Supervisor before being included in case notes/the file. Requesting feedback on your documentation will also aid your learning.



ATTEND 1 TEMPORARY CARE HEARING. Review related documentation and discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



ATTEND 1 MERITS HEARING. Review related documentation and discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



ATTEND 1 DISPOSITION HEARING. Review related documentation and discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



ATTEND 1 PERMANENCY HEARING. Review related documentation and discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



ATTEND 1 TERMINATION OF PARENTAL RIGHTS (TPR) HEARING. Review related documentation and discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



ATTEND 1 CASE PLAN REVIEW. Review related documentation and discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



REVIEW 1 AFFIDAVIT and highlight relevant information. Discuss with Supervisor.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



DRAFT 1 AFFIDAVIT (complete or partial). Review and discuss with Supervisor. Create a copy replacing roles (mother, father, etc.) for names, and include your Supervisor's feedback and affidavit writing practice suggestions to the Foundations Online Affidavit Writing course.

Date reviewed: _____ MIS # _____ Supervisor Initials & Date _____



FOUNDATIONS Field - Youth Justice

Additional Field Practice for those who will carry a youth justice caseload. From FSD SharePoint:

REVIEW RELEVANT:

- POLICY:**
 - Working with Adolescents and Justice-involved Youth (160-178)
 - PRACTICE GUIDANCE – Practice Areas>Youth>**
 - **Case Planning and Services for Youth – Guidance**
 - **Probation and Youthful Offender Forms and Guidance**
 - **Woodside Forms and Guidance**
-

JOB SHADOWS:

- ATTEND 1 DELINQUENCY HEARING.** Review related documentation and discuss with Supervisor.
Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

- ATTEND 1 8-DAY HEARING.** Review 8-day hearing packet and discuss with Supervisor.
Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

- ATTEND 1 YASI PRE-SCREEN ASSESSMENT INTERVIEW.** Review YASI results and discuss with Supervisor.
Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____

- ATTEND 1 YASI FULL SCREEN ASSESSMENT INTERVIEW.** Review YASI results and discuss with Supervisor.
Date shadowed: _____ MIS # _____ Supervisor Initials & Date _____



Approval for Caseload Assignment

FSW: _____ **Date of Hire:** _____

Supervisor: _____ **District Office:** _____

6-Month Performance Evaluation Due Date: _____

The Family Services Division is committed to an effective and sustainable onboarding process. In an effort to support employee retention and build the infrastructure for a positive learning culture, Supervisors will use the following guidelines to inform decisions about the pacing of case assignment for new Family Services Workers and balance the need to attend training with the workload demands on current staff.

There are a number of considerations for Supervisors and Directors when deciding the benefits of case assignment during the onboarding and probationary period, such as:

- ✓ Readiness and confidence level of the individual employee
- ✓ Ability of the Supervisor to allow protected training time for employee
- ✓ Capacity of the team to cover the workload
- ✓ Contribution to the employee’s learning and the 6-month evaluation process

If a Supervisor and Director determine that an FSW will benefit from case assignment at 2 months they may proceed with assignment request as follows:

Duration of Employment	Maximum # of Simultaneous Cases
0 – 2 months	No cases
2 – 4 months	2 cases
4 – 6 months	4 cases
6 months+ (prior to training completion)	6 cases

Provisional Caseload Assignment Approval
(plan for Foundations requirement completion in place)

Final Caseload Assignment Approval
(Foundations requirements complete)

SEE BACK OF FORM FOR SIGNATURES



Approval for Caseload Assignment

All requirements must be completed by the 6-Month Evaluation.

The undersigned approve this request for provisional or final approval for caseload assignment. Ideally, the FSW, Supervisor and VT-CWTP Training Coordinator will discuss the FSW's onboarding experience within the 6 month probationary period and develop an Individualized Learning Plan for continued professional development.

- Supervisor** reviews checklist with **FSW**, identifies next steps for training and development and submits request to **VT-CWTP TC** for signature, then for approval to the District Director.
- District Director** reviews request with Supervisor, approves plan for employee training and development and submits request for signature to the Operations Manager.
- Operations Manager** reviews request and proposed plan with District Director and provisionally approves/denies case assignment.
- Operations Manager** scans final signature page to employee and emma.baird@uvm.edu for uploading to the employee training record.

Family Services Worker Signature

Date

Supervisor Signature

Date

District Director Signature

Date

VT-CWTP Training Coordinator Signature

Date

Operations Manager Signature

Date



FOUNDATIONS Classroom – Participant Agreement

In my effort to demonstrate that I am open to learning, examining and practicing the knowledge and skills required of me in my new role I agree to the following guidelines:

I AGREE TO:

■ ATTENDANCE AT 18 DAYS OF FOUNDATIONS FROM 9:00 – 4:00

- Arrive on time in order to respect other participants, trainers, and to receive all necessary content
- Be present for the full day of training in order to receive full credit

■ EXCUSED ABSENCES

- Seek approval from my Supervisor if I plan to be absent from training
- Notify the Foundations Training Coordinator of my absence

No more than 3 absences from Foundations classroom training are allowed without exceptional circumstances.

■ TRAINING WAIVERS

- Seek a waiver for any training content in which I feel knowledgeable and skilled so that the time and energy I spend in training is as relevant to my learning needs as possible

■ ACTIVE PARTICIPATION

- Actively listen and participate in the classroom, as this allows for my best learning and supports the learning of the group

■ CELL PHONES

- Attend to my cell phone sparingly, keep it on *silent*, and respond to messages only at breaks and lunch
- Let the Instructor know if I am expecting an urgent message or have an emergency

■ PRE-REQUISITE WORK

- Do my best to complete pre-requisite work prior to the related training date to improve my understanding of the material and prepare for active classroom participation

■ SIGN-IN SHEETS

- Sign-in each day I'm present;

If you do not sign in at a training you will not receive a Certificate of Completion and the training will not be listed on your Training Record even if you were present.



FOUNDATIONS Classroom – Participant Agreement

I UNDERSTAND THAT:

■ TRAINING EXPECTATIONS AND GROUP AGREEMENTS

- I will be asked, along with the rest of my Foundations cohort, to create Group Agreements regarding how we can best support each other in our learning. We will use these Group Agreements as a learning contract.
- I will refer to these Agreements and/or let a VT-CWTP Training Coordinator know if something is getting in the way of group or individual learning.

■ CERTIFICATES OF COMPLETION

- I will receive a Certificate of Completion by email when I've successfully completed a training;
- I should keep my Certificates of Completion in a paper or electronic file;

■ TRAINING RECORDS

- My registration for, and successful completion of, each training is recorded for future reference on SOV-LINC (classroom) and/or the VT-CWTP E-Learning Portal (online).

■ PERFORMANCE EVALUATION

- Performance Evaluation is an essential tool that my supervisor and I will use to guide my professional development.
- A significant portion of my 6-month probationary Performance Evaluation will be based on participation in training and efforts to transfer learning into the field;
- My participation in classroom and on-the-job learning is an extension of my professional self;
- There is an established feedback process between VT-CWTP and each district office, which informs my Performance Evaluation and ongoing learning plan.

■ TRANSPORTATION AND ACCOMMODATIONS

- When possible, I will carpool with colleagues and use a Fleet Car to and from trainings.
- If a multi-day training requires travel more than 60 miles one-way, I may seek approval for overnight accommodations from my District Director. Districts are responsible for securing overnight accommodations for their employees.

■ ONGOING COACHING AND FIELD-BASED PRACTICE

- As I discover practice areas for which I'd like further individual, team, or full-staff professional development, I'll discuss with my supervisor and reach out to the VT-CWTP Training Coordinator (TC) in my District for support.

Participant Signature

Date