FY 24

ANNUAL REPORT

Prepared by:
Nicole Breslend, Ph.D., VT CWTP Program Evaluator
Nicole.Breslend@uvm.edu

THE UNIVERSITY OF VERMONT EDUCATION AND SOCIAL SERVICES

VERMONT

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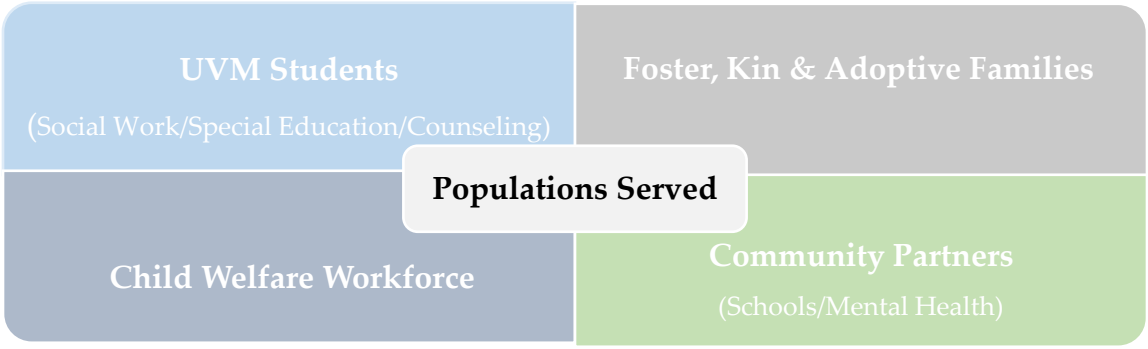
Vermont Child Welfare Training Partnership
Vision and Mission

VISION: The Vermont Child Welfare Training Partnership's vision is to provide a competency-based training program aimed at improving the safety, permanency, and 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 and 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.



Faculty, Staff, and Executive Leadership

College of Education and Social Services Faculty & Staff	Leadership Team
• **Jan Fook, *Professor & Chair*** • **Kelly Melekis, *Associate Professor & Interim Chair*** • Ken Bechtel, *Program Support* • Simon Chan, *Associate Professor* • Kate Clem, *Business Manager* • Suzy Comerford, *Associate Professor* • Cassie Gillespie, *Lecturer* • Danielle Jatlow, *Lecturer* • Jen Putney, *Associate Professor* • Jean Sienkewicz, *Lecturer* • Brenda Solomon, *Associate Professor & IV-E Degree Coordinator* • Jessica Strolin-Goltzman, *Professor, CWTP Director of Evaluation* • Christine Velez, *Assistant Professor*	• **Jennifer Jorgenson, *Director and PI*** • Thomas Carlson, *Assistant Director* • Janine Beaudry, *Program Manager* • Tammy Leombruno, *Program Manager* • Jill Richard, *Program Manager*
Training and Coaching Specialists	**Administrative and Staff**
• Umesh Acharya • Amy Bielawski Branch • Chynah Rae Boise • Shabnam Cota • Pete Cudney • Kate Cunningham • Christa Mordoff • Sharon O'Neill • Deidra Razzaque • Leslie Stapleton	• Margo Baxter, *Grant Support Specialist* • Emma Baird, *LMS Administrator* • Kadina Malicbegovic, *Program Generalist* • Jessica Bunce, *Instructional Designer*
Evaluation & Research-Based Practice Team	
• **Jessica Strolin-Goltzman, *Director of Evaluation*** • Nicole Breslend, *Program Evaluator*	

Director's Statement

Looking back over this past fiscal year, there are so many examples of exciting work that the amazing staff at the partnership have developed and delivered. I am excited to highlight some of the work in this Annual Report. This past year saw a finalized development, and roll out, of a revised Foundations Training for Workforce, continued organizational/systems change work, JEDI focused organizational work, a SDM focused Child Welfare Summit for FSD and the Judiciary, a Youth Justice Summit, a new season of podcasts, and much more. In addition to our regular programming, training, and support provided to the kinship, foster, and adoptive families and the child welfare workforce (FSD employees) throughout Vermont, we also had the pleasure of hosting a large national event.

The VT Child Welfare Training Partnership, the Social Work Department at UVM, and the State of Vermont's Family Services Division collaboratively hosted the 2024 National Title IV-E Roundtable from May 21st to 23rd, 2024, in Burlington. UVM's mascot Rally Cat, CESS Dean Katie Shepherd, and FSD Deputy Commissioner Aryka Radke kicked off the three-day event. Over 400 attended the annual gathering, with representatives from public and tribal child welfare agencies and their university partners from across the country. Of the almost 400 in attendance, Vermont Family Services Division had 36 staff in attendance. The goal of the Roundtable is to share resources to build a strong child welfare workforce through training and education. These are certainly challenging times for any social service system and of course for child welfare in particular. In recent years, many different social movements have drawn attention to the bigger issues which affect us all, such as the rise in hate crimes and the importance of "Black Lives Matter". Often though, in addressing macro concerns, it is easy to lose sight of how such global movements intersect with the everyday experiences of workers, children, families, administrators, and managers. The Roundtable aimed to stimulate further discussion on the concepts. This year's theme was *Transforming Child Welfare: The Aims and Gains of Social Movements and the Vision and Voice of Everyday Lives*.

The theme's focus on transformation of child welfare was bookended each day with keynote speakers, plenary speakers, and closing remarks in addition to the 35 workshops offered. Rebecca Jones-Gaston, the Commissioner of the Administration on Children, Youth, and Families, Corey B. Best of Mining for Gold, and Brenda Solomon Ph.D. of the UVM Social Work department offered thought provoking and inspiring messages to all in attendance. Two panels were additionally held providing focus on voices in child welfare. One panel facilitated by Dr. Tabitha Moore highlighted voices of professionals working at the intersection of activity and systems change. The second panel facilitated by Corey B. Best raised the voices of and experiences of parent knowledge curators. There was positive feedback and evaluations from those in attendance, not only the hospitality and opportunity to "experience Vermont and UVM", but most importantly the focus on raising voices of those impacted by the child welfare system and room to share experience and talk openly about needed systems change. It was a wonderfully inspiring way to round out the year.

With much gratitude,

Jennifer Jorgenson, LICSW
Director, VT CWTP

IV-E National Roundtable

Key Accomplishments

FOSTER, KIN, & ADOPTIVE CAREGIVERS

- 552 caregivers completed Orientation
- 550 caregivers completed Foundations online or in person
- Major revisions to our caregiver foundational (required) course:
  - Launch of revised Foundations Learning Network companion DVD set
  - Ongoing revisions to Orientation training
- Supported ongoing revisions of the National Child Traumatic Stress Network (NCTSN) Resource Parent Curriculum (RPC)
- Began planning statewide Kin, Foster, and Adoptive Caregiver Conference, slated for fall 2024

CHILD WELFARE WORKFORCE

- Launch of revised Foundations training, including addition of role specific weeks
- Advanced Sexual Abuse Practicum: 4 days of advanced content and multi-disciplinary collaboration building-cross trained with Department of Corrections
- Youth Justice Summit to foster increased connection and collaboration across FSD, the Judiciary, and the Bar
- Child Welfare Summit focused on structured decision-making tools, including FSD, Judiciary, and the Bar.
- Effective Engagement of Families Impacted by Domestic Violence Domestic Violence Practicum offered
- Continued implementation of SDM new manual and facilitated bench bars

COMMUNITY PARTNERS & MISCELLANEOUS

- Over 300 community partners were trained in the online Fundamentals of Trauma-informed and Adoption Competency
- Center for Adoption Support & Education National Training Institute's (NTI) Advancing Practice for Permanency & Wellbeing Training Access
- Trauma-Informed School-Based Practices training
- Trauma-Informed Parenting Skills and Strategies online learning
- Restorative Approaches online module in partnership with UP for learning

UVM STUDENTS

- 7 MSW students
- 4 FSD employees
- 450 hours of field completed by each trainee

THE SOCIAL WORK LENS PODCAST

Hosted by: Cassie Gillespie, MSW

…. first episode "Hoarding & Squalor" aired on 4/16/2020
…. number one episode is "Special Mini-Series: Race and Racism in Child Welfare, Part 1, Vermont's Child Welfare Workforce" and has **865** downloads
…. most recent episodes are a mini-series "The Triple Intersection of Trauma, Neurodiversity, and Gender Diversity"
…. has **14,240** total all time downloads
…. had **581** downloads in June of 2024 in **44** US states (with the highest concentration in Vermont & New England) but also had international downloads in Australia, UK, Canada, Germany, Egypt, Belgium, Japan, Zimbabwe, Ireland, Norway, South Africa, Israel, Kenya, Morocco, New Zealand, Puerto Rico, and Sweden

Find us at https://vermontcwtp.podbean.com/ or on apple podcasts

Looking Ahead

Looking ahead to the coming year, we look forward to expanding our capacity building and transfer of learning coaching opportunities for foster and kin caregivers and DCF/FSD district offices across the state. In addition to offering the foundational training and advanced offerings for both audiences and a new season of the Social Work Lens podcast, we are excited to host a number of statewide summits and conferences.

VT CWTP will host:

- a statewide Child Welfare Summit II for the judiciary (GALs, attorneys, judges) and FSD staff on September 13th in South Burlington
- a statewide conference for kin, foster, and adoptive caregivers November 9th at Sugarbush resort
- a statewide Youth Justice Summit (for Judiciary and FSD staff) in Montpelier in May 2025
- a two-day statewide FSD conference focusing on a resilient workforce for resilient families in May 2025

Activities and Services Provided

As part of the Vermont Child Welfare Training Partnership's internal tracking and evaluation system, team members record the distribution of their IV-E supported time spent providing specific forms of support. This includes support in the following categories: case reviews, coaching, consultation, curriculum development, training, and workgroup participation. In reviewing the data for fiscal year 2024, VT CWTP trainers provided 9530 hours of support to the state's child welfare system. Of those hours of support, 54% (5139 hours) was curriculum development, 16% (1500) was direct training with DCF and community partners, 9% (875 hours) was coaching and consultation, 7% (688 hours) was workgroup participation, and 13% (1279) of IV-E eligible work did not fall into any of these above categories. Figure 1 provides a visual breakdown of the distribution of support across activity types. Figure 2 provides the percentage of support provided to each district.

9530 Total Hours
Provided to DCF
and System of Care

Figure 1. *Support by Activity Type*

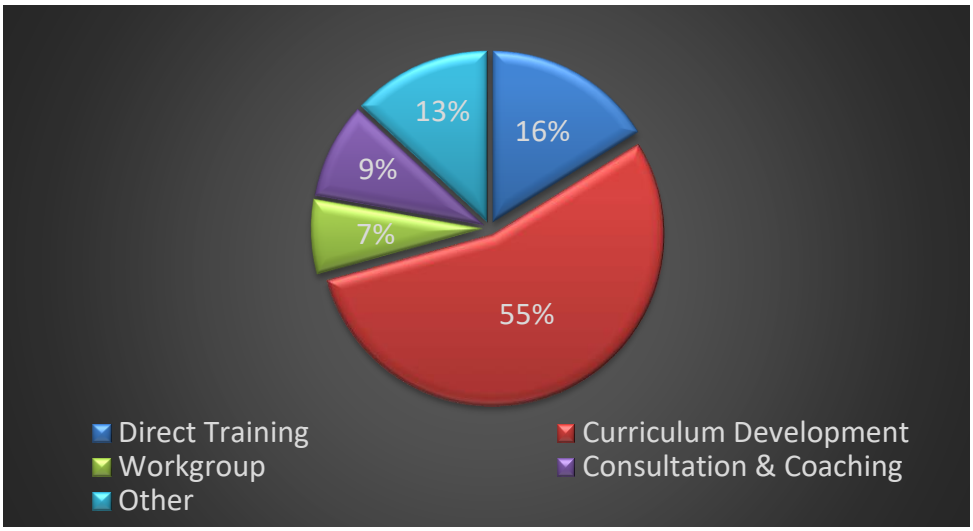
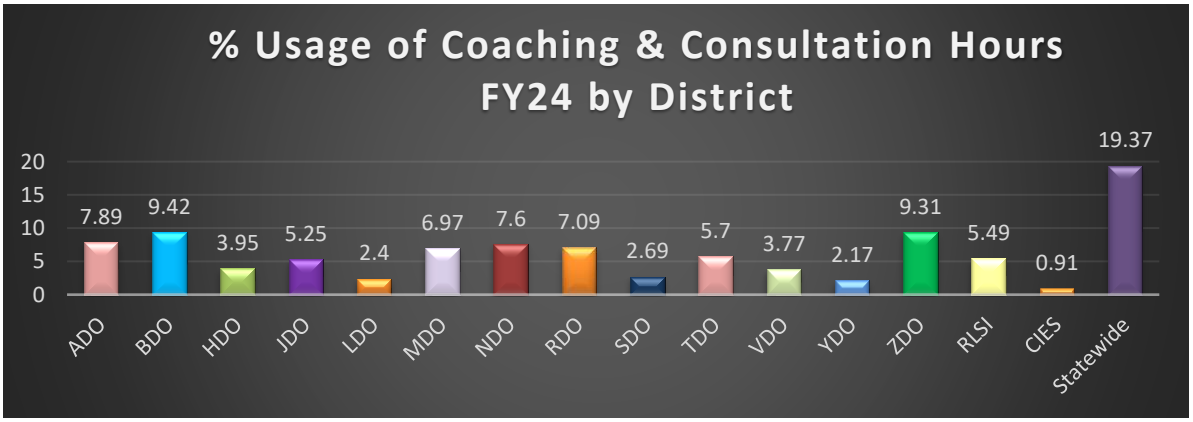


Figure 2. *Support by District*



Training Innovations, Updates, & Announcements

Foundations of Child Protection and Youth Justice Practice Curriculum Revision

Over the past year, VT-CWTP substantially revised its *Foundations of Child Protection and Youth Justice Practice* curriculum for FSD workforce, which was piloted at the end of FY24. This revision sought to address many complex and competing priorities communicated through evaluations and conversations with participants and supervisors over the past few years and was informed by responses to a widespread stakeholder survey completed during FY23.

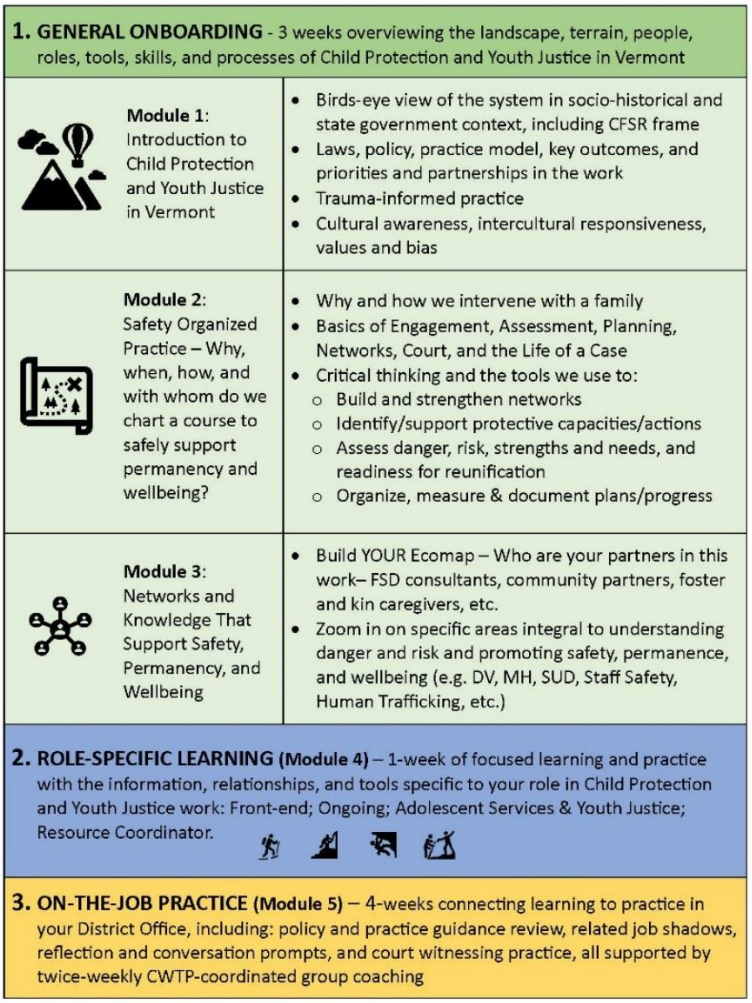
Notable priorities include (but are not limited to):

- ✓ Providing foundational training immediately after hiring to support increased understanding, confidence, competence, and availability to balance workload pressures in their district offices
- ✓ Providing general, then targeted, knowledge and skills sequentially within a stable learning community to support increased understanding, confidence, and competence
- ✓ Providing each of the major roles (Front-end, Ongoing, JJ/JS, RC) targeted foundational learning. This includes experienced staff switching to a different role
- ✓ Providing organized and supported transfer of learning from classroom to on-the-job
- ✓ Providing more consistent, streamlined YASI certification and Witnessing training
- ✓ Balancing the benefits and drawbacks of in-person, virtual, and online learning

The priorities above were addressed through the following (among other things):

- ✓ Overall decrease from 16 weeks to 8 weeks for training completion
- ✓ Availability of three consistent sessions per year
- ✓ Enhanced Onboarding Guide to support immediate, self-paced onboarding and on-the-job learning between sessions
- ✓ Integrating, overlapping, and revisiting major competency areas and threads throughout the curriculum
- ✓ Participants no longer joining "mid-stream" to support sequential learning and learning community development
- ✓ Three weeks of general onboarding for all participants, with targeted community-building activities
- ✓ One week of role-specific learning (Front-end, Ongoing, JS/JJ, or RC) for all participants following the three general onboarding weeks. This is also open for experienced staff to learn a new role
- ✓ Four topical, district-based practice weeks, supported through bi-weekly virtual coaching sessions
- ✓ Integration of the YASI certification/coaching, as well as the Witnessing Skills learning series, within the Foundations curriculum

Foundations of Child Protection & Youth Justice Practice AT-A-GLANCE



This training employed an innovative hybrid design:

- ✓ Online, asynchronous modality for individual technical/didactic learning (efficient and effective; once developed requires minimal resources)
- ✓ In-person, cohort modality for interactive adaptive/skill-based learning (resource heavy, but highly interactive and makes best use of participant and trainer time for in-depth adaptive learning)
- ✓ Virtual, synchronous modality for interactive on-the-job coaching/transfer of learning (efficient and effective; requires minimal resources while maintaining the benefits of interactive group learning/coaching)

Continuing the Conversation of Mandated Reporting in Vermont: Supporting Communities to Support Families

Vermont adopted its Mandated Reporting law in response to requirements embedded in the 1974 federal CAPTA legislation. The law, originally codified in Vermont in 1982, has been amended many times since then and has shaped the statewide response to identifying and noticing families whose children are vulnerable and at risk of abuse or neglect.

For over a year, the Vermont Child Welfare Training Partnership has been digging into the topic of mandated reporting of child abuse and neglect to revise the mandated reporting training in Vermont. It is a complex and layered topic that elicits strong emotions and reactions from providers and families across the country.

The current child welfare system serves dual purposes: providing needed services and supports to families and, when indicated, removing children from families. Because of this dual purpose, mandated reporters often make reports to child protective services (CPS) so families can receive services, even when reporters themselves do not believe children are being severely maltreated. This practice subjects many marginalized families to traumatizing investigations and intrusive, expansive surveillance (Fong, 2020; Casey Family Programs). Dr. Tamara N. Hunter, Executive Director of the Los Angeles County Commission for Children and Families suggests that "Mandatory Reporting in its current iteration is a deeply flawed and ineffective policy response to our societal responsibilities to ensure that children are not harmed." As a result, LA County is shifting their approach to mandated reporting to include an alternative, less invasive, and more supportive response.

The potential consequences of mandated reporting include impacts on families, the system, and on practitioners. These consequences include:

- Increased scrutiny and involvement of poor families, families of color, and indigenous families in the child protection system.
- Focus on reporting redirects needed resources from the community level and existing useful services and resources are overlooked and not provided.
- Stigma from system involvement and fear of system intervention are imposed on existing supportive networks, often resulting in non-disclosure of important needs and concerns.
- An excess of inappropriate reports burden the system.
- A large percentage of reports are not accepted, without a requirement for follow-up. These families may not otherwise receive services and be reported solely for the purpose of creating a "track record". This may bias the decision-making of future reports for that family.

High stakes and high consequences for families and communities, combined with a complex system of policies and laws, compel all providers working with families to be knowledgeable about the decision to report. To consider all possible pathways to safety and well-being for a child or family, as well as the consequences – the benefits AND the drawbacks of a request for state intervention into a family. Let's imagine a new approach.

Training and Professional Development Program FY24 Program Highlights

Vermont Child Welfare Training Partnership Mines for Gold

"The premise is that each and every one of us has proverbial ounces of gold, right? In us. We recognize humanity in all people. And then when it comes to race and racism, right? We know that there is some dirt and … we have to sift aside some dirt in order to mine for gold." – Corey B. Best

In the fall of 2022, in response to a long-standing desire to do more, the Vermont Child Welfare Training Partnership began a relationship with Corey B. Best and Mining for Gold (MFG). The goal was to do MORE. More than talk about anti-racism. More than wonder about the existing possibilities to influence systems change. More to get our own house in order to engage the child welfare system in conversations about racial trauma, disproportionality, and justice.

Corey B. Best is a Black father, community organizer, activist, and leader. Originally from Washington, DC, Corey now resides in Florida. Corey has attached himself to "justice doing" — a movement and never-ending journey of being guided by the principled struggle to advance racial justice within this nation's child welfare and human service delivery systems. *Mining For Gold* embraces the universal application of co-design and community organizing to guide child and family serving systems toward a more robust, ideal, and healing way of thinking and practicing. This approach centers the knowledge, proximity, and experiences of those who are most impacted.

The work with Corey focused on racial healing, accountable relationships, and curiosity as a means to confront oppression, white supremacy, and racist histories within our own organizational context. By centralizing principles of racial justice, liberation, and belonging, our team evolved our understanding of racism and white supremacy in our organization, profession, culture, habits, thinking, and emotions. We examined, tussled, grappled, reflected and FELT how racism and white supremacy impact our ability to connect with our own and others' humanity. We learned to recognize and stand up to the realization that the child welfare system is historically bound up with white supremacy, classism, and other forms of oppression. State and federal intervention in families has been weaponized against Indigenous people, black people, and immigrants. People living in poverty have been subject to undue scrutiny and surveillance. People with substance use disorder, mental illness, or disability have been further traumatized by unresponsive systems.

The evolution of VT CWTP's work with Corey takes on many forms including the use of VT CWTP staff clusters, podcasts, and the invitation of Corey to keynote Vermont's recent Title IV-E National Conference. First introduced in our work with MFG, each cluster (made up of 4 – 5 staff) was charged with digging into one angle of the eugenics movement. Eugenics, a "scientifically erroneous and immoral theory of 'racial improvement' and 'planned breeding'", had roots at the University of Vermont through the research of Henry Perkins and his administration of the Vermont Eugenics Survey. The culmination of this team-based action research resulted in shared learning about the insidious nature of racism, in this case that which emerged and was implicated in scientific research, political agendas, and social and educational public policy development.

The clarity of mission pushed us to ACT to progress racial justice, liberation, and belonging within our sphere of influence and to construct spaces where freedom, love and hope prevail. With this support and vision, we are poised to diffuse ideas and practices that advance these principles of common humanity across Vermont through our work with Vermont's child welfare system.

For additional details about Corey's work and the thinking that informs our ongoing antiracism work in child welfare, consider listening to the three-part podcast series, Child Welfare with Justice as the Throughline, on The Social Work Lens.
https://vermontcwtp.org/child-welfare-with-justice-as-the-throughline-part-1/
https://vermontcwtp.org/child-welfare-with-justice-as-the-throughline-part-2/
https://vermontcwtp.org/child-welfare-with-justice-as-the-throughline-part-3-nurturing-freedom-dreams/

Workforce Training Program

Training Evaluation Outcomes

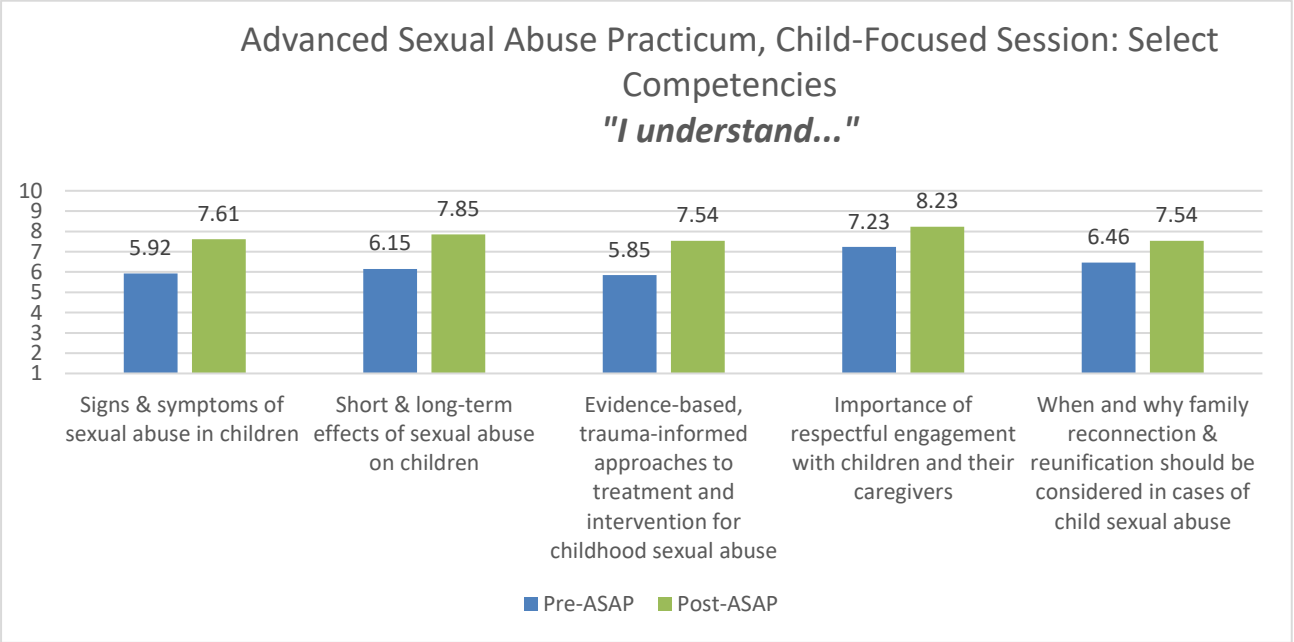
Workforce Training Course Title	FY 24 Type of course	FY 24 # of Graduates	FY 24 # Evaluations Completed	% Meets/Exceeds expectations	% Agree/Strongly Agree Meets Objectives
Fall 2023 Foundations	Hybrid	23	11	91%	100%
Circle Keepers	In-Person	14	14	100%	100%
Youth Justice Summit	In-Person	102	5	100%	100%
Advanced Sexual Abuse Practicum: Child Focus Session	In-Person	14	13	100%	100%
Advanced Sexual Abuse Practicum: Adult Focus Session	In-Person	25	14	93%	86%
Using Circles to Support Office Culture	Virtual	6	4	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported
Domestic Violence Practicum	In-Person	18	6	83%	83%
Child Welfare Summit	Virtual	263	0	No Evaluations Completed	No Evaluations Completed
Safe and Together: An introduction to the Model	Online	33	0	No Evaluations Completed	No Evaluations Completed

Overall Evaluation Findings

% Met Objectives	% Met or Exceeded
95%	95%

Workforce Training Program

Workforce Training Evaluation Highlight:
Advanced Practicum on Child Sexual Abuse, Child-Focused Session



**Note: data for all competencies assessed available upon request*

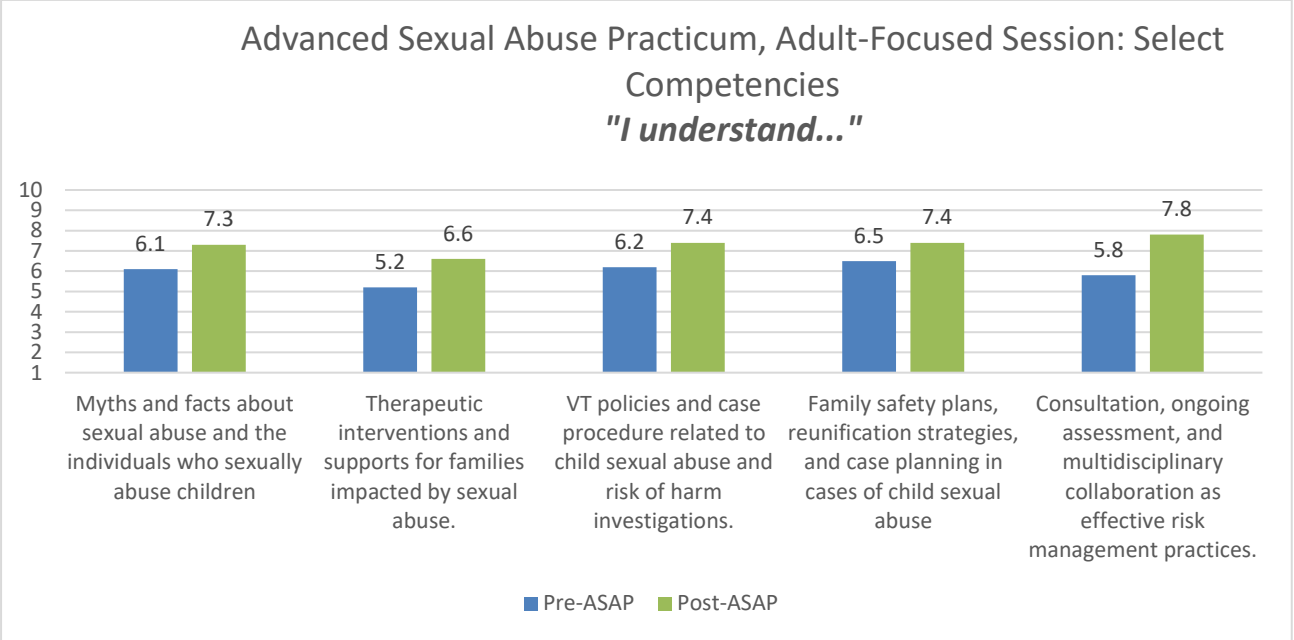
Select Qualitative Findings

Here is what some graduates had to say about what they found helpful:

- ✓ Support validation and humor while talking about really hard things. Good refresher of "normal" socialized behaviors.
- ✓ Opportunities to engage with staff from around the state, conversations specific to how things happen here in VT.

Workforce Training Program

Workforce Training Evaluation Highlight:
Advanced Practicum on Child Sexual Abuse, Adult-Focused Session



**Note: data for all competencies assessed available upon request*

Select Qualitative Findings

Here is what some graduates had to say about what they found helpful:

- ✓ It was hands on. All trainers made sure we were engaged and gave examples of how we can utilize this training in whatever department we work for. I truly appreciated the trainers giving examples and not just reading through the slides. I feel doing it this way you pulled more people in and it was easier to understand. I truly enjoyed it
- ✓ The ROSAC is a good tool to have as a guideline to help make a decision. It also helps you to explain how you came to that decision.
- ✓ How DCF and P/P can work together regarding gaining information and making a decision

Training Evaluation Outcomes

Caregiver Training Course *Foundations*	FY 2024 Type of course	FY 2024 # of Graduates	FY 2024 # Evaluations Completed	% Meets/Exceeds expectations	% Agree/Strongly Agree Meets Objectives
Orientation for Caregivers	Online	552	552	94%	80%
Foundations	Online	443	416	93%	87%
Foundations Online	DVD Set	107	61	100%	86%
Foundations Learning Network	Online/Virtual	175	167	89%	89%
Foundations Learning Network	In-Person	7	7	86%	86%
Caregiver Training Course ***Virtual Advanced***	**FY 2024 Type of course**	**FY 2024 # of Graduates**	**FY 2024 # Evaluations Completed**	**% Meets/Exceeds Expectations**	**% Agree/Strongly Agree Meets Objectives**
Caregiver Coaching	Virtual	40	23	91%	76%
RPC+ Coaching	Virtual	5	0	No Evaluations Completed	No Evaluations Completed
Adoption Coaching	Virtual	17	8	100%	75%
Youth Mental Health First Aid	Virtual	7	0	No Evaluations Completed	No Evaluations Completed
Youth Panel	Virtual	7	7	100%	100%
RPC+ Training of Trainers	Virtual	27	27	100%	100%

Caregiver Training Program

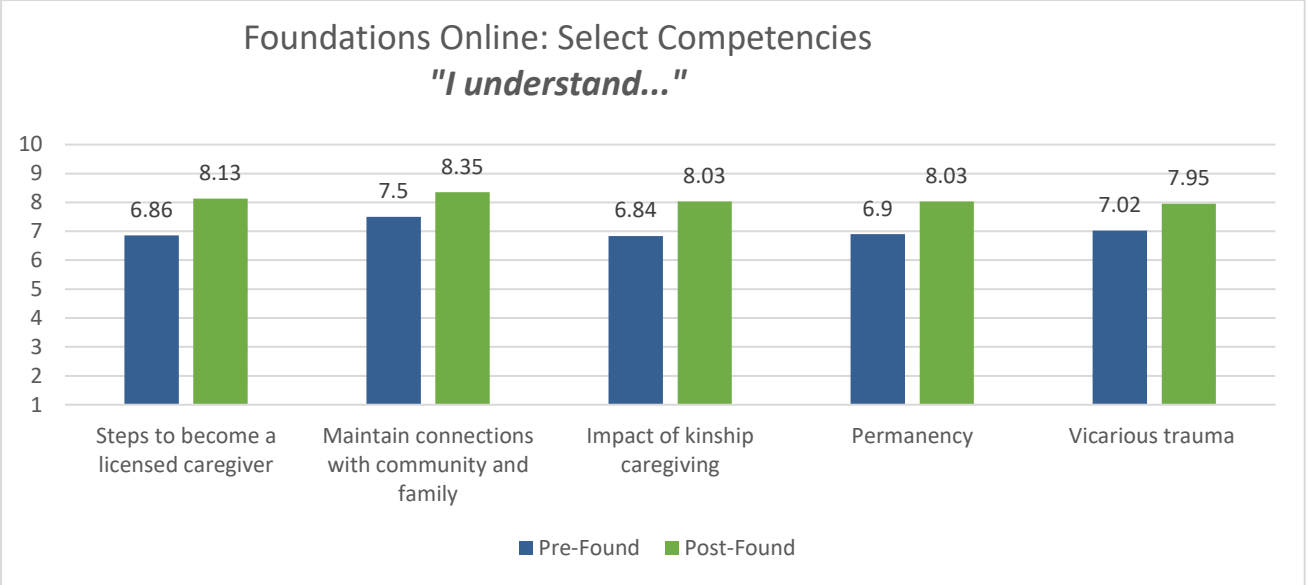
Caregiver Training Course ***Online Advanced***	**FY 2024 Type of course**	**FY 2024 # of Graduates**	**FY 2024 # Evaluations Completed**	**% Meets/Exceeds Expectations**	**% Agree/Strongly Agree Meets Objectives**
Fostering to Forever	Online	136	136	96%	92%
Families Forever (for CCO)	Online	27	27	96%	81%
Mentoring	Online	4	4	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported
Commercial Sexual Exploitation of Children	Online	2	2	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported
Caring for Opioid Exposed Infants	Online	5	5	100%	100%
LGBTQ+	Online	18	18	91%	91%
Court Overview	Online	2	2	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported
Normalcy and Prudent Parenting	Online	0	0	No Evaluations Completed	No Evaluations Completed
Considerations when caring for youth	Online	7	7	100%	100%
Kinship Care Beyond the Basics	Online	10	10	100%	80%
Supporting Children and Youth Affected by Parental Incarceration	Online	4	4	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported

Preventing and Overcoming Secondary Traumatic Stress Through Awareness and Self-Care	Online	0	0	No Evaluations Completed	No Evaluations Completed
Positive and Adverse Childhood Experiences (PACES): Nurturing Resilience	Online	4	2	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported
Youth Adoption Panel	Online	7	1	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported

Overall Evaluation Findings

% Met Objectives	% Met or Exceeded Expectations
90%	96%

Training Highlight: Foundations Online



*Note: data for all competencies assessed available upon request

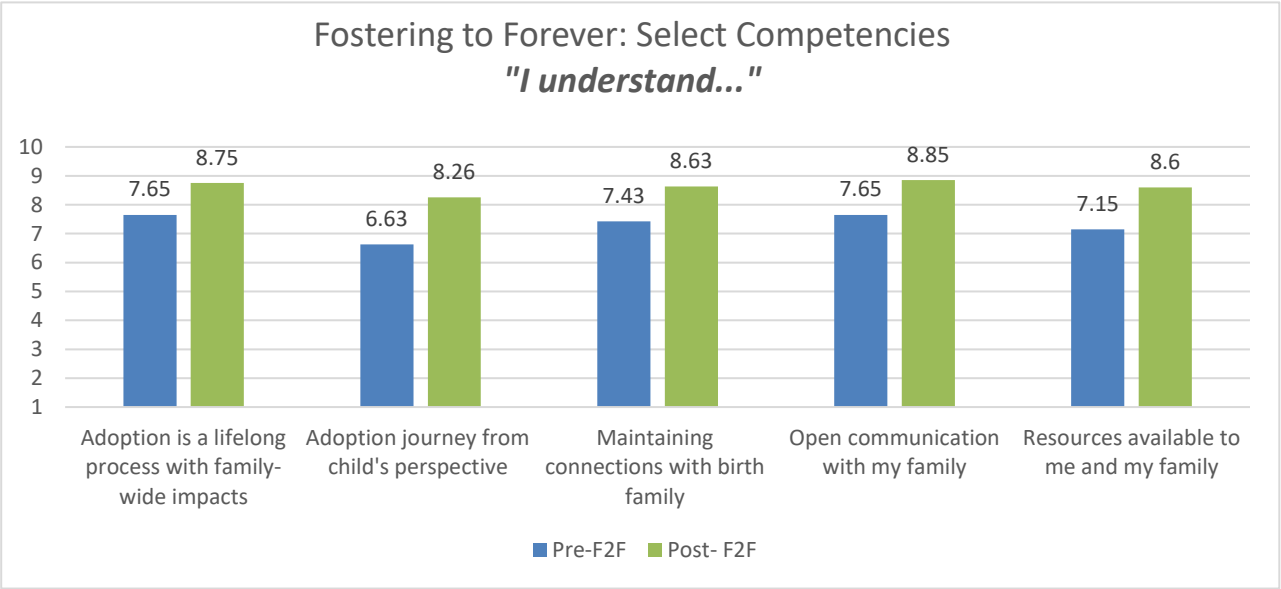
Select Qualitative Findings

Here is what some graduates had to say about what they found helpful:

- ✓ The interviews with the people who have lived through the foster care process was super helpful.
- ✓ It was informative and kept my attention. some of the clips were very moving
- ✓ Knowing that there are many resources out there to help me through
- ✓ I love that all of that information regarding trauma was included, it is important that foster parents understand this and how it affects growth and behavior.
- ✓ Very well organized and presented. Excellent training materials. Every module had information I found valuable. I copied all links and downloaded documents and am looking forward to reading and becoming familiar with this information.

Caregiver Training Program

Training Highlight: Fostering to Forever (Online)



**Note: data for all competencies assessed available upon request*

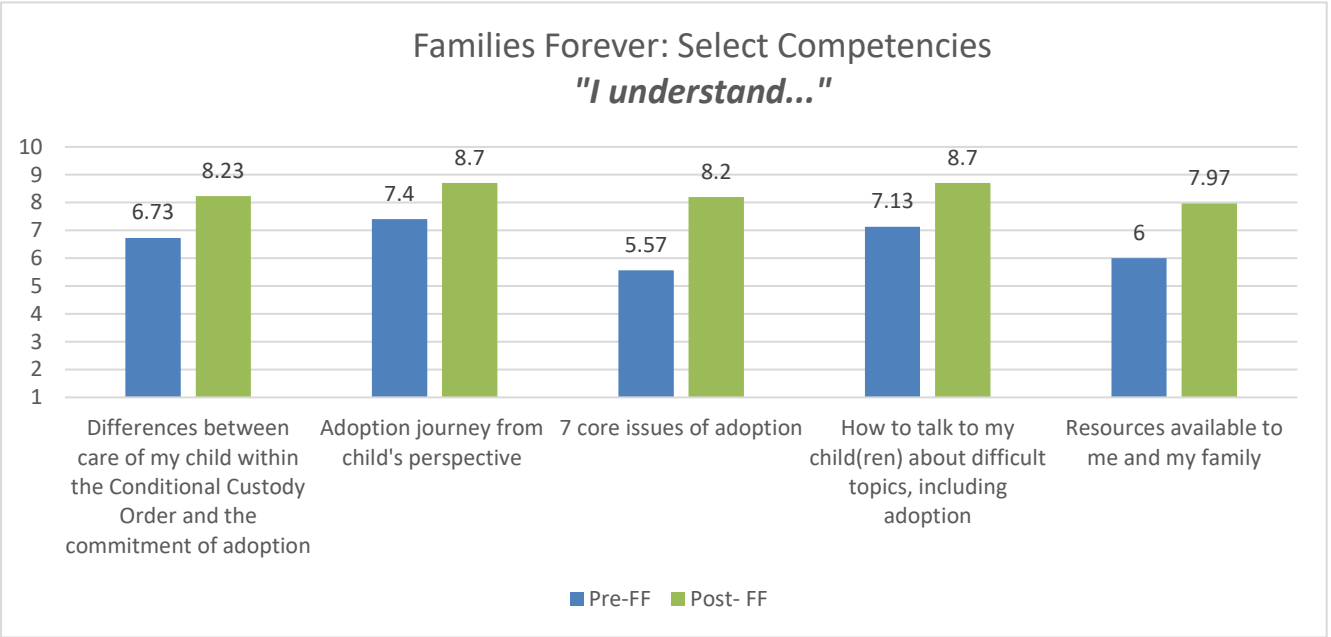
Select Qualitative Findings

Here is what some graduates had to say about what they found helpful:

- ✓ I found the discussion on "claiming" your child very helpful as there is always that bit of anxiety over the possibility of your child's adoption possibly not going through. The anxiety of not knowing if the child you've loved and cared for may stay with you permanently. I realized my ability to claim him in every aspect of our day, through the milestones, and through the fact that I advocate for him and love him every step of the way.
- ✓ I thought it was very helpful to be reminded of everyones perspectives during the adoption process and the explanation of the steps from fostering to adoption
- ✓ Learning about the positive steps we can take to try to make our child's transition into adoption and into our family as smooth as possible.

Caregiver Training Program

Training Highlight: Families Forever (Online)



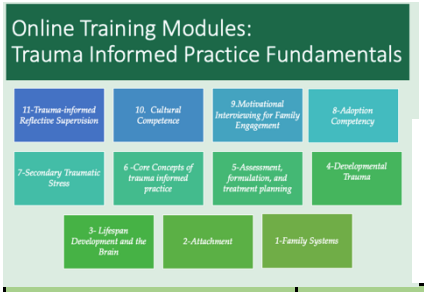
**Note: data for all competencies assessed available upon request*

Select Qualitative Findings

Here is what some graduates had to say about what they found helpful:

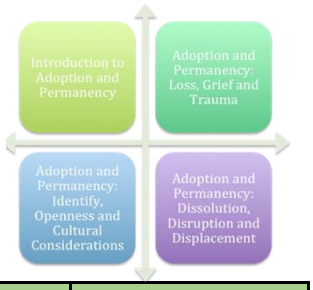
- ✓ The process of TPR and adoption proceedings were most helpful. The Seven core issues were very informative as well.
- ✓ Knowing the stages of adoption and the court process.
- ✓ Learning all of the resources available to us was very helpful

Community Partners: Statewide, & National Dissemination



Fundamentals of Trauma-informed and Adoption Competency

The following online modules were developed in partnership with an ACF grant funded project. sustained and maintained by the VT CWTP and are accessed by individuals from across the country.



Fundamentals of Trauma Informed Practice	FY 2024 Type of course	FY 2024 # of Graduates	FY 2024 # of Evaluations	% Meets/Exceeds Expectations	% Agree/Strongly Agree Meets Objectives
Family Systems	Online	17	3	Less than 5 evaluations completed – Data not reported	Less than 5 evaluations completed – Data not reported
Attachment	Online	16	16	83%	87%
Lifespan: Brain Development	Online	13	13	100%	93%
Developmental Trauma	Online	17	17	100%	100%
Core Competencies in Trauma Informed Practice	Online	14	14	84%	68%
Adoption Competency	Online	14	14	90%	79%
Assessment and Treatment Planning	Online	12	12	100%	100%
Motivational interviewing for Family Engagement	Online	11	11	79%	71%
Culturally Responsive Practice	Online	10	10	100%	88%
Secondary Traumatic Stress	Online	12	12	79%	79%
Trauma-Informed Reflective Supervision	Online	7	7	63%	75%

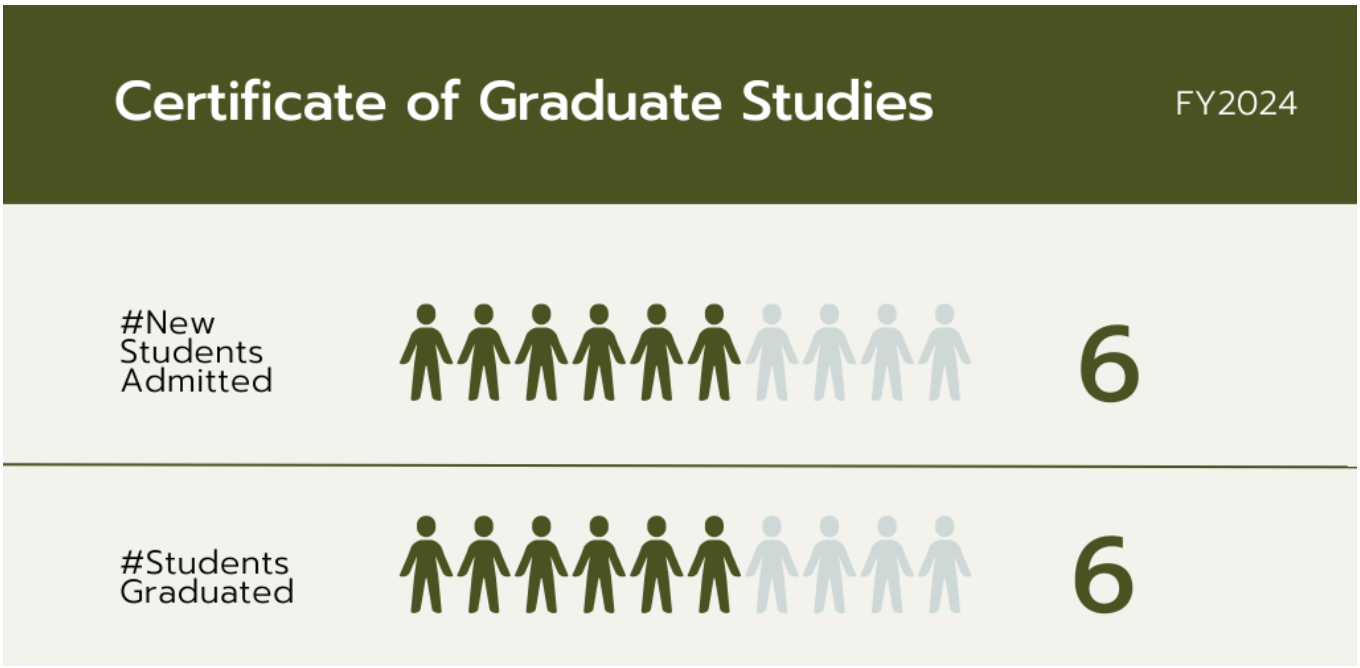
Community Partners, State, & National Dissemination

***Educational Innovation*: Online Certificate of Graduate Studies in Resiliency-Based Approaches for Families, Schools, and Communities**

The Certificate of Graduate Studies focuses on preparing the child welfare workforce including caseworkers, supervisors, educators, and health/human service professionals to address the complex challenges associated with trauma and adversity using restorative, strength-based, and collaborative approaches that build resilience, so that children, youth, and families can thrive. Our program is built to address the growing need to improve workforce capacity for professionals who can successfully implement evidence-based, trauma-informed, and culturally-responsive strategies that improve well-being.

Designed to be far-reaching, the certificate is available fully online with in-person options where students specialize in one of two pathways:

- ***Trauma-Responsive and Restorative Practices (TRP)***
- ***Family-School-Community Partnerships and Interprofessional Collaboration (FSC)***



Community Partners, State, & National Dissemination

FY24 Presentations & National Leadership

Jennifer Jorgenson and Amy Bielawski-Branch presented a workshop titled "Parent and Professional Partnerships in Teaching the Breakthrough Parenting Curriculum: Navigating Trauma Across Generations" at the National NCTSN All Network Conference in Bethesda, Maryland in May 2024.

Amy Bielawski-Branch and Cynthia Herbert presented a workshop titled "Breakthrough Parenting Curriculum Randomized Control Study" at the 2024 IV-E National Roundtable Conference in Burlington, Vermont in May 2024.

Sharon O'Neill and Kyle Silliman-Smith presented a workshop titled "Collaborating to Create a Path to Healing" at the 2024 IV-E National Roundtable Conference in Burlington, Vermont in May 2024.

Pete Cudney, Michael Cull, and Elizabeth Riley presented a workshop titled "Safety Culture - Team Strategies to Promote Worker and Child Safety" at the 2024 IV-E National Roundtable Conference.

Diedra Razzaque and Kate Cunningham presented a workshop titled "Use the Thought Model to Reframe Interactions and Improve Outcomes" at the 2024 IV-E National Roundtable Conference in Burlington, Vermont in May 2024.

Brenda Solomon presented a workshop titled "Refusing the Accepted Us and Them" at the 2024 IV-E National Roundtable Conference in Burlington, Vermont in May 2024.

Cassie Gillespie and Simon Chan presented a workshop titled "Multiple Family Narrative Therapy and Child Welfare" at the 2024 IV-E National Roundtable Conference in Burlington, Vermont in May 2024.

Cassie Gillespie presented a workshop titled "The Social Work Lens: A Podcast Case Study" at the 2024 IV-E National Roundtable Conference in Burlington, Vermont in May 2024.

Social Media Platforms

Facebook Pages

The VT-CWTP is involved in the ongoing management of three social media accounts through Facebook:

- **The Vermont Trauma Lens:** (2,562 members) The Vermont Trauma Lens is for professional and community members to share information, resources, ideas, and inspiration about improving the lives of children and families impacted by trauma.
- **The Vermont Consortium for Adoption and Guardianship:** (215 members) Supports families formed through adoption or guardianship in Vermont.

- **Vermont RPC+:** (212 members) This closed Facebook page is for graduates and participants of the RPC+ Trauma-Intensive Workshop for foster, kin and adoptive caregivers in Vermont.

Blogs/Newsletters

Voices at the Table: A blog for Vermont caregivers
Improved access to *Voices at the Table*, a blog for kin, foster, and adoptive caregivers. Voices at the Table which is written mostly by Deidra Razzaque.

Resiliency-based & Trauma-informed Practices
We have completed a series of e-learnings focused on trauma and resiliency informed practices. These can be found at https://blog.uvm.edu/jstrolin/ in addition to on the Vermont CWTP online learning platform

Byte Sized TIPS for Tuning newsletter for RPC+ graduates

Statewide & NationalWorkgroup Participation

- Vermont Consortium for Adoption and Guardianship Executive Committee
- Vermont Child and Family Trauma Workgroup
- NCTSN ARC Revitalization Workgroup (sub-committee of the Trauma Workgroup)
- Foster Parent Workgroup
- Sex Trafficking Workgroup
- Diligent Recruitment and Retention Advisory
- Training Team
- Co-Chair of the National RPC/NCTSN Committee
- RC/RRS Workgroup
- State Racial Equity Workgroup
- State Racial Equity Workgroup Planning Committee
- State Racial Equity Workgroup BIPOC Affinity Group
- Safety Culture Workgroup
- Safety Culture Steering Committee
- Supervisor's Meetings
- CF Worker Group
- DMT
- SOP Core Team
- Staff Safety
- Change Management
- HOPE Team
- New England Training Directors
- New England Trainers
- FSD Workforce Development

Social Work Degree Program Traineeships in Child Welfare (BSW/MSW)

FY 24 - Social Work Degree Program Traineeships

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 university graduate 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 School Year 2023-2024

1. In FY 2024, there were 7 trainees enrolled in the MSW Program.
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, The Title IV-E UVM Project Coordinator, and FSD personnel.
4. We offered traineeships to three Foundation Year MSW students. We continued traineeships with three MSW students entering their Specialized Practice Year, and one MSW student in the second year of a 4-year part-time program of study.
5. The new traineeships were offered to two DCF employees and one non- employee.
6. The three new student trainees joined the four continuing trainees for a total of 7 trainees supported for the 2023-2024 school year.
7. All stated outcome measures and all stated output measures, described in the contract 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. In keeping with accreditation standards set by the Council on Social Work Education, trainees complete a 450-hour field placement during each year of the two years of full-time study. As has been the case, in the second year, trainees 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.

2023-2024 School Year

Year in Program	Student	Field Placement	Field Instructor
SPMSW	Hanna Johnson	State of Vermont DCF Family Services, Middlebury Office	Britta Pirrung, MSW
	Marcy Cram (DCF employee)	State of Vermont DCF Family Services Central Office	Olivia Gaudreau, MSW
	Ashley Parizo (DCF employee)	State of Vermont DCF Family Services Central Office	Trissie Casanova, LICSW
FMSW (Part-time)	Melissa Heitkamp	Howard Center, Family & Community Based Services/Enhanced Family Treatment	Christine Toomey, LICSW
FMSW (Full- time)	Krista Grasso (DCF employee)	UVM Medical Center, Integrative Family Medicine (Montpelier)/Adult Primary Care (Barre)/CVMC Berlin Family Medicine (Berlin)	Kim Parrott, LICSW
	Elijah Hines	Spectrum Youth & Family Services, Youth Development Program	Alicia Cerasoli, MSW
	Amber Stowe (DCF employee)	Lund Family Center, Outpatient Treatment Services	Erica Hazen, LICSW