

Vermont's Training Plan

FSD's development and delivery of comprehensive education and training programs for the child welfare system, including, but not limited to, agency workforce and foster/kin/adoptive parents. This plan is accomplished in collaboration with the University of Vermont (UVM) Department of Social Work through our Child Welfare Training Partnership (CWTP).

Definition of the Child Welfare System

The Vermont Department for Children and Families, Family Services Division has defined "state-licensed or state-approved child welfare agencies" in this context to include all entities and organizations that may directly engage in the development and/or implementation of the case plan for current foster and adoptive children who receive Title IV-E assistance. "Staff" of these agencies includes any individuals who are invited, contracted, or voluntarily participate in support of the child and family so long as they are doing so at the behest of a state-licensed or state-approved child welfare agency.

Consistent with the focus of the Fostering Connections to Success and Increasing Adoption Act of 2008, the recognition of the involvement of non-public child welfare staff in support of Title IV-E eligible children and families are integral to improving outcomes. It is crucial to have increased engagement of family members in identifying individuals, groups, and agencies that are engaged at key decision points and throughout the life of the case plan.

As part of the case plan implementation for Title IV-E eligible children and families these providers may be integrally involved in a variety of team processes such as, but not limited to: Team Decision Making, Family Group Decision Making, and Treatment Teams. Given the nature of non-public child welfare groups and individuals (listed below) in their ongoing work with Title IV-E eligible children and families, it is critical that joint and cross system training occur to support consistent messaging and improved shared practice.

Below are listed the organizations or individuals that may be considered staff of state-licensed or state-approved child welfare agencies and how they fit within the context of providing child welfare services:

1. **Personnel employed or preparing for employment by the title IV-E State agency:** responsible for working with the family to create and monitor the case plan
2. **Current or prospective foster or adoptive parents or relative guardians:** Maintain the continuity of care, connection, and support of children in custody. Supports implementation of the case plan and supports and sometimes facilitates visitation.
3. **Extended family members, caregivers, and non-caregivers:** Maintain the continuity of care, connection, and support for children in care. As the child transitions to permanency, sustain and implement the case plan, and support and facilitate visitation
4. **Licensed childcare providers:** Support families in the implementation of the case plan and address protective issues.

5. **Community mental health centers, Licensed mental health clinicians:** Support team members in assessment, case planning, and implementation to address protective issues for children and families.
6. **Department for Children and Families Economic Services and Child Development Divisions:** Participates in team meetings to create and support the case plan. Assists family with accessing needs identified in case plan.
7. **Vermont Departments of Mental Health, Disabilities, Aging, and Independent Living, and Corrections:** Participates in team meetings to create and support the case plan. Assists family with accessing needs identified in case plan.
8. **Parent/Family Support and Advocacy individuals or organizations:** Activities of engagement result in reduced resistance by the family/child and increased readiness to engage and make necessary changes as described in their case plan.
9. **Faith-based community organizations:** Provide culturally relevant sources of support, training, re-assessment, and capacity building for the family--providing ready access support at the local/community level.
10. **Providers of visitation services:** Link providers who support visitation with case plan goals and objectives for children and families.
11. **Providers of domestic violence and child abuse services:** Support team members in assessment, case planning, and implementation to address protective issues for children and families.
12. **Staff members of abuse and neglect courts, agency attorneys, attorneys representing children or parents, guardians ad litem, or other court-appointed special advocates representing children in proceedings of such courts**

Throughout this document, the term “community partners” is used to describe the members of the above entities who are not State employees. When this term is used, it is an umbrella term to capture participants from numbers 2, 3, 4, 5, 8, 9, 10, 11, and 12 above.

Long-Term Training

Each year, the CWTP supports 2 current child welfare workers/supervisors and an additional 2 potential employees to obtain a Masters degree in Social Work at the University of Vermont.

Employees are selected based on experience in public child welfare, job performance and commitment to children and families. They contract to work for the division for 2-3 years following graduation, depending on the level of support provided. Potential employees are selected from a pool of applicants accepted into the MSW/BSW programs based on their work experience and suitability for and commitment to public child welfare work. There are no changes to the MSW training opportunities.

Short-Term Training for Workforce

The short-term training program for employees includes classroom and distance learning courses supported by on-the-job training for new employees, district team-based training and transfer of learning coaching focused on best practice, advanced practice courses, and supervisor training. All short-term training is carefully designed to support FSD’s mission, core principles, practice model and system

outcome priorities. The staff training program is reviewed and updated regularly. CWTP staff participates in various policy and planning groups to ensure training accurately reflects the policy and priorities of the FSD.

Court Related Short-Term Training

The Fostering Connections to Success and Increasing Adoptions Act of 2008 permits states to claim Title IV-E training reimbursement for certain short-term training of current and prospective relative guardians and for court and related personnel who handle child abuse and neglect cases. We have amended Vermont's Public Assistance Cost Allocation Plan (PACAP) as required.

Short-term training is directed to Family Services Division employees, though on occasion members of the larger child welfare system may attend portions. In the Venue column, **C** indicates classroom in person, **RSL** indicates remote synchronous learning on Zoom, Microsoft Teams and/or Moodle, **AL** indicates Asynchronous Learning: Online Courses that can be taken at any time by an individual on Moodle.

Family Services staff are expected to complete all training requirements as noted in Policy 203, Professional Development for Division Staff. This policy articulates the general areas of requirements by role on a grid on pages 3-5.

New Employee Training for Family Service Workers

These five courses are offered online and are open and available to all staff from date of hire.

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|--|--|--|-------|-------|-----------------------------|---------------------|
| *Family Services Division (FSD) Orientation to Foundations-Embedded into Foundation | FSD overview, mission, policy framework, practice model, legal basis, court system, case flow, database navigation, learning culture. | Social work practice, family centered practice and social work methods, interviewing, assessment; overview of child abuse & neglect investigations, cultural competency; development of case plan. | C | 2 | VT CWTP | 100% IV-E @ 75% FFP |
| Domestic Violence Online Course (Orientation) | The purpose of this training is to give all AHS employees a baseline of understanding of domestic violence and to develop skills and knowledge to optimize interactions with the individuals and families receiving Agency services. | N/A | AL | 3 | VT AHS E-Learning site | Funded by AHS |
| HIPAA for AHS Employees (Orientation) | The purpose of this training is to give all AHS employees an overview of client privacy rights and documentation for professionals. | N/A | AL | 2 | VT AHS E-Learning site | Funded by AHS |
| Mandatory Reporter Training (Orientation) | Understanding responsibility as a mandated reporter in Child Abuse and Neglect. | N/A | AL | 2-3 | VT CWTP/AHS E-Learning site | State Funds |
| AHS Safety Awareness | The AHS Staff Safety Awareness Training orients new AHS staff to effective safety strategies and preventing workplace violence. Defines workplace violence and teaches why AHS employees should pay attention to and participate in prevention efforts. These strategies are highlighted through reporting and intervention which is covered via policy review and reporting mechanisms. The training explains the definition and purpose of being an active bystander and follows the national standard. Recognition of pre-violence indicators as well as some de-escalation techniques are covered. | N/A | DL | 4 | VT AHS E-Learning site | Funded by AHS |

Foundations for Child Welfare and Youth Justice Casework Practice:

A comprehensive training program for new Social Work Staff. Key components of the program include:

- Clearly articulated training requirements accomplished prior to being assigned a full caseload.
- Competency-based curriculum allows for effective design, delivery and evaluation of training content and assurance that it covers appropriate and relevant content.
- Evaluation framework that reflects learners' experience of how well the training design met its objectives to increase their knowledge and skill and informs ongoing improvement in training design.
- A hybrid curriculum that combines the benefits of online, classroom and field-based learning opportunities.
- Enhanced record-keeping and tracking of training participation, completion and learning plan development.

1. Integrated Foundations Learning Program for Child Protection & Youth Justice Practice

This 8week program will be offered 3 **times/year**.

Each week consists of integrated online learning and interactive classroom or remote learning opportunities. In addition to the topically focused sessions, we have identified 5 *core tenets of learning* that will be threaded throughout all the entire program.

The 5 core tenets are:

- Safety Culture & Safety Organized Practice
- JEDI: Justice, Equity, Diversity & Inclusion
- Trauma Informed Practice
- Engagement
- Permanency

2. On-the-Job Practice

The purpose of the on-the-job practice category is to provide opportunities for new family service workers to transfer their learning from the classroom and computer to the office and community and test their understanding of the connection between knowledge and practice. Through methods such as job shadowing, observation, peer mentoring, coaching, document review and documentation practice family services workers gain insight into the role and responsibilities of a child welfare and/or youth justice family services worker.

All costs included in the charts below include fees for training space & platforms, training supplies, external vendors, content experts and/or honoraria for parents and youth who are part of panel presentations for training sessions.

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|---|---|---|--------------|--|-----------------|----------------------------|
| Introduction | Introductory information on child welfare & youth justice history, child welfare & youth justice in VT, SOP and Safety Culture, overview of interplay between laws and policies. | Child Welfare and Youth Justice System overview, professional enhancement skills | AL | 5.5 hours total 4.5 hrs Zoom 1 hr worksheet | VT CWTP | 100% IVE @ 75% FFP |
| Introduction to Foundations | Understand how to navigate through virtual Foundations. Understand who CWTP is and how we fit into the FSD picture. | Introduction to the Foundations for Child Welfare & Youth Justice Practice, expectations, resources | RSL | 1.5 hours Zoom | VT CWTP | 100% IVE @ 75% FFP |
| Introduction to Child Welfare & Youth Justice | Examine the Vermont child welfare system, it's mission, vision, practice, principles and guidelines. Become acquainted with the roles and responsibilities of those within the Division of FSD. Identify key federal laws and regulations that govern child welfare practice in VT. | Overview of Child Welfare & Youth Justice System in VT | C | 5.5 hours | VT CWTP | 100% IVE @ 75% FFP |
| JEDI: Justice, Equity, Diversity & Inclusion | Develop an understanding of the concepts of justice, equity, diversity and inclusion and their impacts on our values, practices and approaches to child welfare. | Case planning, case management, placement of the child | AL C | 4 hours (woven throughout) | VT CWTP | 100% IVE @ 75% FFP |
| Engagement | Tuning in to self and others, Interactional help skills, feedback, questioning, interviewing, resistant parents, practicing interviews, select tools (ecomaps, genogram etc). | Case Planning & Assessment | AL C | 1 hours classroom 1 hour online | VT CWTP | 100% IVE @ 75% FFP |
| | Understand the trans-theoretical model of change; explore solution-focused skills, | Case planning, case management, social work practice, such as family | | | | |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|---------------------------|--|---|--------------|-------------------|-----------------|----------------------------|
| Motivational Interviewing | become familiar with the application of MI in casework practice. | centered practice & social work methods including interviewing and assessment; general overview of child abuse and neglect investigations, risk and protective factors. | AL | 1 hour online | VT CWTP | 100% IVE @ 75% FFP |
| Engagement Skills | Identify the four phases of the casework process as well as the Interactional Skills most prevalently used in each of the four phases. Describe the purpose of the Interactional Skills and how to use them. Describe the types of information associated with the 3 Ws. Distinguish the purpose of an identify an appropriate plan and strategy for conducting a quality interview of a child according to the child’s chronological and emotional development and special conditions. Appropriate plan and strategy for conducting quality interviews of custodial and non-custodial caregivers. Identify strategies for engaging absent parents with particular emphasis on absent fathers. | Case Planning & Assessment | AL | 6 hours classroom | VT CWTP | 100% IVE @ 75% FFP |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|--|--|--|---------|--------------------------------------|----------|--------------------------------|
| Recognizing Child Abuse | Recognizing and assessing physical Abuse, Sexual Abuse (including Sex Trafficking) & Neglect and developing an understanding of our personal knowledge, values and biases of these issues and the impact our personal orientation to these topics has on child welfare practice. | Child abuse and neglect issues, such as the impact on a child’s development and well-being, impact of trauma; resilience, social work methods including interviewing and assessment; preparation for judicial determinations; placement of a child; case supervision & management; development of case plan. | AL C | 2 hours online 10 hours classroom | VT CWTP | 50% CAPTA 50% IVE @ 75% FFP |
| Introduction to Child & Adolescent Development | Understand normal child and adolescent development, including brain development. Explore the impact of trauma. | Child abuse and neglect issues, such as the impact on a child’s development and wellbeing, impact of trauma, resilience; social work methods including interviewing & assessment; developing case plans; case supervision & management. | AL C | 2 hour online 10 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| Safety Assessment & Safety Planning | Safety Organized Practice overview, Child Safety Interventions Policy & Practice, Structured Decision-Making Safety Assessments & Safety Planning, Introduction to ROSAC, Network grid, Safety circles | Social work practice, such as family centered practice & social work methods including interviewing and assessment; general overview of child abuse and neglect investigations, risk and protective factors. | C | 16 hours classroom | VT CWTP | 50% CAPTA 50% IVE @ 75% FFP |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|-----------------------------------|--|---|--------------|--------------------|--------------------------|--------------------------------|
| Structured Decision-Making Course | Overview of SDM Tools and how to use them. Improve assessments of family situations to better ascertain the protection needs of children. Increase consistency and accuracy. Increase consistency in identification of safety and danger. Identifying and Involving Communities and extra-familial Networks. Behaviorally-based Collaborative Planning | Case Planning, Assessment and Reunification | AL | 1 hour online | Evident Change & VT CWTP | 100% IVE @ 75% FFP |
| Risk Assessment | SDM Risk & Risk Reassessment, Danger, Safety & Risk statements, Family Safety Planning Framework & 3 W's | Case Planning, Assessment and Reunification | C | 16 hours classroom | VT CWTP | 50% CAPTA 50% IVE @ 75% FFP |
| Structured Decision-Making Course | Overview of SDM Tools and how to use them. Improve assessments of family situations to better ascertain the protection needs of children. Increase consistency and accuracy. Increase consistency in identification of safety and danger. Identifying and Involving Communities and extra-familial Networks. Behaviorally-based Collaborative Planning | Case Planning, Assessment and Reunification | AL | 2 hours online | Evident Change & VT CWTP | 100% IVE @ 75% FFP |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|-----------------------------------|---|---|--------------|--------------------------------------|-----------------|----------------------------|
| Module 6: Case Planning | Child Safety Intervention (CSI) documentation, Adaptive Case Planning Processes throughout the life of the case, SMART goals, behaviorally descriptive language, Technical Case Plan Writing & Case Documentation: case plan goals, documentation of visits, and face to face contact and case notes. | Development of case plan | AL C | 2 hours online 3 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| CSI Documentation | Review relevant information, policy and timelines for CSI documentation. Practice drafting and writing explicit language to link SDM and SOP practices within documentation. | Child Safety Intervention Documentation; Case Summaries, Initial Case Plans | AL C | 3 hours online 11 hours classroom | VT CWTP | 100% CAPTA |
| Case Planning & Documentation | Review Case Planning policy and practice. Highlight important features of FSD's Case Plan template. Practice drafting SMART objectives and behaviorally descriptive action steps | Development of case plan; | C | 3 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| Working with Courts | Affidavit writing, court procedures, testifying, policies and relevant statutes. Understand role of family service worker in court. Learn about state and national statutes. Understand how cases flow through court system. | Preparation for judicial determinations; placement of child; permanency planning; case management and supervision | AL C | 1 hour online 5 hours classroom | VT CWTP | 100% IVE @ 75% FFP |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|-------------------|--|---|--------------|-------------------------------------|-----------------|----------------------------|
| Affidavit Writing | Practice writing a complete affidavit. Observe an excellent example (Golden Example) of an affidavit. Receive and give helpful feedback about affidavit writing and process. Gain a deeper understanding of merits, disposition, and TPR hearings. | Preparation for judicial determination | AL | 5 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| Courts Online | Become familiar with acronyms and other legal terms. Understand the Life of a Case in DCF - Timelines, Types of Hearings, Trajectories of Cases that family services workers will see. | Preparation for judicial determinations; placement of child; permanency planning; case management and supervision | AL C | 1 hours online 5 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| Permanency | Permanency from day 1, Family finding, Family Time Coaching, Working with Kin, reunification review of and practice with tools. | Permanency planning; case management & supervision; referral to service; placement of child. | C | 9 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| Permanency Course | Understand the policy framework for achieving permanency for children and youth in state custody by way of adoption and guardianship. The course will review relevant research, policy requirements and best practices that inform case planning and decision-making for permanency. | Permanency planning; case management & supervision; referral to service; placement of child. | AL | 2 hours online | VT CWTP | 100% IVE @ 75% FFP |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|--|--|--|-----------------|---|--------------------------------|----------------------------|
| <p>Youth Development</p> | <p>Resources & services for Youth, overview of Youth Development Program, engagement skills for working with adolescents, inclusion of youth voice/perspective, positive youth development frame.</p> | <p>Screening and assessment, risk, and protective factors, social work practice, such as social work methods including interviewing and assessment; development of case plan; case management and supervision; permanency planning; referral to service.</p> | <p>AL C</p> | <p>10 hours online 16 hours classroom</p> | <p>VT CWTP & FSD Staff</p> | <p>100% IVE @ 75% FFP</p> |
| <p>Resources for Youth</p> | <p>Overview of Youth Development Program, Youth interviews.</p> | <p>Development of case plan; case management and supervision; permanency planning; referral to service.</p> | <p>AL</p> | <p>1 hour online</p> | <p>VT CWTP</p> | <p>100% IVE @ 75% FFP</p> |
| <p>Module 10: Substance Abuse & Domestic Violence</p> | <p>Identify different substances of abuse and the potential implications for safe parenting; Review the challenges in engaging with families affected by substance abuse and strategies to overcome the barriers to engagement.</p> <p>DV team and resources, Lund case managers and best practices. Identify behaviors and activities that contribute to and impede child safety, safe parenting and accountability of battering parents.</p> | <p>General substance abuse issues related to children & families in child welfare; social work practice, family centered practice, social work methods including interviewing and assessment. Training is not related to conducting an investigation of child abuse & neglect. Screening and assessment, risk, and protective factors, social work practice, such as social work methods including interviewing and assessment; development of case plan; case management and supervision; permanency planning; referral to service.</p> | <p>AL C</p> | <p>6 hours classroom</p> | <p>VT CWTP</p> | <p>100% IVE @ 75% FFP</p> |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|---|---|---|------------------------|--|-----------------------|----------------------------|
| Safe & Together Module 1 | Review the Guiding principles of the adult & child survivor centered approach to DV. | Screening and assessment, risk, and protective factors, social work practice; development of case plan; case management and supervision | AL | 2 hours online | VT CWTP | 100% IVE @ 75% FFP |
| Substance Abuse for Child Welfare Professionals | This tutorial provides a primer on alcohol and drug addiction, substance abuse treatment and recovery, enhancing treatment readiness and treatment effectiveness, as well as discuss cross-system communication and collaboration, as well as provide contact information for other national resources. | General substance abuse issues related to children and families in the child welfare system; This training is not related to how to conduct an investigation of child abuse and neglect. | AL | 2 hours online | NCSA&CW SAMHSA | 100% IVE @ 75% FFP |
| Professional Self | Safety Culture in Family Services Division, Staff Safety, Realistic self-care & professional dangerousness, longevity in the field, plan for ongoing professional development. | Job Performance & Enhancement Skills | AL RLS C | 1 hour online 3 hours Zoom 4 hours classroom | VT CWTP | 100% IVE @ 50% FFP |
| Self-Care and Secondary Traumatic Stress | Learn the symptoms of secondary traumatic stress. Discuss and identify strategies for self-care in the context of child protection work. Review resources available to help cope with secondary trauma. | Job Performance & Enhancement Skills | AL | 1 hour online | VT CWTP | 100% IVE @ 50% FFP |
| | | | | | | |

Integrated Foundations Learning Program for Child Protection & Youth Justice

| Topic | Syllabus | IV-E Functions | Venue | Hours | Provider | Cost/Funding Source |
|--|--|--------------------------------------|--------------|--|-----------------|----------------------------|
| <u>Role Specific Foundations</u> <u>Modules:</u> <ul style="list-style-type: none"> • Juvenile Justice FSW • Ongoing FSW • Resource Coordinator | Overview of specific functions of role including: child placement, assessment and training of foster families, navigating payments for caregivers, ongoing casework, engagement of families and permanency planning. | Placement, Permanency, Case Planning | AL & C | 5 hours online 16 hours classroom | VT CWTP | 100% IVE @ 75% FFP |
| <u>Role Specific Foundations</u> <u>Modules:</u> Child Safety Intervention FSW | Overview of specific functions of role including: investigation and assessment of child abuse and neglect reports. | Intake, Assessment and Investigation | AL & C | 5 hours online 16 hours classroom | VT CWTP | 100% CAPTA |

Advanced Practicum Courses

The advanced practicum course content is regularly updated to reflect current knowledge in the field. Each practicum series focuses on a specific competency area and targets areas of training needed to achieve proficiency within that competency. This structure allows for the intended audience of FSD employees and community partners to structure their professional development according to specialty areas and/or skill building areas.

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|--|--|----------|------|---|--------------------------------|
| <u>Advanced Practicum #1: Child Abuse and Neglect Series</u> | | | | | | |
| Medical Aspects of Child Abuse | Develop understanding of the risk factors that are likely to lead to serious physical abuse. Participants will review policy requirements, practice guidelines and research that informs work on serious physical abuse cases. Participants will also examine strategies for interviewing, collaborative investigations, documentation and case planning in cases of serious physical abuse. | Case Planning, risk factors, policy and practice | C or RSL | 6 | Hired Subject Expert(s) & CWTP | 50% CAPTA 50% IVE @ 75% FFP |
| Neglect: Medical, Physical & Chronic | Develop understanding of the risk factors that are likely to contribute to chronic neglect. Participants will review relevant policy requirements, practice guidance and research that inform work with children and families experiencing chronic neglect. Participants will explore engagement, assessment and case planning strategies for cases of chronic neglect. | Case Planning, engagement and assessment | C or RSL | 6 | Hired Subject Expert(s), FSD Staff & CWTP | 100% IVE @ 75% FFP |
| Children with Problematic Sexual Behaviors | Identify key areas of assessment in safety planning when sexual abuse is a factor in the home environment. Develop engagement strategies for inviting parents to participate in planning for their children when these issues | Child abuse and neglect issues, such as the impact of child abuse and neglect on a child; assessments to determine whether a situation requires a child's removal from the home; development | C or RSL | 12 | | |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|--|---|-----------------|----------|---|----------------------------|
| | <p>are complicating the relationship between the family and the professionals. Evaluate risk and protective factors as they relate to the context of prevention of placement and reunification. Unpack our values that are surfaced when considering the long term. Generate thoughtful case plans utilizing assessment skills and collaborative planning.</p> | <p>of case plan for children in foster care/ at risk of foster care; permanency planning; case management and supervision; referral to services, impact of trauma, relational competence. This training is not related to how to conduct an investigation of child abuse and neglect.</p> | | | <p>Hired subject expert(s) and CWTP</p> | <p>100% IV-E @ 75% FFP</p> |
| <p>Human Trafficking & Commercial Sexual Exploitation</p> | <p>Knowledge of children and youth who are victims of, or at risk of, sex trafficking. Understands impact, laws, and policies related to protecting children and youth at risk of sex trafficking. Identifies the characteristics that place children and youth at risk of sex trafficking. Knowledge of children and youth who are victims of, or at risk of, sex trafficking. Identifies the characteristics that place children and youth at risk of sex trafficking. Identifies the needs of children and youth sex trafficking victims or survivors. Identifies the characteristics that place children and youth at risk of sex trafficking. Identifies the needs of children and youth sex trafficking victims or survivors. Uses trauma-informed, gender-specific, and culturally responsive approaches.</p> | <p>Case planning, risk factors, policy & planning.</p> | <p>C or RSL</p> | <p>6</p> | <p>VT CWTP</p> | <p>100% IV-E @ 75% FFP</p> |
| <p>Adult Offenders & Risk of Sexual Abuse Course (ROSAC)</p> | <p>MI interviewing and use of the ROSAC Tool for making appropriate referrals for services.</p> | <p>Case Planning, Case management</p> | <p>C or RSL</p> | <p>6</p> | <p>Hired Subject Experts & CWTP</p> | <p>100% IVE @ 75% FFP</p> |
| <p>Affidavit Writing, Safety Planning & Case Planning</p> | <p>Practice writing effective affidavits, safety plans and case plans using case scenarios and actual family situations. Clearly articulate behavioral changes that are expected to meet the safety</p> | <p>Case Planning, Disposition, court</p> | <p>C or RSL</p> | <p>6</p> | | |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|--|---|--|---------------------|------|---------------------------|---------------------|
| | needs of children. | | | | VT CWTP & Subject Experts | 100% IVE @ 75% FFP |
| Coaching Sessions for Transfer of Learning | Coaching sessions will focus on assessments of child abuse and neglect cases and how to utilize the tools identified in the advanced practicum. | Transfer of Learning, Coaching on social work practice | In person or remote | 2 | VT CWTP | 100% IVE @ 75% FFP |
| Advanced Practicum #2: Youth Justice Series | | | | | | |
| Transition to Adulthood | Identify Healthy and unhealthy natural supports; develop new lens to understand how systemically identified “unhealthy/unsafe” supports are important to older youth; strengthen ability to build connections for and with youth within existing practices; navigate services and systems in support of older adolescents. Youth Thrive: Concrete supports in times of need. | Increase protective factors of youth, casework practices, case planning, well-being assessment | C or RSL | 5 | VT CWTP | 100% IVE @ 75% FFP |
| Motivational Interviewing to Build Positive Social Connections with Youth | Learn the elements, values, and principles of Motivational Interviewing; Understand the nuances of MI with different Age youth; Identify individual MI strengths and areas to Practice Youth Thrive: Social Connections. | Increase protective factors of youth, casework practices, case planning, well-being assessment | C or RSL | 5 | VT CWTP | 100% IVE @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|--|---|----------|------|-------------------|---------------------|
| Harm Reduction for Cognitive and Social Competence | Learn about the principles of Harm Reduction Practice; Understand how FSD/DCF and support agencies can perpetuate or minimize systemic harm; Develop coaching goals for professional practice to grow harm-reduction skills; Youth Thrive Cognitive and Social Emotional Competence. | Delinquent youth at risk of or in foster care, Increase protective factors, case planning | C or RSL | 5 | CWTP & FSD Staff | 100% IVE @ 75% FFP |
| Working with Youth in Care | Learn the elements, values and principles of best practices when working with youth in care or at risk of foster care; Become familiar with the emerging best practices in VT; Identify the impact and role of trauma for youth preparing for or participating in judicial processes; Methods and practices for the implementation of best practices in working with youth in foster care; Youth Thrive: Supporting Youth Resilience. | Working with youth who are in foster care or at risk of foster care | C or RSL | 5 | VT CWTP | 100% IVE @ 75% FFP |
| Advance Practicum #3 Permanency & Case Planning Practicum (Curriculum Design FY24) | | | | | | |
| Family Finding and Network Development to support early permanency | Understand the benefits of family finding and network development at the onset of a case; Practice strategies for building out networks for safety and permanency. | Case planning with children and youth in foster care, and planning for permanency. | C | 30 | FSD/ CWTP/LUND | 100% IVE @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|--|---|--------------------------------------|--------------------|----------|---------------------|
| Engagement practices throughout the life of a case | Identify strategies for engaging families from the very first interaction to case closure. Explore ways to discuss permanency while maintaining positive working relationships, and how to have difficult conversations when the case goal changes from reunification to adoption. | Case Planning to support decision making for permanency options | C or RSL | TBD | VT CWTP | 100% IVE @ 75% FFP |
| Case Documentation | Identify key areas of documentation for case notes, that describe behavioral changes, and documents clear change within the case goal. | Foster Care, Adoption, Guardianship | AL | TBD | VT CWTP | 100% IVE @ 75% FFP |
| Case Planning for Change | Discuss and build understanding to support the behavior change process and achieve permanency. | Case Planning to support decision making for permanency options | C or RSL | 6 | VT CWTP | 100% IVE @ 75% FFP |
| Planning for permanency: Legal permanency, Engaging Families & Youth in Transition to Adulthood | Practice consultation with SME's to build collaboration for achieving permanence for youth who may age out of the foster care system. Identifying independent living plans. | Foster Care, Adoption, Guardianship | C or RSL | 6 | VT CWTP | 100% IVE @ 75% FFP |
| Advanced Training Series: Safety Organized Practice Series District Based Focus/Training & Coaching Audience: District Office Staff | | | | | | |
| Case Reading | Deepen supervisor skills on effective and efficient case reading to elicit practice themes and ensure proper tool completion. | Case Planning, Foster Care | District Support in person or Remote | Varies by district | VT CWTP | 100% IVE @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|--|---|--|---|--------------------|----------|---------------------|
| SDM Tool Skill Labs | District Based Skill Labs to refresh on proper tool procedures and protocols for SDM Safety Assessment, Risk Assessment, Risk Reassessment & Reunification tools. | Assessment, Case Planning | District Support in person or Remote | Varies by district | VT CWTP | 100% IVE @ 75% FFP |
| New Manual Roll Out, Cultural Context Guidance, and Judiciary Bench Book Training | Review changes to the SDM manual to ensure tool fidelity and accurate usage. Special attention paid to the Cultural Context box and the new guidance issued. Educating workforce on what Judiciary is receiving regarding safety organized practices and judicial expectations. | Assessment and Case Planning | Regional Virtual Trainings and District Support in person or Remote | Varies by district | VT CWTP | 100% IVE @ 75% FFP |
| Building and Monitoring Effective Safety Plans | Explore safety planning in more depth. Deepen your skills in articulating clear risk statements and working with families to formulate individualized safety plans. Learn and practice questioning and coaching techniques and key questions to assist families in developing solid safety plans. Develop skills for monitoring and measuring the movement of a plan and the ongoing needs for safety | Social work practice, such as family centered practice and social work methods including interviewing and assessment; risk and protective factors, assessments to determine whether a situation requires a child's removal from the home; activities designed to preserve and reunify families communication skills required to work with children and families; placement of the child; development of case plan for children in foster care/ at risk of foster care; permanency planning; case management and supervision; referral to services. | District Support in person or Remote | Based on need | VT CWTP | 100% IV-E @ 75% FFP |
| Developing and Supporting | This day takes a deeper look at how working with kin impacts safety planning, the tensions | Permanency planning including using kinship care as a resource for children | | | | |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|---|---|--------------------------------------|----------------|----------------------------|---------------------|
| Networks for Safety and Permanency | that may exist in engaging kin, assessing for risk and identifying strengths and protective factors. Explore strategies to support successful kin placements and permanence with kin. | involved with the child welfare system; recruitment and licensing of foster homes; activities designed to preserve and reunify families development of case plan for children in foster care/ at risk of foster care; permanency planning case management and supervision; referral to services | District Support in person or Remote | Based on need | VT CWTP | 100% IV-E @ 75% FFP |
| Case Planning for Change | Utilize the tools and strategies for case planning and such as Case Plan format, Reunification Structured Decision-Making Tool, focus on developing behaviorally based plans that address parenting risks and plan for safety | Case Planning | District Support in person or Remote | Based on need | VT CWTP | 100% IV-E @ 75% FFP |
| Restorative Justice Certificate Program | | | | | | |
| Partnership with the Vermont Law School | | | | | | |
| Origins, Evolution, and Critical Issues in Restorative Justice | <ul style="list-style-type: none"> Analyze the foundational theory of restorative justice to issues in contrast with the current criminal justice system. Recognize the significance of traditional indigenous practices within the current context of the restorative justice movement. Identify challenges and apply solutions to current, complex issues within modern society using restorative justice practices. | | RSL or AL | 3 credit hours | Vermont Law School Faculty | 100% State funds |
| Principles of Restorative Justice | <ul style="list-style-type: none"> Critically examine the way we as society and individuals respond to crime and wrongdoing. | | RSL or AL | 3 credit hours | Vermont Law School Faculty | 100% State funds |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|------------------------------------|--|--|-----------|----------------|----------------------------|---------------------|
| | <ul style="list-style-type: none"> • Define restorative justice • Explore alternative ways of looking at and responding to crime and wrongdoing from the restorative justice perspective. • Critically assess the strengths and shortcomings of restorative justice theory and practice. • Understand several different restorative practices and how they typically interact with state systems. • Facilitate a learning experience for peers on an area of interest in the restorative justice field. | | | | | |
| Juvenile Justice | <p>Course explores:</p> <ul style="list-style-type: none"> • Current juvenile justice system and the particular needs of youth served by that system. • Impact of trauma on youth in the juvenile justice system • Racial equity in the juvenile justice system | Social work practice & social work methods, case management and supervision | RSL or AL | 3 credit hours | Vermont Law School Faculty | 100% IV-E @ 75% FFP |
| Juvenile Justice Reimagined | <ul style="list-style-type: none"> • Limiting system involvement for youth • Exploring the historical and ongoing significance of effective supervision of youth on probation • Recognizing the role of families and family engagement as imperatives for the efficacy of the system • Improving long term outcomes by reducing out of home placement of youth • Reducing length of system involvement | Activities designed to preserve, strengthen, and reunify the family; case management and supervision; youth development and permanency practice; youth and family engagement; referral to services | RSL or AL | 3 credit hours | Vermont Law School Faculty | 100% IV-E @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|---|---|-----------------------------------|------|---|---------------------|
| | <ul style="list-style-type: none"> Reducing racial disparity Focusing on community-based positive youth development practice Engagement with youth and family | | | | | |
| Stand Alone Advanced Trainings Audience: FSD staff and community partners | | | | | | |
| Basic Forensic Interviewing | Basic forensic interviewing skills for family services workers conducting interviews as part of a child abuse investigation. | N/A | C | 16.5 | National Child Advocacy Center | 100% CAPTA |
| Advanced Forensic Interviewing | Advance forensic interviewing skills for family services workers conducting interviews as part of a child abuse investigation. | N/A | C | 16.5 | National Child Advocacy Center | 100% CAPTA |
| Adult Offenders & Risk of Sexual Abuse Course (ROSAC) | MI interviewing and use of the ROSAC Tool for making appropriate referrals for services | Case Planning, Case management | C or RSL | 6 | Hired Subject Experts & CWTP | 100% IVE @ 75% FFP |
| Youth Assessment Screening Instrument Case Planning | Using Youth Assessment Screening Instrument (YASI), understand the research, philosophy and practice of engaging with and assessing risk and protective factors for youth. Practice motivational interviewing skills. Understand case planning with youth and their families that focuses specifically on risk and needs. | Social work practice, such as family centered practice and social work methods including interviewing and assessment; assessments to determine whether a situation requires a child's removal from the home; development of case plan for children in foster care/ at risk of foster care; permanency planning; case management and supervision; referral to services, risk and protective factors. | AL & coaching with subject expert | 7 | Licenses for AL classes purchased from Orbis and distributed through CWTP to FSD Staff. | 100% IV-E @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|--|--|-------|------|---|------------------------------------|
| Safe & Together | 1: Introduction to the Model 2: Multiple Pathways to Harm: A Comprehensive Assessment Framework 3: Working with Men as Parents: Fathers' Parenting Choices Matter 4: Intersections: When Domestic Violence Perpetration, Mental Health and Substance Abuse Meet | Case Planning with Families, permanency | AL | 9-12 | Licenses for DL classes purchased from Safe & Together Institute & distributed to FSD Staff | 100% IV-E @ 75% FFP |
| National Adoption Competency for Child Welfare Professionals | Module 1: A Case for Adoption Competency Module 2: Understanding and Addressing Mental Health Needs of Children Moving Towards or Having Achieved Permanence through Adoption or Guardianship Module 3: Enhancing Attachment and Bonding for Children Moving Towards/Having Achieved Permanence through Adoption and Guardianship Module 4: How Race, Ethnicity, Culture, Class and Diversity Impact the Adoption and Guardianship Experience and Mental Health Needs of Children Module 5: The Impact of Loss and Grief Experience on Children's Mental Health Module 6: The Impact of Early and Ongoing Trauma on Child and Family Development, Brain Growth and Development, and Mental Health Module 7: Positive Identity Formation and the Impact of Adoption and Guardianship Module 8: The Lifelong Journey: Maintaining Children's Stability and Well-being in Adoptive and Guardianship Families | Adoption/Foster Care | AL | 25 | VT CWTP | 100% IVE @ 75% FFP Adoption |
| Child & Adolescent Needs & | This online CANS Overview is intended to provide an accessible, multidisciplinary orientation to the CANS, its utility as a | Case Planning with Children in Foster Care | | | | |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|---|---|--|----------------------|-------------------------------|---|---------------------|
| Strengths (CANS) Tool | collaborative case planning tool, as well as resources for further information, training, and certification. While geared towards professionals, this overview will help anyone better understand the CANS tool | | AL | 2 | VT CWTP | 100% IVE @ 75% FFP |
| Vermont Case Reviewer Training | Overview of the OSRI Case Review Tool, the role of a case reviewer in the FSD Case Review process, terminology and key strategies for completing a case review on-site. Foster Care and in-home cases reviewed for the CQI system. | Case Reviews, CQI, custody, foster care, in-home services, assessment and delivery | C or RSL | 5 2-4 times annually | FSD Staff CWTP provides admin support to enter classes into AHS Linc | 100% IVE at 75% FFP |
| JEDI: Justice, Equity, Diversity & Inclusion | Develop an understanding of the concepts of justice, equity, diversity and inclusion and their impacts on our values, practices and approaches to child welfare Practice JEDI concepts in child welfare interactions such as assessment, case planning, and family meetings. | Case management skills, Assessment and planning and engagement with families | C or RSL & AL | 6-24 | VT CWTP | 100 % IVE @75% FFP |
| Micro-Learnings for Family Services Staff | Remote learning opportunities to explore best practices on child protection and youth justice topics and build knowledge about engaging with children, youth and families. Topics include: <ul style="list-style-type: none"> • Bias & Disproportionality in Child Welfare** • Working w/ Interpreters 3 & 4** • Crisis management in child welfare and youth justice* • Network Building with Kin* • Working with Domestic Violence Perpetrators | Case management skills, Assessment and planning and engagement with families | RSL | 1-2 hours 2x per month | VT CWTP & subject matter expert(s) | 100% IVE @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|-----------------------------------|--|--|-------|-----------------------------------|------------------------------------|---------------------|
| | <ul style="list-style-type: none"> • Ethical Practices in Documentation • Ethical Practices in Child Welfare • Ethical Dilemmas in Child Protection and Youth Justice; • The evaluation of perinatal mental health and its risks; • Working with Interpreters 1 &2; • Team as Secure Base and Accountability; • The Magic of Time Management | | | | | |
| Just in Time Series | <p>Stand alone, on-demand, online learning opportunities for topical overviews on the following practice areas:</p> <ul style="list-style-type: none"> • Indian Child Welfare Act • Interstate Compact on the Placement of Children • Coordination of safe and appropriate parent child contact • Assessment strategies, family meetings, safety planning; • Case planning; • Placement practice | Foster Care, Case Planning, Safety Planning | RSL | 1 hour each | VT CWTP & Subject matter expert(s) | 100% IVE @ 75% FFP |
| SOCIAL WORK LENS Podcast A | <p>Child Welfare & youth justice discussions, recorded and shared to the FSD workforce and Foster Parents, and community providers across the state of VT. Podcast topics:</p> | Case management skills, Assessment and planning and engagement with families | AL | 1 hour 6-8 episodes per season | VT CWTP & Subject Matter Expert(s) | 100% IV-E @ 75% FFP |

| Topic | Syllabus | IV-E Functions Addressed | Venue | Hrs. | Provider | Cost/Funding Source |
|-----------------------------------|---|---|-------|--------|------------------------------------|---------------------|
| | <ul style="list-style-type: none"> • The 2024 IV-E Child Welfare Roundtables- Themes & Inspiration • Best Practices for working with mandated clients • Working with Refugees • Working with clients who have Substance Use Disorder • The Sanctuary Model – Trauma Informed Systems Change for Child Welfare • Trauma Responsive Lawyering (GALS, family court and FSD staff) • Payback: The Title IV-E Training Scholarship in Vermont • Child Protective Services or the Family Policing System? | | | | | |
| SOCIAL WORK LENS Podcast B | Child Welfare & youth justice discussions, recorded and shared to the FSD workforce and Foster Parents, and community providers across the state of VT. | Case management skills, Assessment and planning and engagement with families, professional skills | AL | 1 hour | VT CWTP & Subject Matter Expert(s) | 100% IV-E @ 50% FFP |

Statewide Workforce Conferences

| | | | | | | |
|---|--|---|-----------------|-------------|---|--|
| <p>FSD Statewide Conference</p> <p>Audience: FSD staff</p> | <p>Develop and plan conference to be held in Winter/Spring 2025</p> <p>Support participation of Family Services staff in a Division-wide conference, which will offer a wide variety of workshops related to engaging children, youth, and families, staff safety, and staff wellness.</p> | <p>Social work practice, such as family centered practice and social work methods Activities designed to preserve, strengthen, and reunify the family; case management skills.</p> | <p>C</p> | <p>5-10</p> | <p>Hired subject experts, CWTP trainers, community partners</p> | <p>Staff time</p> <p>75% IV-E @ 75% FFP</p> <p>25% IVE @ 50% FFP</p> |
| <p>Youth Justice Summit</p> | <p>This conference brings together FSD staff, Family Court judges, GALs, BARJ staff, diversion staff, Corrections and attorneys to increase knowledge in youth justice practice, including with delinquent youth in state’s custody. Topics covered:</p> <p>Case planning using restorative practices as an approach to engage youth and caregivers.</p> <p>Engagement as a strategy to increase well- being, maintain safe and stable out of home care and, when possible, ensure timely reunification.</p> <p>Engagement strategies to support permanency.</p> | <p>Working with delinquent youth who are in foster care or at risk of being in foster care.</p> <p>Increase protective factors of youth, casework practices, case planning, well-being assessment</p> | <p>C or RSL</p> | <p>5</p> | <p>Hired subject expert(s), FSD Staff and CWTP</p> | <p>100% IVE @ 75% FFP</p> |

| | | | | | | |
|--|--|--|----------|------|--|--|
| Kin Foster and Adoptive Families Conference | Support participation of foster parents, adoptive parents, <u>family services workers</u> and other staff in the annual conference of the Vermont Kin, Foster and Adoptive Families, which offers a wide variety of workshops related to children and youth in care. | Recruitment of foster parents, kinship care as a resource, placement of child, development of case plan, case management and supervision, permanency planning, referral to services. | C or RSL | 5-10 | Hired subject experts, CWTP trainers, community partners | Staff time 100% IV-E @ 75% FFP |
| CW Summit | Support participation of Family Services staff, court staff, GALs, in a state-wide conference, which will offer a wide variety of workshops related to engaging children, youth, and families, child safety, and collaboration in child welfare. | Social work practice, such as family centered practice and social work methods and activities designed to preserve, strengthen, and reunify the family; collaboration, safety planning and case management skills. | C | 5 | Hired subject experts, CWTP trainers and FSD staff | 100% IVE @ 50% FFP |

District-Based Training & Coaching for FSD Workforce

The Child Welfare Training Partnership (CWTP) provides additional skills-based training and coaching in districts and the greater system of care, including caregivers, that is tied to foundations and advanced level training. This model has proven effective in facilitating transfer of learning, thereby enhancing the professional development of FSD staff, spreading knowledge and improving practice skills.

Delivery of training and coaching in districts, with RLSI and CIES is mutually agreed upon by CWTP, the FSD Operations manager, and each district's leadership team by completing a Collaborative Learning Agreement for the development of practice, in the context of the Family Services Practice Model. A menu of focus areas will be identified such as: Cultural Agility, JEDI issues, Safety Culture, Ethics, Advance Practicum Series, Substance Abuse & Domestic Violence. Districts will use their CQI data to assist in developing Collaborative Learning Agreements with CWTP that will improve their outcome data. CWTP will support collaboration and learning with FSD contracted expertise

such as LUND Substance Assessment workers and DV Specialists as needed. Community partners and other DCF department staff are invited and welcome at the discretion of the district.

Additionally, central office consultants, leadership, resource coordinators and, caregivers and caregiver mentors may benefit from coaching. This will be provided on an as needed basis in conjunction with furthering the goals of the Family Services Division and with capacity of VT CWTP for such programs as: LAMM, SOP, Consultant & Supervisory Coaching Skills, Resource Coordinator professional development, Caregiver Mentor skills, etc.

The cost of CWTP time is allocated to the benefiting programs.

Supervisor & Leadership Training

The Vermont Department of Human Resources offers a course called Supervising in State Government. This is a two-level program for new and experienced supervisors:

Level 1: "The Essentials" involves one class day per week over four weeks and focuses on the skills a supervisor needs to survive and thrive in state service. A strength-based approach to supervision is the foundation of all of our supervisory and management training. It is the core of enhancing employee engagement across state government. Level 1 is mandatory for all designated supervisors in the Executive Branch.

Level 2: "Building Excellence" provides depth, practice and practical application, as well as more information and skills to help supervisors recruit, retain and develop engaged employees.

This generic supervisory training is not charged to the IV-E program.

| Course | Syllabus | IV-E Functions Addressed | Venue | Provider | Hours | Cost/ Funding source |
|--|--|---|----------|-----------------------------------|--------------------------|--|
| Leadership Training Series | | | | | | |
| Audience: FSD Supervisors and Directors | | | | | | |
| Supervisor's Practicum: <ul style="list-style-type: none"> Coaching to Supervise Family Finding/ Networks* Coaching to Case Reading** Secure Base and Safety Culture** Courageous Conversations/Effective Feedback in Child Welfare Practice Supervising through Secondary Traumatic Stress/Burnout Use of JEDI practices and values in supervision | Provide coaching to support case planning with families and children, utilizing the case read tool for effective supervision and decision-making | Case Management and case planning; decision-making and assessment skills in child welfare and youth justice cases; family-centered and youth-centered practice; worker retention; worker safety; team building | C or RSL | VT CWTP & Subject Matter Experts | 6-18 hours | 75% IV-E @ 75% FFP 25% IV-E @ 50% FFP |
| Child Welfare Coaching Institute For Supervisors, Coaches and Central Office Consultants | Be able to use methods of inquiry to elicit the experience of the learner. Use coaching as a strategy to improve family engagement skills; family and youth centered practice; Provide coaching to Supervisors and SME's to improve consultation skills, transfer of learning and knowledge and improve decision-making in case management, safety | Social work practice, family centered practice and social work methods including interviewing and assessment; communication skills required to work with children and families; placement of child, development of case plan for children in foster | C or RSL | VT CWTP and Family Services staff | 6-12 2 x per year | 100% IV-E @ 75% FFP |

| Course | Syllabus | IV-E Functions Addressed | Venue | Provider | Hours | Cost/ Funding source |
|---|--|---|---|-----------------------|--------------------------------------|---------------------------------------|
| | planning and permanency activities. | care & at risk of foster care, case management and supervision | | | | |
| National Adoption Competency for Child Welfare Professional Supervisors NTI | Module 1: A Case for Adoption Competency Module 2: Understanding and Addressing Mental Health Needs of Children Moving Towards or Having Achieved Permanence through Adoption or Guardianship Module 3: Enhancing Attachment and Bonding for Children Moving Towards/Having Achieved Permanence through Adoption and Guardianship Module 4: How Race, Ethnicity, Culture, Class and Diversity Impact the Adoption and Guardianship Experience and Mental Health Needs of Children Module 5: The Impact of Loss and Grief Experience on Children’s Mental Health Module 6: The Impact of Early and Ongoing Trauma on Child and Family Development, Brain Growth and Development, and Mental Health Module 7: Positive Identity Formation and the Impact of Adoption and Guardianship Module 8: The Lifelong Journey: Maintaining Children’s Stability and Well-being in Adoptive and Guardianship Families | Adoption/Foster Care | AL | 28 hours | VT CWTP | 100% IVE @ 75% FFP Adoption |
| SDM Case Reading Training & Coaching | Develop skills to provide Quality Assurance of SDM tool implementation, reading and assessing competence of staff. | Supervision, oversight of casework practice and case work skills. | Goto, RSL or C District Coaching | CWTP & Evident Change | 5-25 1-2 x year statewide and | 100% IVE @ 50% FFP |

| Course | Syllabus | IV-E Functions Addressed | Venue | Provider | Hours | Cost/ Funding source |
|--|--|--|-------|----------|------------------|----------------------------|
| | | | | | in each district | |
| Leadership Training: Coaching to Enhance Safety Culture for Consultants | Develop Skills to use consultation as a driver of safety culture implementation, enhancing secure base and increasing psychological safety in order to drive more effective consultation and support high consequence decision making. Particular emphasis on skill building for planning forward and reflecting back. | Supervision, oversight of case work, supporting a secure base for staff, | RSL | CWTP | 6 hrs | 100% IV-E @ 50% FFP |

Training Provided by FSD Staff

| Training provided by Family Services Staff | | | | |
|--|--|--|---|---|
| Topic/Title of Training | Brief Description of Training | IV-E Functions Addressed | Audience for Training | Funding Source |
| Child Safety | Assessing risk, safety planning, seeking court involvement | Child abuse and neglect issues, such as the impact on a child’s development and well-being, impact of trauma; resilience, social work methods including interviewing and assessment; preparation for judicial determinations; placement of a child; case supervision & management; development of case plan. | Family Services Workers and Family Services Supervisors | 100% IVE @ 75% FFP |
| Mandated Reporter Training | Child abuse/ neglect definitions, CSI trajectories | Recognizing child abuse and neglect; impact of child abuse and neglect; current laws governing reporting child abuse and neglect concerns | Community Partners | 100% State Funds |
| ALICE | Pro-active multi option response to targeted violence | General training related to staff safety in child welfare | AHS | 100% IVE @ 50% FFP |
| SafeSignal | Training on safety technology | N/A | DCF (CDD, ESD, FSD) | 100% State Funds |
| Human Trafficking 101 | Definition of human trafficking, red flags, trauma informed response | Child abuse and neglect issues; substance abuse, domestic violence, mental health issues; impact of trauma on children youth development | DCF workers, law enforcement, victim advocates, community, educators (across the state) | 75% IVE @ 75% FFP 25% State funds to support law enforcement and educator participants |

| | | | | |
|---|--|---|--|--------------------|
| ICPC/ICJ 101 | Highlights about both compacts, their rules and regulations | Preparation for and participation in judicial determinations, placement practice, Permanency planning including use of kinship care as a resource for children involved with the child welfare system | DCF staff | 100% IVE @ 75% FFP |
| ICPC/ICJ Bench Bars | Highlights about both compacts, their rules and regulations, the role of the court and attorneys | Preparation for and participation in judicial determinations, placement practice, Permanency planning including use of kinship care as a resource for children involved with the child welfare system | Judges, attorneys and DCF | 100% IVE @ 75% FFP |
| Human Trafficking Investigations | Definition of human trafficking, red flags, how to conduct human trafficking investigations | N/A | SIU/MDT's (Law enforcement, DCF, and Victim Advocates) | 100% State Funds |

Additional Courses offered at University of Vermont eligible for IVE

Intended audience: Employees or those preparing for employment at state-approved child welfare agencies providing services to children receiving assistance under title IV-E

| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
|--|---|--|--------------|------------|---|-----------------------------|
| EDSP 330 The Trauma Lens: <i>Understanding core concepts of trauma informed practice in health and human services</i> | Identify how trauma and adversity affects learning, brain development, and social-emotional and behavioral health. Understand the core concepts of trauma informed practice. Understand foundational concepts of attachment, resiliency, development, trauma, learning, cultural humility and secondary traumatic stress. Identify key components of family-engaged, collaborative, inter-professional practices in screening, assessment, and case planning. | Case Planning, Trauma, Workforce Development | RSL & AL | 60 Hours | CESS Dept. of Education Faculty | 100% IVE @ 75% FFP |
| EDSP 332 <i>Resilience, Equity and Interprofessional practices for</i> | Understand the impacts of racial and historical trauma. | Case planning, trauma and resilience, interprofessional collaboration to support child and youth in care, engagement skills. | RSL & AL | 60 hours | CESS Dept of Educational Faculty | 100% IVE @ 75% FFP |

| | | | | | | |
|--|---|--|------------|-----------------|---|-------------------------------|
| <p><i>enhancing well-being among children and families in social service agencies.</i></p> | <p>Identify structural inequities that perpetuate oppression and inequities and lead to trauma.</p> <p>Understand and identify strengths and opportunities related to how collaborative & interprofessional practices can enhance resilience and can wrap families.</p> <p>Identify the roles and responsibilities of various professionals who support children and families who have experienced trauma and adversity.</p> <p>Learn skills including cultural humility, reflective supervision, vicarious trauma (secondary traumatic stress), and resiliency.</p> <p>Learn family-engagement and case planning skills.</p> | | | | | |
| <p>EDSP 333 Trauma Informed System Change</p> | <p>Identify key components of a trauma informed system in education and community partner organizations (approved child welfare agencies)</p> | <p>Referral to services; Resources for children in foster care; Case plan coordination</p> | <p>RSL</p> | <p>60 hours</p> | <p>CESS Education Department Faculty</p> | <p>100% IVE @ 75% FFP</p> |
| <p>PSYS 3405 Race in American Youth</p> | <p>An overview of how race relates to youth development, ranging from infancy to adolescence. Through the lens of developmental psychology, this course explores how youths' racial attitudes, racial beliefs, racial identity, and interracial interactions develop in youth; the course also explores ways that</p> | <p>Race, Trauma, Class, and Diversity</p> | <p>RSL</p> | <p>60 hours</p> | <p>CASS Psychology Department Faculty</p> | <p>100% IVE @ 75% FFP</p> |

| | | | | | | |
|--|--|--|-----|----------|------------------------------------|-------------------|
| | race influences the pathways youth take in American society. | | | | | |
| PSYS 252: Emotional Development and Temperament | <p>Understand implications of development and temperament.</p> <p>Identify connections between physiology and temperament.</p> <p>Explore connections between implications of development and temperament and how to engage with individual children, youth and families.</p> | Child abuse and neglect issues; child development, both typical and problematic, impact of trauma on children youth development; engagement skills | RSL | 60 hours | CASS Psychology Department Faculty | 100% IVE @ 75%FFP |
| PSYS 3420 Psychology of Gender | <p>An examination and critique of psychological theories, methods and research about gender using an intersectional framework.</p> <p>Explore social, situational, individual, and biological explanations of gender similarities and differences and their development.</p> | Develop knowledge and skills to provide care and support for LGBTQ youth in custody and promote placement stability. | RSL | 60 hours | CASS Psychology Department Faculty | 100% IVE @ 75%FFP |
| PSYS 278 A: Science of Traumatic Stress | <p>Understand how a traumatic event is defined</p> <p>Identify the various outcomes associated with trauma exposure across the lifespan</p> <p>Learn how to competently assess for traumatic events</p> <p>Develop skills necessary to engage with and provide casework for those impacted by trauma</p> | Child abuse and neglect issues; substance abuse, domestic violence, mental health issues; impact of trauma on children youth development; trauma and resilience; case management and engagement skills | RSL | 60 hours | CASS Psychology Department Faculty | 100% IVE @ 75%FFP |

| Training for Staff of State-Approved Child Welfare Agencies Providing Services to Children Receiving Assistance Under Title IV-E | | | | | | |
|--|---|---|-------|---|---|----------------------|
| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
| Judicial Branch GAL Training | Overview of Vermont Judicial system, juvenile law and policy and child welfare practice; role of GAL in court CHINS case; understanding children and families; cultural competency; conflict resolution and principles of collaboration; Judicial ethics and professionalism | Judicial Branch/Guardian Ad Litem, case planning court | AL | 32 hours per event 4 times yearly 4 events per fiscal year | National CASA (under VOCA) and Court Improvement Program. | N/A |
| FUNDAMENTALS in Trauma Informed Care and Adoption Competence | Two separate FUNDAMENTALS (online modules) are available: one in Trauma Informed Practice (with a total of 11 modules) and one in Adoption Competency (with a total of 4 modules). This training provides the fundamental knowledge necessary to effectively work with children and families through a trauma informed and adoption competent lens, while providing concrete skills that will improve a caregiver's capacity to effectively implement evidence informed treatments. | Improve placement stability and permanence by enhancing the social and emotional well-being of Vermont's Children and youth through the implementation of family engaged, adoption competent, trauma informed and evidence-based services and supports. | AL | VT CWTP | 30 hrs Available ongoing | 100% IVE @ 75% |

| Training for Staff of State-Approved Child Welfare Agencies Providing Services to Children Receiving Assistance Under Title IV-E | | | | | | |
|--|--|--------------------------|-------|-------|----------|----------------------|
| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
| National Adoption Competency Mental Health Training for Mental Health Professionals (NTI) | Module 1: A Case for Adoption Competency Module 2: Understanding and Addressing Mental Health Needs of Children Moving Towards or Having Achieved Permanence through Adoption or Guardianship Module 3: Enhancing Attachment and Bonding for Children Moving Towards/Having Achieved Permanence through Adoption and Guardianship Module 4: How Race, Ethnicity, Culture, Class and Diversity Impact the Adoption and Guardianship Experience and Mental Health Needs of Children Module 5: The Impact of Loss and Grief Experience on Children’s Mental Health Module 6: The Impact of Early and Ongoing Trauma on Child and Family Development, Brain Growth and Development, and Mental Health Module 7: Positive Identity Formation and the Impact of Adoption and Guardianship Module 8: The Lifelong Journey: Maintaining Children’s Stability and Well-being in Adoptive and Guardianship Families | Adoption, Foster Care | AL | 25-30 | VT CWTP | 100% IVE @ 75% FFP |

| Training for Staff of State-Approved Child Welfare Agencies Providing Services to Children Receiving Assistance Under Title IV-E | | | | | | |
|--|----------|--------------------------|-------|-----|----------|----------------------|
| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
| | | | | | | |

| Training for Staff of State-Approved Child Welfare Agencies Providing Services to Children Receiving Assistance Under Title IV-E | | | | | | |
|--|---|--|-------|----------|-----------------------------------|----------------------|
| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
| Family Time Coaching Skill Building | Module 1: Introduction Module 2: Child Safety Skill Set Module 3: Clinical Skill Set Module 4: Child Development Play Lab Module 5: Advanced Child Development Module 6: Coaching Skill Set Module 7: Partnering Skill Set Module 8: Addressing Traumatic Stress Response in Child and Caregiver Module 9: Teen Model Module 10: Introduction to Family Safety Planning Module 11: Genograms and Ecomaps Module 12: Infant Track | Social work practice, such as family centered practice and social work methods including interviewing and assessment; communication skills required to work with children and families | RSL | 54 hours | Contracted Subject Matter Experts | 100% IVE @ 75% FFP |
| Introduction to Family Safety Planning Meetings | Participants will understand the Family Safety Planning Model components and the values/ principles that underpin it. participants will practice facilitating a Family Safety Planning Meeting with support through peer and trainer consultation. trainers will lay groundwork for actual FSP referral and preparation | Social work practice, such as family centered practice and social work methods including interviewing and assessment; communication skills required to work with children and families | RSL | 12 hours | Contracted Subject Matter Experts | 100% IVE @ 75% FFP |

| Training for Staff of State-Approved Child Welfare Agencies Providing Services to Children Receiving Assistance Under Title IV-E | | | | | | |
|--|--|--|-------|---------|-----------------------------------|----------------------|
| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
| Genograms and Ecomaps | Discuss genograms & ecomaps as a methods of understanding family systems, finding strengths and accessing sources of support Explore the practice of Family Finding Learn how to complete genograms and ecomaps | | RSL | 6 hours | Contracted Subject Matter Experts | 100% IVE @ 75% FFP |
| Advanced Family Safety Planning Meeting Facilitation | Youth participation in FSPs Overcoming barriers Preparation Engagement Scenario practice Widening the net Managing difficult dynamics in the room Virtual FSP facilitation Develop additional skills in preparing families and professionals for FSPs. Learn techniques to: <ul style="list-style-type: none"> ▪ Widen the net ▪ Maintain a safe and productive meeting environment ▪ Capture what participants are sharing adequately on the board, as well as know how to follow up with | Social work practice, such as family centered practice and social work methods including interviewing and assessment; communication skills required to work with children and families | RSL | 6 hours | Contracted Subject Matter Experts | 100% IVE @ 75% FFP |

| Training for Staff of State-Approved Child Welfare Agencies Providing Services to Children Receiving Assistance Under Title IV-E | | | | | | |
|--|---|---|-------|-----------|-----------------------------------|----------------------|
| Course | Syllabus | IV-E Functions addressed | Venue | Hrs | Provider | Cost /Funding Source |
| | additional solution-focused questions. | | | | | |
| Motivational Interviewing | Understand the trans-theoretical model of change; explore solution-focused skills, become familiar with the application of MI in casework practice. | Case planning, case management Social work practice, such as family centered practice & social work methods including interviewing and assessment; general overview of child abuse and neglect investigations, risk and protective factors. | | See above | Contracted Subject Matter Experts | 100% IVE @ 75% FFP |

Training for Child Welfare System

Most of the above trainings are also available, assuming slots are available, to entities listed in the definition of the child welfare system found above, including but not limited to, foster parents, kin caregivers, adoptive parents, staff of other related state Departments and Agencies, and staff of state approved child welfare agencies. Our training calendar is available online.

Cost Allocation Methodology for Workforce Training

The specific cost allocation for each course is specified in the previous pages.

The Title IV-E eligibility statistics are compiled quarterly from Family Services MIS, using data on all children in custody, including their custody category, and then indicating their Title IV-E eligibility status, also by custody and category. The number of Title IV-E eligible children is divided by the total number of children in custody to determine the Title IV-E eligibility rate.

The same information is provided for the children receiving an adoption subsidy. The number of Title IV-E eligible children is divided by the total number of children on adoption subsidies to determine the Title IV-E eligibility rate.

The combined eligibility rate is calculated using all children in foster care or on adoption assistance as the denominator and the number of IV-E eligible children in both programs as the numerator.

Caregiver Training

The VT CWTP provides short-term training for Vermont caregivers, as follows.

Foundations for Foster Parents: A hybrid course- (both on-line and in-person components). An alternative at home workbook and DVD set provided for caregivers unable to access the Foundations online component. The in-person component, Foundations: Learning Networks, consists of three in person sessions held once a week for three consecutive weeks. Foundations Learning Networks offered in-person when possible as the minimum number, six (6), FP completes the online component. Foundations Learning Networks also provided remotely to ensure small districts and immunocompromised have access. Foundations topics/content includes but is not limited to: RLSI Overview, Role and Resource Utilization, Fundamental Relationships, Safety, Development, Attachment, Trauma, Trauma Informed Parenting Skills, Court, Permanency, Respecting Differences, Impact of Culture, Aspects of Diversity and Intercultural Responsiveness. Please see Caregiver Training Competencies for additional details.

Fostering to Forever online offered continuously and offered virtually and in-person regionally in four districts as the minimum number of pre-adoptive parents, needed for a class in a district is met.

| Course | Syllabus | IV-E Functions Addressed | Venue | Provider | Hrs | Cost/ Funding source |
|---|---|---|-------------|---------------------------------------|--|-------------------------------|
| Foundations Online | RLSI Overview, Role and Resource Utilization, Fundamental Relationships, Safety, Development, Attachment, Trauma, Trauma Informed Parenting Skills, Court, Permanency, Respecting Differences, Impact of Culture, Aspects of Diversity and Intercultural Responsiveness. | Preparation of foster, kin and potential adoptive caregivers to care for children in state's custody. | AL | CWTP | 12-14 hrs | 100% IV-E @ 75% FFP |
| Foundations Learning Networks | RLSI Overview, Role and Resource Utilization, Fundamental Relationships, Safety, Development, Attachment, Trauma, Trauma Informed Parenting Skills, Court, Permanency, Respecting Differences, Impact of Culture, Aspects of Diversity and Intercultural Responsiveness. | Preparation of foster, kin and potential adoptive caregivers to care for children in state's custody. | C or RSL | CWTP Staff and/or Temp Trainers | 6 hrs Classroom Offered when 6 or more FP complete online in District or region | 100% IVE @ 75% FFP |
| Orientation for New Foster Parents | Learn about FSD's overarching goal of reunification and the role of the foster parent within it. Gain an understanding of the licensure process. Increase knowledge about expectations of foster caregivers. Explore "a day in the life" of being a foster caregiver. Begin to understand how trauma impacts children/youth that are in foster care. Identify supports and resources available to caregivers. Receive next steps regarding training requirements if moving forward. | Foster Care, Placement Stability, Recruitment and Retention | AL | CWTP | 1 hour | 100% IVE @75% FFP |
| Fostering to Forever | Making the Move to Permanency; Working with Families; Adoption; Permanent Guardianship; Local connections and Additional resources | Preparation of families who will adopt children from the foster care system. | C, RSL & AL | Hired trainers & CWTP | 3.5 hours Classroom up to 4 x per year; DL on going | 100% IV-E Adoption Rate |

Advanced Training for Caregivers

The CWTP works with FSD Central Office Staff, District staff and caregiver groups to identify topics for regional advanced training for kin, foster and adoptive caregivers. Advanced online training will include : Mentoring online training, LGBTQ+ 101, Commercial Sex Trafficking, Court Overview, You Kin Do It, Safety Awareness for Caregivers, Caring for Opioid Exposed Infants, Adoption Advanced Topics, Beyond the Basics Kinship, Considerations When Caring for Youth, Normalcy/RPPS, Fundamentals in Trauma Informed Practice and Fundamentals in Adoption Competence. Advanced virtual and/or in person courses that will be offered after the completion of Foundations include Deeper Dive Advanced courses (6 topics offered twice a year), Supporting Children and Youth Impacted by Parental Incarceration, Kinship Connections, Creating Connections, RPC+ training of trainers, and RPC+ regional offerings, . The KFAF Team offers coaching support to temp-trainers, Resource Coordinators, related to caregiver training and increasing capacity of caregivers, and transfer of learning coaching to caregivers connected to Advanced Training topics.

Advanced Foster Parent Training

| Course | Syllabus | IVE Function Addressed | Venue | Provider | Hours | Cost/ Funding Source |
|---|--|--|----------|----------|--|----------------------------|
| Resource Parent Curriculum+ TIPS Train the Facilitator | For professional community partners. Develop clear understanding of the RPC, and how to effectively train caregivers with it. | Preparation of trainers to deliver Resource Parent Curriculum, which focuses on increasing caregiver skills for those caring for children in state's custody with histories of trauma. | C or RSL | CWTP | 8-16 hrs Up to 2 x per year | 100% IV-E @ 75% FFP |
| Resource Parent Curriculum (RPC) + TIPS (Trauma Informed Parenting Skills) | The RPC curriculum provides resource parents with the knowledge and skills needed to more effectively care for children and youth who have experienced trauma. Participants will learn how trauma-informed parenting can support children's safety, permanency, and well-being, and engage in skill-building exercises that will help them apply this knowledge to the children in their care. | Delivery of Resource Parent Curriculum, which focuses on increasing caregiver skills for those caring for children in state's custody with histories of trauma. | C or RSL | CWTP | 25 hrs 10 weeks in person or Remote 2-3 X per year | 100% IV-E @ 75% FFP |
| Resource Parent Curriculum+ TIPS (Trauma Informed Parenting Skills) For VCORP-VT Coalition of Residential Programs | The Resource Parent Curriculum provides resource parents with the knowledge and skills needed to more effectively care for children and youth who have experienced trauma. Participants will learn how trauma-informed parenting can support children's safety, permanency, and well-being, and engage in skill-building exercises that will help them apply this knowledge to the children in their care. | Residential Staff Training on Trauma related to children and youth in foster care | C or RSL | VT CWTP | 25 hours 10 weeks in person or Remote 1-2 X per year | 100% IVE @ 75% FFP |

| | | | | | | |
|--------------------------------------|---|---|----------|---------|----------------------------|-----------------------|
| Charting the Course | Develop skills and abilities of caregivers to support youth toward independent living. Able to actively support older youth in accessing transitional services towards independence/adulthood in attempt to support permanency. | Fostering youth who are approaching independence and require an independent living plan | C or RSL | VT CWTP | 3 -6hrs 1-2 X this year | 100% IVE @ 75% FFP |
| Substance Use/Mis-use | This training supports caregivers in understanding terminology and slang term for street drugs. Increases their ability to work with adolescents and family members of child/youth who are actively using – safety plan, treatment options, harm reduction, interventions, etc. And increases their ability to discuss and support prevention of substance abuse with youth | Developing skills to care for children and youth affected by substance use | C or RSL | VT CWTP | 3-6 hrs 2 x this year | 100% IVE @ 75% FFP |
| Youth Mental Health First Aid | Increases caregiver’s ability to understand and work with a parent who has a severe and persistent mental illness. Also supports caregiver understanding of age-specific ways to support a child or youth whose parent is mentally ill. | Developing skills to care for children and youth affected by mental health concerns | C or RSL | VT CWTP | 3-6 hrs 2 X this year | 100% IVE @ 75% FFP |

| | | | | | | |
|---|--|---|-----------------|-------------|--|-------------------------------|
| Respecting Differences (racism, racial justice, bias, culture) | <p>This course supports caregivers in taking a deeper dive into cultural responsiveness, while supporting advanced level training around bias, racism, the concept of culture and one's own experience and the impact it can have on caregiving. Additionally, this training will: Increase ability to understand issues specific refugees and immigrants. Increase awareness of resources for supporting a non-English language speaker/reader Increase ability to help children resolve issues related to cultural differences</p> | <p>Developing skills to enhance the care for children and youth who have different cultural backgrounds</p> | <p>C or RSL</p> | <p>CWTP</p> | <p>3-6 hrs 1 X this year</p> | <p>100% IVE @ 75% FFP</p> |
| Positive and Adverse Childhood Experiences (PACES): Nurturing Resilience | <p>This training offers a deepened training to truly understand trauma, impact on self, child/youth and families as well as assists caregivers to develop skills to manage the trauma-related needs of the children in their care. This training will break down different types of early childhood adversity/trauma and may focus on one specific type of adversity per training (i.e. childhood sexual abuse, witnessing domestic violence).</p> | <p>Developing skills to better provide care for and support permanency for children and youth impacted by early childhood adversity.</p> | <p>C or RSL</p> | <p>CWTP</p> | <p>3-6 hrs 2 Xs this year</p> | <p>100% IVE 2 75% FFP</p> |
| Preventing and Overcoming Secondary Traumatic Stress Through Awareness and Self-Care | <p>This training builds on the foundational understanding of vicarious trauma and the importance of self-care for caregivers. Assists caregivers in developing and maintaining self-regulation plan.</p> | <p>Developing and practicing skills to decrease vicarious trauma impact, increase self-care and assist in decreasing burnout (increase retention)</p> | <p>C or RSL</p> | <p>CWTP</p> | <p>3-6 hrs 2 X this year</p> | <p>100% IVE @ 75% FFP</p> |

| | | | | | | |
|---|---|--|-----------|-----------------------|---|------------------------|
| CPR & First Aid | This training will provide opportunities to learn and practice the basic first aid and CPR skills. | Developing first aid and cpr skills to support care and response to children and youth in care. | C or RSL | Hired Subject Experts | 3-6 hours 4 x per year in regions | 100% IVE @ 75% FFP |
| Supporting youth and children impacted by parental incarceration | This training provides information that assists caregivers in better understanding how children and youth can be affected by parental incarceration. Caregivers receive resources, and share insights. | Develop and practice skills to better support children and youth feel safe, supported and connected when impacted by parental incarceration. | AL or RSL | VT-CWTP | 4 hours | 100% IVE @ 75% FFP |
| Fostering to Forever: Deeper Dive Into Adoption | Training on topics such as: Siblings in Adoption (bio, foster, adopted), Extended Families (how adoption impacts the whole family) and Adoption and School (unique issues for children/youth in school) | Adoption | RSL | VT CWTP | 1 hour each Up to 4 x per year | 100% IVE @ 75% FFP |
| Kinship Care: Beyond the Basics kinship specific | This training will provide tools for kinship caregivers to explore and support healthy relationships between the child/youth and family connections. The training assists in building perspective and skills needed to take on a new role as a kin caregiver while navigating changes in family dynamics, relationships and related feelings. | Developing skills, knowledge and understanding among kin caregivers to support care of and promote stability for children/youth in kinship care. | AL | VT CWTP | 1 hr | 100% IVE @ 75% FFP |
| Caregiver Peer Mentoring | Train mentors on evidence of how to support new and existing foster parents and assist foster parents in successfully navigating through the child welfare system with | Develop skills among mentors to promote placement stability for children in foster and kinship care. | AL | CWTP | 3 hrs | 100% IV-E @ 75% FFP |

| | | | | | | |
|---|--|---|----|------|-------|--------------------|
| | the goal of improved placement stability and foster parent retention. | | | | | |
| Commercial Sexual Exploitation of Children Training for Caregivers | <p>Raise awareness of the child welfare system response to child sex trafficking (CST) and the role of foster parents/caregivers</p> <p>Raise awareness of the Federal definition of sex trafficking</p> <p>Recognize the risk factors associated with children and youth who are victims of, or at risk for, sex trafficking</p> <p>Recognize the impact of sex trafficking on survivors</p> <p>Respond to youth who are in care and who are victims of, or at risk for, sex trafficking</p> | Develop knowledge and skills necessary to recognize CYST and appropriately care for possible victims/survivors of CYST placed in their care. | AL | CWTP | 3 hrs | 100% IVE @ 75% FFP |
| Safety Awareness for Caregivers | <p>Understand preventive strategies to preserve safety, reduce threats/risks, and promote well-being and self-care.</p> <p>Explain the importance of awareness, assessment, anticipation, and action as they relate to caregiver safety.</p> <p>Define the common stages of threat/violence escalation, including when not to engage.</p> <p>Describe potentially dangerous scenarios/ situations caregivers may encounter.</p> <p>Understand and increases knowledge of de-escalation techniques that may reduce vulnerability during tense interactions.</p> <p>Identify components of policy and practice that keep</p> | Preparation of foster caregivers to care for children in state's custody through increasing safety awareness and development of de-escalation and safety planning skills. | AL | CWTP | 3 hrs | 100% IVE @ 75% FFP |

| | | | | | | |
|--|---|---|----|------|---|--------------------|
| | <p>caregivers safe and learn how policy actively supports caregiver safety.</p> <p>Identify local resources and steps to enhance your personal safety and safety of children in your home.</p> | | | | | |
| Caring for Opioid Exposed Infants | <p>Provide education about addiction and recovery for those with Substance Use Disorder relating to Opiates</p> <p>Prepare foster/kin/adoptive parents for caring for opiate exposed infants through instruction in NAS (Neonatal Abstinence Syndrome), caring of newborns, and overview of physiological/psycho/social development</p> <p>Define role of the DCF foster parent in caring for NAS babies</p> <p>Provide participants with community resources to assist them in this responsibility</p> | <p>Develop knowledge and skills among caregivers to be able to provide care for infants and young children that have been exposed to opiates.</p> | AL | CWTP | 6 | 100% IVE @ 75% FFP |

| | | | | | | |
|---|---|--|-----------|---|-----------------------|----------------------------|
| <p align="center">Understanding Sexual Development and Behaviors Continuum</p> | <p>Developing skills to better provide care for and support permanency for children and youth specifically related to development and puberty.</p> | <p>Understanding child development, impact of trauma, placement stability</p> | <p>C</p> | <p>VT CWTP</p> | <p>2-3 hrs</p> | <p>100% IV-E @ 75% FFP</p> |
| <p>LGBTQ+ 101: Caring for LGBTQ youth in care</p> | <p>Learn how to better support and affirm LGBTQ youth. Introduction to gender identity and sexuality. Identify the unique needs and challenges for LGBTQ youth in DCF custody. Consider specific situations/scenarios that you might encounter as a foster, kinship or adoptive caregiver.</p> | <p>Develop knowledge and skills among caregivers to provide care for LGBTQ youth in custody and promote placement stability.</p> | <p>AL</p> | <p>CWTP & Hired Expert</p> | <p>3 hrs</p> | <p>100% IVE @75% FFP</p> |
| <p>It's a Rainbow World; Parenting LGBTQ+ Children/Youth</p> | <p>This virtual workshop is open to all who have formed, or may form their family through adoption, guardianship, or foster care and their extended support system. Participants will increase their fluency with LGBTQ+ inclusive concepts, terminology, and practices; and identify specific opportunities for, and challenges to, inclusivity and the unique issues for children who join their families through</p> | <p>Develop knowledge and skills among caregivers to provide care for LGBTQ youth in custody and promote placement stability.</p> | <p>AL</p> | <p>DCF contractor: Lund Family Center</p> | <p>4.5 hrs Online</p> | <p>100% IVE @ 75% FFP</p> |

| | | | | | | |
|--|--|---|----|---|---------|--------------------|
| | <p>adoption, guardianship, kinship, or are in foster care. Learn and practice approaches for making our homes and community environments affirming and supportive for children and youth of all genders and sexual identities</p> <p>Hear from a panel of youth and parents</p> | | | | | |
| Creating an Adoption Sensitive School | <p>Open to parents and educators</p> <p>Increase understanding of the 7 Core Issues of Adoption</p> <p>Increase understanding of the impact of Developmental Trauma</p> <p>Learn how these might present in the classroom and what strategies can help these children and youth succeed in school</p> | <p>Adoption; Developing skills to better provide care for and support permanency for children and youth impacted by early childhood adversity; Develop skills, knowledge and understanding among adoptive caregivers to support care of and promote stability</p> | AL | <p>DCF Contractor: Lund Family Center</p> | 2 hrs | 100% IVE @ 75% FFP |
| Talking to Our Children about Adoption/ Guardianship | <p>Learn why it's important to talk with your child and to practice these conversations safely (and with support)</p> <p>How to provide your child with their history—even if it is a difficult one and</p> <p>Learn how to talk about your child's birth family honestly and proactively.</p> <p>How to empower your child in telling and/or keeping their story private.</p> | <p>Adoption; Developing skills to better provide care for and support permanency for children and youth impacted by early childhood adversity; Develop skills, knowledge and understanding among adoptive caregivers to support care of and promote stability</p> | AL | <p>DCF Contractor: Lund Family Center</p> | 4.5 hrs | 100% IVE @ 75% FFP |
| Taking the Long View: Thriving as a Transracial/ Transcultural Family | <p>Open to caregivers, siblings, and other family members</p> <p>This course supports caregivers in taking a deeper dive into</p> | <p>Adoption; Developing skills to enhance the care for children and youth who have different cultural backgrounds; Develop skills, knowledge and understanding among adoptive</p> | AL | <p>DCF Contractor: Lund Family Center</p> | 6 hrs | 100% IVE @ 75% FFP |

| | | | | | | |
|---|--|---|----|---------|---------|------------------------|
| | <p>cultural responsiveness, bias, racism, the concept of culture and one's own experience and the impact it can have on caregiving.</p> <p>Increase ability to help children resolve issues related to cultural differences</p> | <p>caregivers to support care of and promote stability</p> | | | | |
| Advanced Adoption | <p>Understands the importance of open communication in adoption from the perspective of youth and parents. Gain understanding about the impact of birth family connections. Understanding value of open communication. Learn guiding principles for open communication. Gain awareness about impact of not sharing crucial information. Topics covered will include: Talking with children about adoption, talking about more difficult things in adoption and connecting with birth families.</p> | <p>Develop skills, knowledge and understanding among adoptive caregivers to support care of and promote stability</p> | AL | VT CWTP | 2 hours | 100% IVE Adoption Rate |
| You Kin Do It, Kinship Specific Advanced | <p>Reflect on role and responsibilities as a kin caregiver.</p> <p>Examine impact of caregiving on family and necessity to plan accordingly.</p> <p>Identify resources and supports available.</p> <p>Explore importance of self care.</p> <p>Learn what trauma informed parenting is and develop skills related.</p> | <p>Developing skills, knowledge and understanding among kin caregivers to support care of and promote stability for children/youth in kinship care.</p> | AL | VT CWTP | 2 hrs | 100% IVE @ 75% FFP |

| | | | | | | |
|--|--|---|-----------|----------------|--------------|---------------------------|
| <p>Considerations when caring for youth</p> | <p>Understand the importance of normalcy for children in out of home care (allowing them to participate in the same age appropriate normative activities, experiences as their peers. Understand the resources available for caregivers to support youth/adolescents. Understand the rights of youth that are imperative to develop normalcy, resilience, and culture. Understand the unique aspects of working with an adolescent (namely the need for connections and permanency regardless of age, normal developmentally appropriate behavior versus trauma behavior, and how substance use affects brain development and decision making. Understand the Reasonable and Prudent Parenting Standard (RPPS)</p> | <p>Foster Care, Placement, Permanency</p> | <p>AL</p> | <p>VT CWTP</p> | <p>3 hrs</p> | <p>100% IVE @ 75% FFP</p> |
| <p>Normalcy and Prudent Parenting</p> | <p>Identify the key aspects of the federal Preventing Sex Trafficking and Strengthening Families Act, recognize how participation in social, extracurricular, and recreational activities promotes a more normal life experience for youth in foster care, use knowledge of cognitive, emotional, physical, and behavior development when considering the</p> | <p>Differentiate between decisions that can be made by foster/kinship caregivers and those that need to be authorized by parents/legal guardians or DCF; placement practice, child development, placement stability</p> | <p>AL</p> | <p>VT CWTP</p> | <p>2 hrs</p> | <p>100% IV-E @75% FFP</p> |

| | | | | | | |
|--|---|--|--|--|--|--|
| | appropriateness of activities for youth, understand adolescent brain development, consider allowing youth to safely engage in activities unique to their cultural customs, apply Vermont's Reasonable and Prudent Parenting Standard to make youth-specific decisions about participation in activities, differentiate between decisions that can be made by foster/kinship caregivers and those that need to be authorized by parents/legal guardians or DCF | | | | | |
|--|---|--|--|--|--|--|

Caregiver Statewide Conferences

| Caregiver Statewide Conferences | | | | | | |
|--|--|--|----------|------|--|--|
| Kin Foster and Adoptive Families Conference | Support participation of foster parents, adoptive parents, <u>family services workers</u> and other staff in the annual conference of the Vermont Kin, Foster and Adoptive Families, which offers a wide variety of workshops related to children and youth in care. | Recruitment of foster parents, kinship care as a resource, placement of child, development of case plan, case management and supervision, permanency planning, referral to services. | C or RSL | 5-10 | Hired subject experts, CWTP trainers, community partners | Staff time 100% IV-E @ 75% FFP |
| VT Consortium for Adoption & Guardianship Conference & Committee Mtgs | Support & design materials for caregivers who have decided to adopt a child(ren) through Family Services Division | Recruitment of Adoptive Parents as a permanency placement for children who are in foster care. | C or RSL | 25 | Hired subject experts, CWTP trainers, community Partners | 100% IV-E @ 75% @ FFP |

Additionally, foster/adoptive parents are offered additional classroom advanced training available through external trainers such as Prevent Child Abuse Vermont and the full day training Mental Health First Aid. Additional online training from CWTP through Foster Parent College and Adoption Learning Partners courses are purchased and distributed by Resource Coordinators in each district as needed/requested.

Cost Allocation Methodology for Caregiver Training

The Family Services Division has a single system for application, home study, and approval of foster parents, kinship care providers, and adoptive parents. Caregivers who participate in caregiver training have often indicated their interest in both short-term care, and adoption. In Vermont, over 90% of adoptions are by foster parents even when these same foster parents did not initially become involved to be adoptive parents. All guardianship assistance families are relatives who are licensed foster parents. For these reasons, through our caregiver training, we prepare caregivers for all kinds of care, including permanent care through adoption or guardianship.

For the purposes of determining the eligibility rate to be applied to the UVM contract and caregiver training, the raw data for children in custody and receiving adoption subsidies, the combined number of Title IV-E eligible children in custody, and the number of Title IV-E eligible children on adoption subsidies is divided by the total population of custody children and total children on adoption subsidies, to determine the combined custody and adoptions Title IV-E eligibility rate.

The exceptions are the 3-hour training Fostering to Forever offered in person and online, Advanced adoption courses, RPC+ Adoption Focused, Adoption Learning Partners, 30 hrs of FUNDAMENTALS in Trauma Informed Care and Adoption Competence, Consultation work with the Adoption consortium and specific consultation with regard to caregivers and resource coordinators about adoption specific needs, which are claimed at the adoption assistance eligibility rate.

The eligibility rate is then multiplied by the applicable rate: training (75%) and administration (50%).