



Department for Children and Families

Family Services Division

Vermont's 2016 Annual Progress and Services Report

Prepared by,
Suzanne Shibley, MBA
Policy and Operations Manager, FSD

Thanks to the following for their contributions:

Cynthia Walcott, Deputy Commissioner, FSD
Karen Shea, Child Protection and Field Operations Director
Sarah Ward, Project Director, UVM
Dana Lawrence, Policy and Practice Specialist, FSD
Lindy Boudreau, Youth Justice Director, FSD
Pam Piper, Foster and Kin Care Manager, FSD
Amanda Churchill, Youth Development Director, WCYSB
Margo Bryce, Quality Assurance Administrator, FSD
Valerie Wood, Quality Assurance Coordinator, FSD
Ellie Breitmaier, Domestic Violence Coordinator, FSD

June 30, 2015

Table of Contents

Introduction.....	4
General Information	5
Update on Assessment of Performance	5
Update to the Plan for Improvement and Progress Made to Improve Outcomes	5
Youth Justice.....	12
Populations at Greatest Risk of Maltreatment.....	14
Vulnerable Children’s Conference/Training on Early Childhood Development	15
Early Learning Challenge Grant.....	16
Services for Children Under the Age of Five, with Focus on Timely Permanence.....	18
Services for Children Adopted from Other Countries.....	19
Program Support	20
Training and Technical Assistance to Districts.....	20
Technical Assistance and Capacity Building Needs.....	20
Child and Family Services Related Research or Evaluation	20
Management Information Systems	22
Quality Assurance Systems	23
Consultation and Coordination between States and Tribes.....	23
Limit APPLA as a Permanency Plan to Youth age 16 and older	23
Monthly Caseworker Visits	25
Adoption and Legal Guardianship Incentive Payments	26
Child Welfare Waiver Demonstration Activities.....	26
Quality Assurance System	26
Child Abuse Prevention and Treatment	26
CAPTA Updates	26
Changes to State Law or Regulations Concerning Child Protection	26
Significant Changes in CAPTA Plan	28
Use of CAPTA Funds.....	28
Chafee Foster Care Independence Program.....	29
NYTD	35
Evaluating Outcomes of Transitional Services.....	35
Updates to Targeted Plans	38
Foster and Adoptive Parent Diligent Recruitment Plan.....	38
Health Care Oversight and Coordination Plan.....	42
Disaster Plan	42
Training Plan	42
Statistical and Supporting Information.....	43

Child Protective Service Workforce	43
Direct Service Work Force	43
Qualifications for Child Welfare and Youth Justice Staff	43
Demographics of Current Staff and Recent Hires	44
Training Provided to New and Experienced Child Welfare Workers	46
Training Provided to Supervisors and Managers	46
Caseload Size	46
Juvenile Justice Transfers	47
Sources of Data on Child Maltreatment Deaths	47
Education and Training Vouchers	47
Inter-Country Adoptions	49
Financial Information	49
Payment Limitations – Title IV-B, Subpart 1	49
Payment Limitations – Title IV-B, Subpart 2	50
Appendix A	51
Appendix B	53
Appendix C	54
Appendix D	56
Appendix E	59
Appendix F	60
Appendix G	69
Training Plan	69
Long-Term Training	69
Short-Term Training	69
Court Related Short-Term Training	69
Foundations for Family Centered Practice (FFCP)	71
Foundational Distance Learning Courses	86
Advanced Practice Courses	88
Training for Guardians ad Litem, Provided by Judicial Branch	103
District-Based Training for Staff	105
Supervisor Training	105
Training for IV-E System of Care Service Providers	111
Cost Allocation Methodology for Staff Training	111
Caregiver Training	111
Cost Allocation Methodology for Caregiver Training	116

Introduction

The report will focus on changes since the Vermont Department for Children and Families (DCF) Family Services Division (FSD) submitted its 2014 Child and Family Services Plan. Please see that plan for further information. The CFSP and other federal reports can be found here:

http://dcf.vermont.gov/fsd/federal_reviews_plans

In addition, FSD submitted a Statewide Assessment as part of our Child and Family Services Review in April 2015. The Statewide Assessment covered many of the topics required by the Annual Progress and Services Report. When appropriate, this report will reference and not duplicate the Statewide Assessment.

In 2014, Vermont had two high profile child fatalities that drew a lot of attention to our child welfare system. These two young children had spent time in the custody of the Commissioner of the Department for Children and Families (DCF). Since then, Vermont's Child Protection System has undergone an unprecedented number of reviews and inquiries:

1. Secretary Chen's Report dated 10/1/2015 focused on the Department for Children and Families (DCF) as a whole. Specifically, recommendations were designed to enable the DCF Commissioner, who has wide purview, to spend more time on child protection issues.
2. Vermont Citizen Review Board (VCAB) report dated 11/7/2014, made systems recommendations based on a comprehensive review of the DS and PG cases.
http://dcf.vermont.gov/sites/dcf/files/pdf/DCF/VCAB_Report_2014.pdf
3. Casey Family Programs (Casey) report dated December 2014, based its recommendations on Casey's knowledge of national best practices, focus groups for FSD staff and stakeholders, a targeted case review of a sample of cases involving opiate use, and a review of FSD data trends as compared to national trends.
http://dcf.vermont.gov/sites/dcf/files/pdf/DCF/CFP_Assessment_Report.pdf
4. The Commissioner Response to the VCAB and Casey reports,
http://dcf.vermont.gov/sites/dcf/files/pdf/DCF/DCF_Response.pdf

The department has appreciated the attention paid to child protection issues over the past year, as it has created numerous opportunities for dialogue. The DCF Family Services Division (FSD) has focused internally and looked critically at current policies, practices and training priorities. The incidents that took place in 2014, the various reviews including the most recent

Child and Family Services Review, has and will continue to inform our practice over the next year and forward. Please see **Appendix A** for a summary of the policy and practice revisions resulting from the child fatalities.

General Information

This topic was covered in the Statewide Assessment, please refer to pages 103-108 of the document.

Update on Assessment of Performance

This topic was covered in the Statewide Assessment, please refer to pages 30-47 of the document.

Update to the Plan for Improvement and Progress Made to Improve Outcomes

The data in the tables below have been updated to reflect the new CFSR measures, where appropriate. We expect to enter into a Program Improvement Plan following our CFSR, as we do not meet the national standard for (1) Permanency in 12 months; (2) Re-entry to Foster Care in 12 months; and Placement Stability. Also identified below are our tentative program improvement goals for those areas. Please refer to **Appendix B** to see an outline of practice related activities for 2015 which are designed to highlight key policies and practices areas.

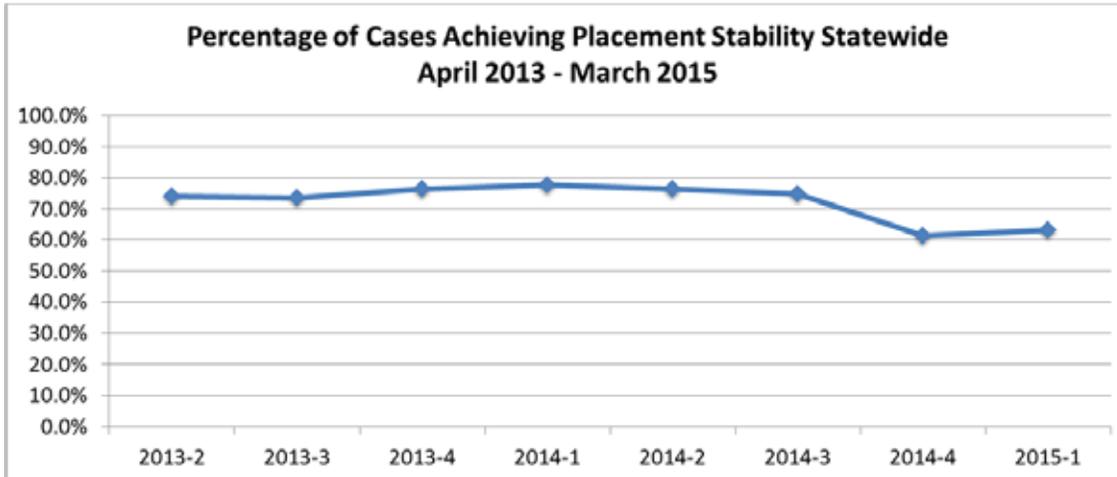
	Goal	Objectives	Outcomes for Children, Youth and Families OR Service Delivery Elements	Rationale/ Data Analysis/ Measures	Implementation Supports Needed
1	<p>Placement Stability: <i>Increase placement stability for children and youth who are in DCF custody.</i></p>	<ul style="list-style-type: none"> ➤ Conduct statewide Go To Meeting highlighting placement stability with follow up district report outs on PDSA cycles. ❖ Include in district CQI Strategic Plans. ➤ Quarterly district dissemination of placement stability data. ➤ Develop capacity to implement new federal measurement method. ➤ Continue to implement goals and objectives of our federal Trauma3 grant, which is focused on placement stability. ➤ Establish goals and objectives in our new partnership with the Quality Improvement Center for Adoption and Guardianship, with a focus on identifying and implementing best practices for post-permanence services. 	<ul style="list-style-type: none"> ❖ Decrease child/youth trauma. ❖ Increase educational stability. ❖ Increase likelihood for children and youth to create life-long connections. 	<p>Moves per 1,000 days in care:</p> <p>FFY2012 – 7.70 FFY2013 – 7.12 FFY2014 – 6.48</p> <p>National Std: 4.12 Tentative PIP Goal: 5.91</p>	<ul style="list-style-type: none"> • Results Oriented Management (ROM) reporting tool will assist in timely availability of data with drill down capability. • Policy & CQI staff to provide best practice information, trend data, and guidance on engaging in CQI practices.

2	<p>Youth Justice: <i>Youth in custody are free from repeat delinquent and/or criminal activity.</i></p>	<ul style="list-style-type: none"> ❖ Conduct statewide GoTo Meeting highlighting youth justice policy, practice and data with follow up district report outs on PDSA cycles. ❖ Include in district CQI Strategic Plans. ❖ Quarterly district dissemination of youth justice data. 	<ul style="list-style-type: none"> ❖ Decrease in recidivism rates. ❖ Increase Restorative Family Group Conferences. ❖ Increase in support to youth at-risk. 	<p>We continue to see a steady decline (40% over the past six years) in youth on probation and in custody for delinquency. This follows national trends and we would like to focus on increasing our efforts to youth at-risk to avoid them interacting with the juvenile justice system.</p>	<ul style="list-style-type: none"> • We are now tracking length of time on Probation. • See data specific to Youth Justice.
3	<p>Safety <i>Maintain compliance with national standard so that children and youth are safe from repeat maltreatment.</i></p>	<ul style="list-style-type: none"> ❖ Conduct statewide Go To Meeting highlighting safety data with follow up district reports out on PDSA cycles. ❖ Include in district CQI Strategic Plans. ❖ Develop capacity to implement new federal measurement method. ❖ Quarterly district dissemination of safety data ❖ Reevaluate our SDM tools, provide training and coaching 	<ul style="list-style-type: none"> ❖ Maintain compliance with national standard. ❖ Decrease child/youth trauma. ❖ Identify safety and risk related concerns 	<p>FFY2012 – 3.5% FFY2013 – 6.3% FFY2014 – 7.9%</p> <p>National Std: 9.0% Goal: Maintain</p>	<ul style="list-style-type: none"> • Results Oriented Management (ROM) reporting tool will assist in timely availability of data. • Policy & CQI staff to provide best practice, trend data, and guidance on engaging in CQI practices. • Support and training from CRC

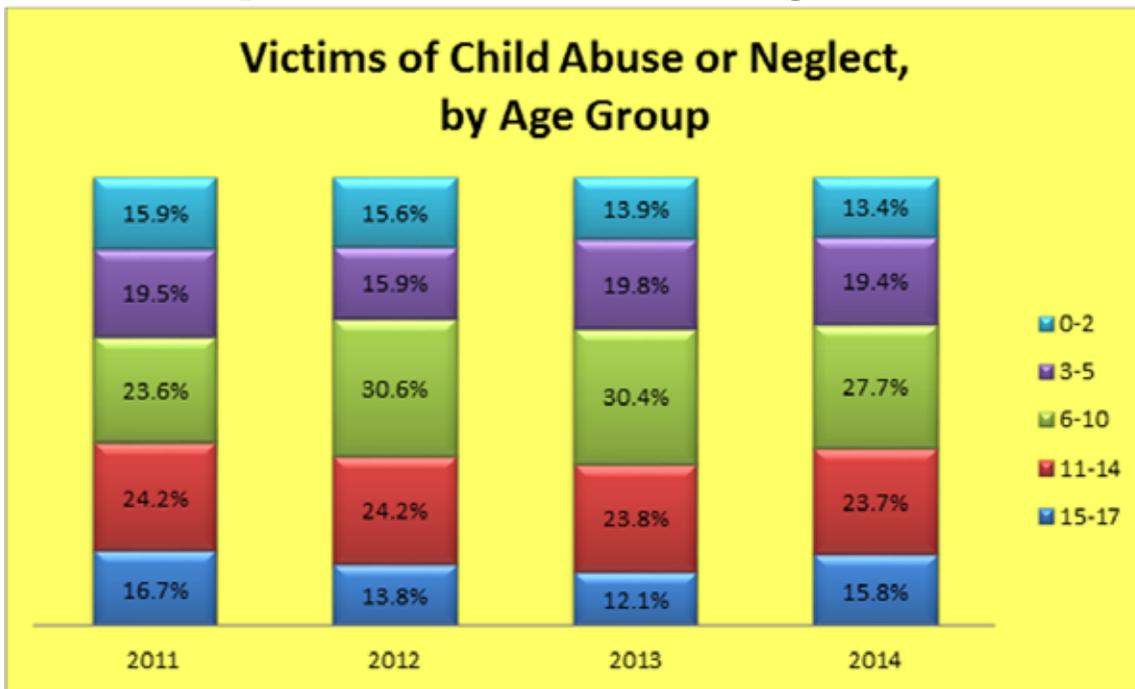
4	Permanency	<ul style="list-style-type: none"> ❖ Conduct statewide Go To Meeting highlighting discharge to permanence with follow up district report outs on PDSA cycles ❖ Include in district assessment & improvement plan ❖ Develop capacity to implement new federal measurement method. ❖ Quarterly district dissemination of discharge to permanence data ❖ Establish goals and objectives in our new partnership with the Quality Improvement Center for Adoption and Guardianship, with a focus on identifying and implementing best practices for post-permanence services. 	<ul style="list-style-type: none"> ❖ Decrease child/youth trauma ❖ Increase likelihood for children and youth to create life-long connections 	<p>Increase baseline incrementally each year until national median is exceeded.</p> <p>Discharge to Permanence:</p> <p>FFY2012 – 87.4% FFY2013 – 86.2% FFY2014 – 85.58%</p> <p>Our targeted goals: 2014 – 92% 2015 – 95% 2016 - 95%</p>	<ul style="list-style-type: none"> • Results Oriented Management (ROM) reporting tool will assist in timely availability of data • Policy & CQI staff to provide best practice, trend data, and guidance on engaging in CQI practices • Utilization of Permanency Round Tables
5	Well-Being	<ul style="list-style-type: none"> ➤ Implement case plan review tool to ensure well-being measures are being addressed in case plans. ➤ Youth credit checks have been expanded to all three credit bureaus. See Policy 137. Credit Checks for Youth 16 and 17 Year Olds in DCF Custody for the full scope of how these reports are being completed and the process for remediation when needed. ➤ In partnership with VT-FUTRES continue to improve data quality and timeliness on children and youth school information. ➤ In partnership with VT-FUTRES develop reporting capacity for district ongoing monitoring. 	<ul style="list-style-type: none"> ❖ Increase in well-being as measured at 6 month case reviews (implementation began fall 2014) ❖ Resolve credit issues for youth prior to their 18th birthday ❖ Increase educational stability 	<p>Utilize NYTD data as a source for measuring youth well-being</p>	<ul style="list-style-type: none"> • Results Oriented Management (ROM) reporting tool will assist in timely availability of data • Policy & CQI staff to provide best practice, trend data, and guidance on engaging in CQI practices

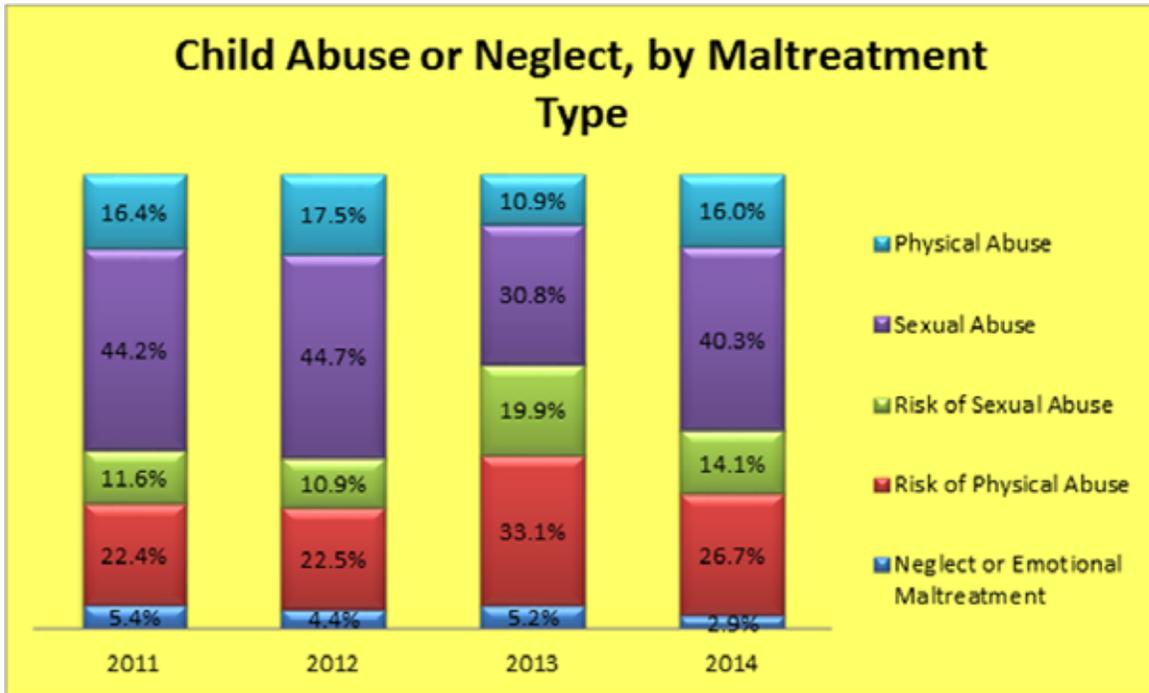
6	<p>CQI System: <i>Family Services Division regularly assesses the quality of services in the CFSP and has measures to address identified problems.</i></p>	<ul style="list-style-type: none"> ➤ CQI policies, procedures and practice guidance will be developed ➤ Continue development of the statewide CQI Steering Committee including vision, goals and work plan ➤ Data Integrity Team will continue to address and monitor data issues including accuracy and timeliness ➤ Continue development of new database screens to increase capacity of consistent data collection ➤ Expand current case record review process ➤ Implement Results Oriented Management (ROM) reporting tool to enhance access and ability to analyze data and monitor progress on outcomes ❖ Continue with district CQI Strategic Plans. 	<ul style="list-style-type: none"> ❖ Consistent practice and policy adherence statewide ❖ Staff are aware of CQI efforts and understand their role in these efforts 	<p>2014:</p> <ul style="list-style-type: none"> ✓ CQI Steering Committee formed with vision, goals and work plan developed. ✓ CQI policies, procedures and practice guidance will be developed. ✓ Ongoing data integrity team work. <p>2015:</p> <ul style="list-style-type: none"> ✓ Development of new database screens. ✓ ROM Implemented. ✓ Case Review process developed. 	<ul style="list-style-type: none"> • Dedicated staffing resources for implementation of case review process • Training and T/A on review tool • Best practice information on other states to learn from where things are working well.
7	<p>Rate of Kinship Placement: <i>Increase Placement with Kin when safe and appropriate.</i></p>	<ul style="list-style-type: none"> ❖ Include in district assessment & plan ❖ Quarterly district dissemination of placement stability data. ❖ A consistent statewide approach to assessing kin 	<ul style="list-style-type: none"> ✓ Youth will experience greater placement stability ✓ Youth will maintain life-long connections ✓ Youth will experience less trauma by being placed with someone they know 	<p>Increase performance incrementally each year.</p> <p>FFY2012 –19.8% FFY2013 – 27% FFY 2014 (9/30/2014) –35.62%</p> <p>FFY2015 Goal - 37%</p>	<ul style="list-style-type: none"> • Continued resource allocation for Family Finding • Adopting a format to properly assess kin prior to placement

Permanency Outcome 1: Children have Permanency and Stability in their Living Situations



Safety Outcome 1: Children are, first and foremost, protected from abuse and neglect.





Family Services has recently begun working with UC Davis and the Children’s Research Center, with the support of Casey Family Programs, to refocus our work on the assessment of safety/danger and risk.

Part of the plan includes a review of our current safety/danger and risk tools and to complete a comprehensive review of these tools to inform the decision to either (1) maintain our current tools with some possible “tweaks” or to (2) adopt updated, new tools that are being used in some other jurisdictions. Below is the proposed timeframes.

Date	Meeting/Event
May 8, 2015	CRC presents project plan and timeline at VT Leadership Team Meeting
PHASE I	SDM Safety, Risk, Re-Risk
June 22, 2015	One Day Leadership Coaching Overview w/ UCD (Cohort 1: UCD Coaching Institute 6/23-24, 2015)
June 29- July 17, 2015	Web survey re plus/delta of SDM three tools
July 10, 2015	CRC attends VT Leadership Team Meeting – Coaching Program next steps (10-12 onsite)
August 18-19, 2105	Two Day Onsite SDM tool Enhancement Workgroup
August ?, 2015	SDM Workgroup Follow-up Web Meeting (2 hr)
August ?, 2015	Mini field test of new tools
September 11, 2016	Final SDM P&P Manual due
PHASE II	Cohort I: Training & Coaching

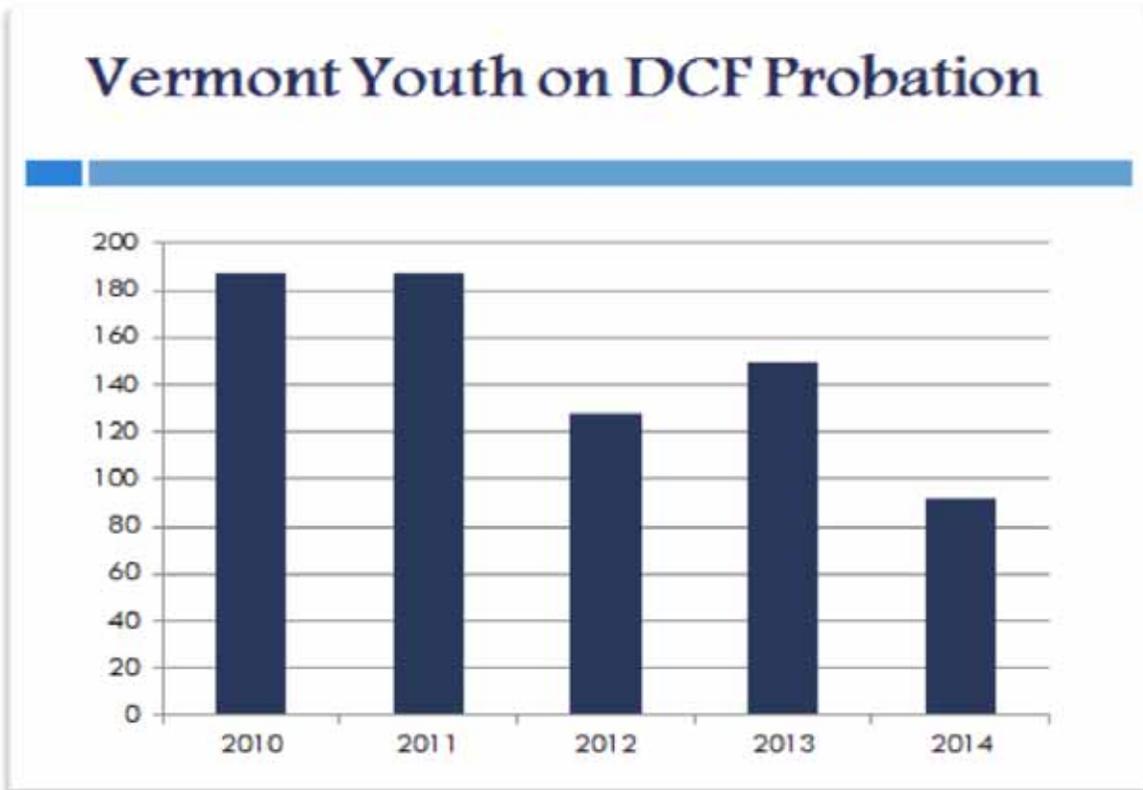
Date	Meeting/Event
September 29-October 1, 2015	Cohort 1: 3 Day SDM Module Training (planning calls in Aug/Sept)
October	CRC Monthly SDM Coaching Calls begin
November ? 2015	Case Reading #1: Onsite 2 days (Nov 4, 18, 26 won't work)
PHASE III	Cohort 2: Training & Coaching
January 26-27, 2016	2 Day Coaching Institute (CRC co-train w/CWTP – planning calls in Dec/Jan)
March 8-10, 2016	Cohort 2: 3 Day SDM Module Training
After April 26-27, 2016	Case Reading #2: Onsite 2 days
Late May or early June 2016	State conference and align with ½ day celebration & ½ day sustainability planning meeting
PHASE IV	SDM Reunification
June 28-29, 2016	One day Onsite SDM Reunification Workgroup, Validation Study planning meeting with CRC Research Team via web
July ?, 2016	SDM Workgroup Follow-up Web Meeting (2 hr)
July /August 2016	Mini field test of new tools
August 31, 2016	Final SDM P&P Manual due
September 2016?	2 Day SDM Reunification Module Training – Cohort 1 & 2 together*

Youth Justice

Planning for Youth Justice is not required in the CFSP. However, Vermont's Family Services is both the state's Child Welfare and Youth Justice Agency, guided by a single practice model. So, it is important to highlight and include this population in our report.

In May 2015, we held our third annual Youth Justice Summit. We had over 120 professionals in attendance. The Summit brought together social workers, attorneys, GAL's, judges, educators, and restorative/community justice partners for a multi-disciplinary day of exploring how to develop a supportive community response to the growing concern of truancy. Truancy is a growing challenge for students, families, schools, and communities. School failure and dropout are easily identified as cause for concern. Yet, in most cases, truancy and school absenteeism are often consequences – or symptoms – of greater underlying challenges. Truancy may be an indicator of a young person's unmet substance abuse or mental health needs, of parent mental health issues, of poverty, or bullying, or an unidentified learning disability. In fact, truancy can serve as an early symptom before more significant complications develop. The focus of the day was to look at how to have a more trauma informed juvenile justice system in Vermont.

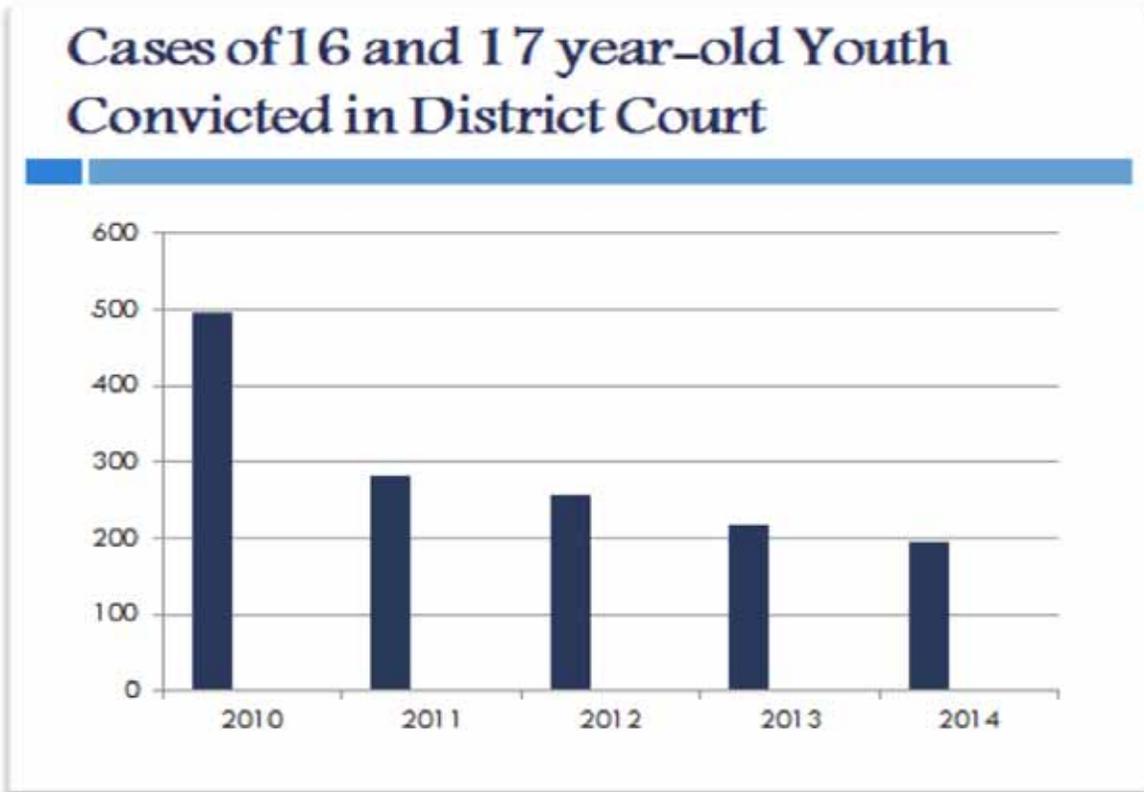
The following data was shared at the beginning of this day to share the context of where we are at in Vermont related to Youth Justice.



During the 2015 legislative session, for the third year in a row, there was significant discussion about making changes to statute which would result in all youth under the age of 18 who break the law initially being charged as juveniles. Currently, State's Attorneys have sole discretion in Vermont as to where they charge 16 and 17 year-old youth. Vermont is one of the few states that can charge youth of this age with misdemeanors in criminal court. The bill did not pass; however, State's Attorneys are being encouraged by the legislature to develop a protocol to inform their decision-making in this area of practice. The Division will be forming a group that will include staff from the Department of Corrections, State's Attorney's, Juvenile Defender's, Court Diversion, Community Justice Center, and Balanced and Restorative Justice programs staff to review data specific to 16 year olds that are charged with a crime in Vermont. The group will explore the impact on resources should this population be consistently charged in Family Division rather than Criminal Division. It is anticipated that this will be a topic for discussion in the 2016 legislative session.

The data below shows that although the numbers are declining, a high number of 16 and 17 year old youth are still charged in the criminal division. There is a Jurisdiction Work Group that has been in effect for several years now made up of Family Services

staff, the legal community and community partners who have been working with State's Attorney's around juvenile jurisdiction protocols. We worked with a contracted provider who completed interviews with the SA's to discuss barriers to juvenile jurisdiction. This information informed a contract that we developed with the State's Attorney's and Sheriff's Office who hired a part time person to work with the SA's around development of protocols, training, and consultation related to juvenile jurisdiction.



Update on Service Descriptions

There have been no significant changes in the service systems funded by Title IV-B Subparts 1 or 2, or Title IV-E. Please also refer to the pages 90-99 of the Statewide Assessment for recent data regarding our services array.

Populations at Greatest Risk of Maltreatment

Although not necessarily reflected in substantiation data, Vermont is seeing young children coming into care in very large numbers. The primary driver for this is the huge

increase in the use of heroin in Vermont. The following shows children, point in time, who are in out-of-home care.

	1/1/2012	1/1/2013	1/1/2014	5/27/2015
Age 0-5	253	246	281	504
Age 6-11	186	181	212	277
Age 12-17	508	448	462	487
Total	947	915	955	1268

For children in care on 5/27/2015, the following chart shows their age at entry into foster care. Clearly, children under the age of 1 are the most vulnerable. (Note: Unlike the chart above, the chart below includes children in custody who are placed at home.)

Age at Entry	Abuse/Neglect	Delinquent	Child Behavior	Voluntary	Total
<1	195				195
1	92			1	93
2	78				78
3	73			1	74
4	61			1	62
5	51	1			52
6	70		1	1	72
7	57	1	2		60
8	40		3		43
9	46		3		49
10	36	1	4		41
11	50	4	4		58
12	49	10	13	1	73
13	45	23	19		87
14	41	28	26		95
15	47	26	24		97
16	28	29	13		70
17	12	6	1		19
Total	1026	129	110	5	1318

Vulnerable Children's Conference/Training on Early Childhood Development

As we began to see the trend discussed above, we understood that we needed to increase our knowledge about the needs of young children in the child welfare system. In the summer of 2014, we began a collaborative project with the Child Welfare Training Project, with two goals:

- Develop an on-line training curriculum on early childhood development for all social work staff – This was implemented in February 2015.

- Hold a two day conference with mandatory attendance for social workers, supervisors and managers, focusing on the vulnerabilities of young children in the child welfare system – This conference was held in March 2015. Early childhood partners and court and legal partners (including guardians ad litem) also attended. The conference was repeated twice, so all staff could attend. The keynote speakers were Brenda Hardin-Jones who is an associate professor at the Institute for Child Study/Department of Human Development and Dr. Renee L. Carrico who is an associate professor and Chair of the Department of Psychology at Saint Michael’s College.

Early Learning Challenge Grant

In January 2014, Vermont was the recipient of a \$36.9 million, federally funded, four-year Race To The Top grant. The grant, called the Early Learning Challenge grant in Vermont, helps build a high-quality and accessible early childhood system in the state so that all young children will be ready to succeed in kindergarten and beyond. We are very optimistic that, over time, the constellation of services and support that will be available through this grant will support families with young children to safely stay together.

The Early Learning Challenge grant includes projects and strategies to:

- Improve quality and access of early learning and development opportunities
- Invest in a highly skilled workforce through professional development
- Empower communities to support young children and families
- Ensure we are making a difference by strengthening data systems, collection, and analysis

In the past year, the grant implementation team and its partners throughout the state has made significant progress toward these goals. Achievements include:

- **Strengthening STARS:** STep Ahead Recognition System (STARS) is Vermont’s quality recognition system for child care, preschool, and afterschool programs. Programs that participate in STARS go above and beyond state regulations to provide high-quality, professional services to meet the needs of children and families. As part of our ELC progress this year:
 - Child Trends research center will be launching an independent, comprehensive evaluation of STARS to ensure that our system for rating high quality programs is effective and that Vermont children are truly accessing the best opportunities.
 - New STARS bonuses build upon the practice of awarding one time incentive payments to programs who achieve a higher star level, by providing 80% of the award amount annually to programs that maintain their STARS level.
 - Thanks to a partnership with the non-profit Vermont Birth to 3 (VB3), the percent of registered family child care homes participating in STARS is now 75%.
- **Improving Child Wellness:**
 - The Vermont Department of Health is partnering with the United Ways of Vermont to develop the 2-1-1 phone line as a “go-to” place for information, support, community resources, and referrals in the world of early childhood. This effort is part of Vermont’s

implementation of the *Help Me Grow* model. The 2-1-1 phone line will be staffed by trained early childhood care coordinators who:

- (1) answer parent and caregivers questions about their children's development
- (2) provide families with tools to track developmental milestones
- (3) connect families to the necessary resources in their communities, including Children's Integrated Services.

○ We reinvigorated the Child Care Wellness Consultant program, which provides trained nurses to assist early learning and development programs in developing policies and environments that promote children's health and development with special attention to nutritional and physical activity standards.

- **Increasing Professional Learning Opportunities:**

○ An ELC funded grant to the Vermont Child Care Industry and Career Council, Inc. provides three additional cycles of six college courses as part of Vermont's successful Child Care Apprenticeship Program. VCCICC has worked with Community College of Vermont to provide a new five week writers' workshop to prepare current child care providers for college level coursework.

○ Vermont Association for the Education of Young Children (VAEYC) is implementing Teacher Education and Compensation Help (T.E.A.C.H.) which provides scholarships to enable early educators to take coursework leading to credentials and degrees. More than 30 individuals from throughout the state have received T.E.A.C.H. scholarships so far. The average GPA for the 26 TEACH scholarship recipients completing the fall 2014 semester was 3.78!

- **Developing Early Childhood Leadership Institute:** ELC awarded a grant to the Snelling Center to launch an Early Childhood Leadership Institute (ECLI), modeled after the successful Vermont Leadership Institute. ECLI seeks to stimulate enthusiasm for and effective participation in efforts to improve early childhood work in Vermont. Recruitment for the first cohort is taking place currently.

- **Revising the Kindergarten Readiness Survey (KRS) and Vermont Early Learning Standards (VELS):** Given that the goal of the Early Learning Challenge grant is to make sure all Vermont children are ready to succeed in Kindergarten, it is important to have an accurate measure of kindergarten readiness.

○ In 2013-2014, the American Institute for Research (AIR) completed a validation and reliability study of Vermont's Kindergarten Readiness Survey (KRS). With significant input from the field, a cross-agency team drafted a revised version of the KRS. They gave particular attention to ensuring KRS items are appropriate for diverse populations of children, including dual language learners and children with disabilities.

○ In fall 2014, approximately 100 kindergarten teachers piloted this enhanced version of the KRS along with the earlier KRS. AIR is in the process of analyzing the results of the Pilot KRS to determine the validity and reliability of the tool, and to compare responses to the data from the KRS typically administered. The results from the study of the Pilot KRS should be available in March 2015.

○ Vermont is also engaged in a process to re-conceptualize and revise Vermont's Early Learning Standards (VELS). A key element of this revision is making sure the VELs reflects the

full continuum of early childhood, from infancy through third grade in order to support continuity of learning and development across children's first eight years.

- **Launching VT Insights:** In November 2014, Building Bright Futures launched Vermont Insights, a web platform for the collection and integration of early childhood data systems. Vermont Insights will acquire, connect and analyze data across the early childhood system to inform essential policy questions. It will help Vermonters leverage meaningful data to guide policies that improve the well-being of children, families and communities.

These are just a few of the milestones achieved in the first year of the Early Learning Challenge grant. All of these efforts work together to create a system that supports the success of all Vermont children in the early years.

More information can be found at <http://buildingbrightfutures.org/early-learning-challenge/>.

Services for Children Under the Age of Five, with Focus on Timely Permanence

There have been no significant changes in the provision of developmentally appropriate services for children under the age of 5. In our Child and Family Services Plan, we described our newly awarded Race To The Top Grant, now called the Early Learning Challenge grant. As projects under the grant come to fruition, the system of services targeted to this age group will become far more robust.

In our CFSP, we identified a number of areas for exploration and focus. Progress has been made in several areas:

Area of focus	Progress in FY 2015
Screening of parents for substance abuse issue.	As part of an Agency of Human Services initiative, all social work staff were trained in the use of a screening tool during the Spring of 2015. A new policy was effective on 6/1/2015 that articulates when screening is required, and actions to be taken depending upon the results.
Improve guidance to staff around the impact of moving young children	Training on this topic was delivered at the March 2015 statewide conference on young children.
Development of on-line training resource for social worker and caregivers on normal child development, that can be accessed on-demand	This training has been designed and implemented.
Revisit statutory language governing	As of 7/1/2015, Vermont statute provides

agreements for contact between child and birthparents following adoption, i.e. “open adoption”.	for voluntary, but enforceable post-adoption contact agreements when parents agree to voluntarily surrender parental rights in a family court proceeding.
---	---

In addition, as highlighted on page 107 of the Statewide Assessment, Family Services has been working with the Child Development Division to address the need for more childcare resources to help support placements and reduce the need to change placements due to a lack of childcare providers.

Lastly, we were recently allocated two additional AAGs to support our court related work to assist in keeping cases moving forward so timely permanency can be achieved.

Time to Permanency for Children Ages 0-5, Exit by Calendar Year

	#	Time (years)
2015 - Jan-Mar	69	0.54
2014	236	0.88
2013	215	0.96
2012	203	1.06
2011	208	0.92
2010	191	0.97

Services for Children Adopted from Other Countries

There have been no changes in this service system since last year.

Quality Improvement Center for Adoption and Guardianship Support and Preservation

Vermont has been recently selected as one of the 8 sites who will partner with the Quality Improvement Center for Adoption and Guardianship Support and Preservation (QIC-AG) over the next 5 years. Within the last nine months, Family Services has restructured its central office which has allowed FSD to realign several working units and to hire additional staff. A Foster/Kin Care Manager and a Post Permanence Manager were hired into the System of Care unit to afford an opportunity to develop a more robust System of Care. This unit will now be adequately resourced so that it may attend to the needs of foster and kin families, adoptive families and those families who have adopted or who are permanent guardians. One goal is to assess

resources and supports statewide, and to work to identify and implement best practices for post-permanence services.

Program Support

Training and Technical Assistance to Districts

This is covered in our Statewide Assessment, please refer to pages 83-86.

Technical Assistance and Capacity Building Needs

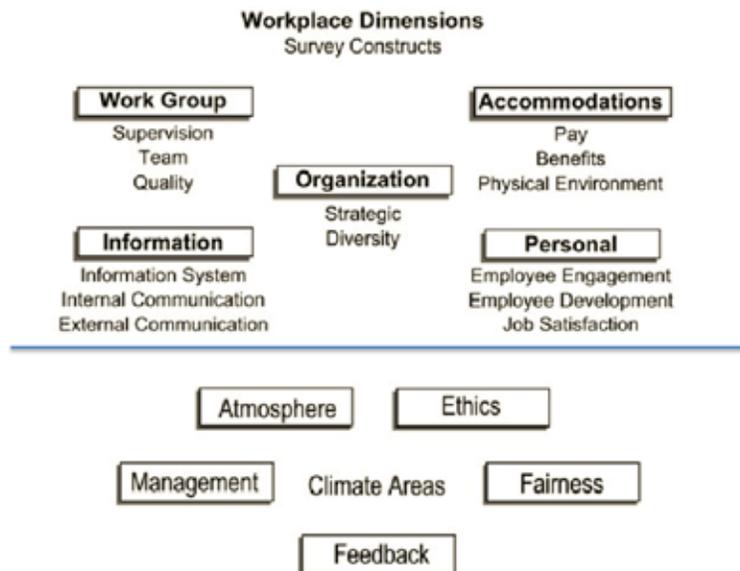
We will assess our needs as part of the development of our Program Improvement Plan. We intend to invite our Vermont contact from the Capacity Building Center to our CFSR report out likely to take place in September. We will determine our priorities and determine how best to utilize TA from the Capacity Building Center.

Child and Family Services Related Research or Evaluation

Survey of Employee Engagement

In the fall of 2014, Family Services administered its fourth iteration of the Survey of Employee Engagement (SEE) contracted through the University of Texas.

Framework



The blue font shows areas of significant strength (score = 375 or above); the red font show areas of challenge (score = less than 325) for 2014.

As you can see from the results below, there was a drop in employee perceptions that customer service and CQI are part of our culture. We plan to continue to work to address this and make sure people are clear about what “CQI” means and their role within the agency. Staff also continues to feel dissatisfied satisfied with IT system.

We also lost ground in the area of External Communication. This construct looks at how information flows into the organization from external sources, and conversely, how information flows from inside the organization to external constituents.” We believe this is related to the extreme level of public attention stemming from the two child fatalities.

In terms of our stronger area, employees continue to feel very positive about supervision and teamwork as well as other areas including employee engagement and employee development.

Family Services is committed to conducting a survey on an ongoing basis to assess how employees are feeling about the different areas of their work so we can try to address areas within our control. At this time, we are uncertain if we will continue to use the SEE or another survey tool moving forward.

Construct	Description	2013	2014	Chg
Supervision	Supervision is effective and fair.	378	388	10
Team	Workgroup is effective; organization supports teamwork.	385	383	-2
Quality	Customer service & CQI are part of culture.	343	323	-20
Pay	Pay compares well.	282	288	6
Benefits	Benefits are adequate.	386	373	-13
Physical Environment	Environment is safe & pleasant.	338	323	-15
Strategic	Relationship with external partners advances mission.	387	375	-12
Diversity	Opportunity does not vary according to individual differences.	345	346	1
Information Systems	IT systems support work.	301	275	-26
Internal Communication	Internal communication is open, honest, productive.	329	334	5
External Communication	Communication flows from the organization appropriately.	350	318	-32
Employee Engagement	Engagement with goal of high quality work.	372	375	3
Employee Development	Priority given to career development.	377	375	-2
Job Satisfaction	Overall satisfaction, including work-life balance.	332	329	-3
Climate/Atmosphere	Atmosphere is free from harassment.	387	388	1

Climate/Ethics	Employees are ethical; violations are addressed.	382	385	3
Climate/Fairness	Equal/fair opportunity for employees	350	358	8
Climate/Feedback	Feedback supports learning.	348	342	-6
Climate/Management	Management is accessible, effective, effective.	341	342	1

Family Time Coaching Fidelity Measure

Family Services implemented Family Time Coaching (FTC) as part of our Transformation Plan in 2008. In an effort to get a better understanding on the impacts of this practice, Family Services in partnership with Gale Burford from the University of Vermont wanted to create a FTC fidelity measure. In the fall of 2014, we conducted a volunteer mail survey which ran from September 30th through January 28th, 2015 and collected 108 responses (**Appendix C**). In addition, five in depth interviews were conducted. The results were positive in terms of the survey instrument, though some additional changes should be made if we continue to use it moving forward. Some additional conclusions highlighted the following: 1) How well is the reason for the referral understood by the parent, 2) Was that reason accepted, 3) How well the work being done by the parent during FTC was integrated into the structure of the ongoing case, and 4) whether or not the parent had confidence that DCF was trying to help them.

This study helped identify specific correlations that impacts outcomes associated with FTC and gave us information on where we need to continue to work and strengthen our practice.

Management Information Systems

Please refer to pages 49-53 of our Statewide Assessment for an overview of our Information System. Family Services is also working on finalizing a contract with the University of Kansas to provide FSD with a web based platform for a child welfare reporting system using data from the State; Results Oriented Management (ROM) which was also highlighted on page 77 of our Statewide Assessment. This will provide an array of Federal performance reports which can be readily derived from the State’s data management systems.

In addition, we recently upgraded our YASI (Youth Assessment Screening Instrument) web-based platform to Case Works which allows for better tracking of service referrals, youth engagement in services, compliance with statute around sealed records and accurate case types.

With the Information Services Division (ISD), Family Services is exploring options for conducting a Feasibility Study that will evaluate the options and costs for replacing our legacy data systems. ISD has engaged in some discussions with the Children’s Bureau about the process for gaining approval for federal cost-sharing for such a study.

Quality Assurance Systems

This is covered in our Statewide Assessment, please refer to pages 66-78.

Consultation and Coordination between States and Tribes

There are no changes since our CFSP was submitted. Further information was included in our Statewide Assessment, please see page 101 of the document. Note that there are no federally recognized tribes within Vermont’s borders.

Limit APPLA as a Permanency Plan to Youth age 16 and older

As of 6/1/2015, FSD had only a small number of youth with permanency goals of APPLA.

Age Group	Total Children/Youth	Children/Youth with APPLA goal
Under 16	1053	3
16 and older	266	39

The belief that all children and youth deserve permanent and enduring family relationships that sustain them throughout their lives drives much of the work of Family Services. [Policy 125, Permanency Planning for Children in Custody](#), along with the two position papers *Positive Youth Development* and *Permanence* provide guidance for workers as they are working with older youth and their families. In addition, we recently implement our new Over 14 Case Plan which is youth driven and helps support identifying permanent connections.

As mentioned in the Statewide Assessment on page 96, Project Family staff partners with the Family Services Adoption Chief and meets regularly with districts statewide to provide consultations so youth can achieve permanency. Often times they are able to help by brainstorming ways to remove barriers that are preventing a youth from achieving a permanent home.

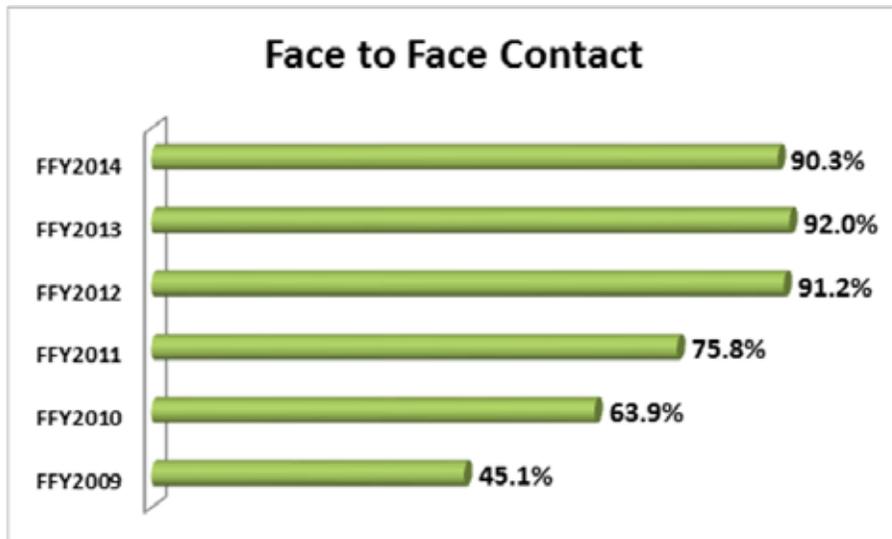
Requirement	Plan
Limit APPLA as permanency plan to youth age 16 or older.	Revise policy on permanency planning by 9/29/2015. Monitor case plan goals for all ages.
For youth with APPLA goal, at each permanency review hearing, document efforts to return the child home or to secure a placement for a child with a relative, or with guardianship or adoptive	These efforts are already covered in our case plan format used for youth age 14 or older.

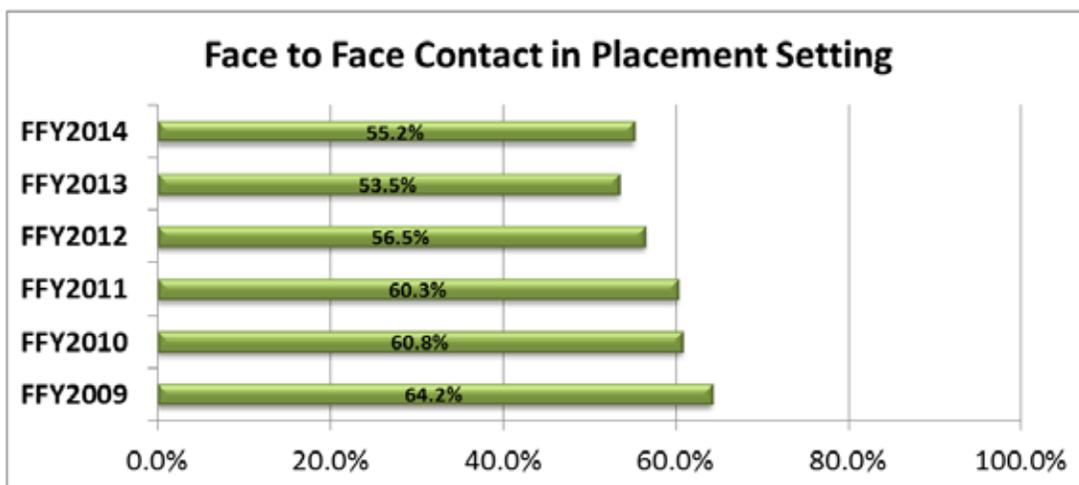
Requirement	Plan
parent.	
Ensure that the court or administrative body conducting the permanency hearing asks the child about his/her desired permanency outcome and makes a judicial determination at each permanency hearing that APPLA is the best permanency plan for the child and specifies compelling reasons why it's not in the best interest of the child to be returned home, placed with a relative or legal guardian, or placed for adoption.	Collaborate with Court Improvement Project staff to ensure this requirement is met.
Document at the permanency hearing and the 6 month periodic review the steps the agency is taking to ensure that the foster family or child care institution follows the "reasonable and prudent parent standard" and whether the child has regular opportunities to engage in "age or developmentally-appropriate activities"	These efforts are already covered in our case plan format used for youth age 14 or older. Update the case plan reviewer tracking form to capture this information.
Document in the case plan the child's education, health, visitation, and court participation rights, the right to receive a credit report annually, and a signed acknowledgement that the child was provided these rights and that they were explained in an age appropriate way.	Some of these efforts are already covered in our case plan format used for youth age 14 or older. Will make appropriate updates in order to be in compliance.
Develop the case plan in consultation with the child, and at the option of the child, two members of the case planning team, who are not the caseworker or foster parent	Will create policy to address this change.
Describe in the case plan and at the permanency hearing the services to help the youth transition to successful adulthood (formerly required at age 16)	These efforts are already covered in our case plan format used for youth age 14 or older.
Provide a copy of his/her credit report annually and assist in fixing any inaccuracies.	We will adjust our system to include 14 and 15 year olds in our annual credit checks.

Monthly Caseworker Visits

Vermont continues to be in compliance with our monthly caseworkers visits. We continue to strategize with districts and workers to meet their monthly contacts by employing a multi-pronged approach that addresses caseload as well as efficiency and effectiveness of our interventions:

- All social workers are equipped with I-phones (with telephone, e-mail, scheduling and wireless modem capacity) and laptop computers. This combination enables them to access division computer applications from remote locations, including from client homes.
- The division continues to promote teaming and group supervision models, to increase the number of social workers who have a relationship with a family, and can assist in times of intense service need.
- A report is sent weekly to districts, which assists them in tracking which children and youth have not yet been seen during the month.





Adoption and Legal Guardianship Incentive Payments

Vermont has not received incentive payments in recent years.

Child Welfare Waiver Demonstration Activities

Vermont is not operating its IV-E program under a waiver.

Quality Assurance System

This is covered in our Statewide Assessment.

Child Abuse Prevention and Treatment

CAPTA Updates

In the spring of 2014, two young children who had been in foster care previously died from serious physical injuries, allegedly at the hands of caregivers. These events rocked our small state, and catalyzed the media, the public, the department and the legislature. Early in the summer of 2014, a specially formed Legislative Committee on Child Protection held nine public hearings around the state to seek public input into the question of how to improve Vermont's child protection system.

Changes to State Law or Regulations Concerning Child Protection

A number of changes were made to state statute this year. Changes were made in the following areas concerning child protection:

Topic	Brief Summary
Evidence-Informed Models	Required the Agency of Human Services to identify and utilize evidence-informed models that prioritize child safety and prevention of child abuse and neglect.
Child Abuse Definitions	The following definitions were amended: serious physical injury; risk of harm and sexual abuse.
Mandated Reporters	Standard to report is changed from "reasonable cause to believe" to "reasonably suspects". Changed language that allowed the mandated reporters to "cause a report to be made", to place the duty to report on the individual mandated reporter.
Nature & Content of Child Abuse and Neglect Reports	Minor language change in the content of reports by mandated reporters.
Department Records	Allows attorney for a child in a child custody proceeding access to redacted investigation file; expands authorization for FSD to share information and records with court and other service providers; allows FSD to withhold information that would compromise child or family safety; allows FSD to withhold specific details if sharing them would cause the child to experience significant mental or emotional stress; allows certain information to be shared with a parent who is concerned about their child's safety in the home of the other parent.
Access to Criminal Records	FSD can access Vermont Crime Information Center records in order to carry out child protection obligations.
Access to Adult Protection records	The Registry Review Unit and FSD may access the Adult Protection Registry and records for purposes of child protection.
Special Investigation Units	Requires SIUs to investigate certain incidents of sexual and physical abuse.
FSD Reporting to Law Enforcement	Moves FSD duty to report to law enforcement from investigation section to section covering both investigation and assessment; creates parallel duty (see above) for FSD to report allegations that the SIUs must investigate.
Legislative Oversight Committee	Creates Legislative Oversight Committee with six members, to focus on entire child protection system.

The Children's Bureau has reviewed the changes, and none impacted Vermont's compliance with CAPTA provisions.

Significant Changes in CAPTA Plan

There have been no significant changes from the state's previously approved CAPTA plan in how Vermont proposes to use funds to support the 14 program areas.

Use of CAPTA Funds

There have been no substantive changes to state law or regulations, including laws and regulations relating to the prevention of child abuse and neglect that could affect the state's eligibility for the CAPTA state grant.

Since the submission of the APSR and CAPTA Plan in 2013, Vermont has used CAPTA funds in the following manner:

- I. For consultation with medical professionals on complex child abuse/neglect investigations.
- II. To support the development of a new (to the state) model of joint investigation that includes the use of a forensic interviewer. \$20,000 has been used to pay for a part time forensic interviewer.
- III. To support the partial funding of drug and alcohol screening positions in our 2 largest districts. Substance Abuse Screeners accompany the social worker on investigations and assessments and identified substance abuse issues early in the case. The screener assists the parent in getting further clinical assessment and treatment as needed. \$50,000 has been used to pay for two screeners.
- IV. To pay for investigations and assessment training for staff. These funds are used to finance foundation and core training related to child safety interventions provided by the University of Vermont Child Welfare Training Partnership. \$7,000 is spent to cover this cost.
- V. Finance the activities of the Child Fatality Review Team. This team meets monthly and reviews all child deaths in the state to understand the public health and system issues needing attention. The team enhances interagency collaboration and information sharing. \$5,000 is spent to cover this cost.

For information about CAPTA please contact: Karen Shea, Field Operations Director, Family Services, Karen.Shea@state.vt.us, 802-769-2053.

Chafee Foster Care Independence Program

Vermont's Chafee Foster Care Independence Program (CFCIP) continues to provide quality services to improve outcomes for transitioning youth. This section of the report will focus on the eight CFCIP program purposes, applicable to the FY 2016 grant award, which will highlight the work Vermont has completed over the last year and the plans to support and improve these services over the next year. This section also addresses updates related to accomplishments over the last year, planned activities for 2016, our collaboration with other agencies, and updates on the National Youth in Transition Database (NYTD) and the Educational and Training Voucher Program (ETV).

1. Transition to self-sufficiency

Vermont's CFCIP funded Youth Development Program provides case management services for youth, ages 15-22, involved, or formerly involved with DCF-Family Services. Support services focus on permanent relationships, connections to community, education and vocational goals, and enrichment and leadership experiences. Supported by the Vermont Youth in Transition Law of 2007, YDP provides access to Extended Care funding and supports for high school completion, extended foster care and flexible funding across for eligible youth across all the areas listed above. Because of the availability and flexibility of these funds, Vermont has not elected to participate in the federal IV-E option to extend supports. In the last two years, Extended Care has expanded funding, eligibility, and flexibility with the level and types of support that can be provided to youth and their families. YDP is collecting data on the impact of this particular effort to target specific outcomes for youth in education, permanency, employment, enrichment, leadership and community connection to measure the impact of these resources and refine the casework practice that supports it. Efforts are currently underway to continue to expand eligibility to additional youth, especially for youth ages 22-25 in the process of completing a post-secondary education credential. Details of the types, amounts and associated outcomes of these grants are listed in **Appendix D and E**.

Case managers support youth to access financial resources that help them achieve their education, vocational, and housing goals, and also provide financial supports when emergencies strike. These types of interventions address their most basic needs and support the building blocks of self-sufficiency. We work to ensure that all youth have their basic needs met while also incentivizing participation in treatment activities. The model that we are using is a voluntary, youth-driven approach to engaging young people as they transition from DCF custody, matching our resources with youth goals. Youth Development Coordinators focus on creating positive career pathways with youth, with the goal of building better lives for youth and their children.

The Statewide Youth Development Program has now linked program Outputs to Outcomes, as well as implemented performance-based contracts last year for all of the regional provider agencies. Since changes to contracts, we have already begun to see dramatic improvements to services provided to youth and overall outcomes for youth (**Appendix E**).

2. Assistance for Youth likely to remain in foster care to access education, training and services to access employment

Vermont's DCF Family Services has for more than a decade, actively collaborated with our Agency of Education, Department of Vocational Rehabilitation, Vermont Student Assistance Corporation and the FYSB funded Vermont Coalition of Runaway and Homeless Youth Programs (VCRHYP) to create progressive pathways for youth to succeed in school, prepare for and access long term employment and meaningful careers. Our review of research tells us that for youth to achieve this important goal requires a long progression of activities and supports enabling them to be successful in school, identify and explore interests and careers and have the enrichment opportunities to fuel their aspirations. Our ETV partner, the Vermont Student Assistance Corporation (VSAC) collaborates with us in identifying and outreaching to youth in foster care at the junior high school level to maximize the number participating in their Upward Bound and Talent Search enrichment programs and build supportive relationships with youth from there through post-secondary education.

We have also targeted this outcome by collaborating with our FYSB funded SSRHY project which combined the progressive employment principles of Casey Family Programs, "It's My Life-Employment" as a vehicle for employment permanency and connections to community.

While this grant is in its' last few weeks, the effort in the host community has been embraced and will continue. The lessons learned in this effort have been incorporated into our work with two other important statewide collaborations with Vocational Rehabilitation and Washington County Youth Services Bureau which administers both our CFCIP and FYSB Runaway and Homeless Youth Networks. To support the spread of these progressive employment principles to youth serving agencies and staff, a half day training was held at the annual statewide Working with Youth Conference held on May 14-15, 2015. This is being followed up with the creation of web based and video training modules on this and other subjects to support the spread of this and other promising practices to this and other networks of youth serving agencies. We are already collecting data on the achievement of these outcomes in our YDP and VCRHYP networks and will be linking our training and coaching efforts using these tools. These training efforts while coordinated with our IV-E training efforts are not formally part of the plan or funded by this mechanism.

3. Preparation, enrollment, retention and completion of post-secondary education

A significant portion of our efforts in this area are described in the previous section of this report. We and our collaborators, particularly VSAC, the Vermont State Colleges, the College of St. Josephs, and the Community College of Vermont have made significant progress on recruitment and enrollment of foster youth to post-secondary education. As the numbers of enrollees have increased, we have seen a pattern where while many are aspiring to college, a lot are not finishing and as a result are leaving or withdrawing with significant debts and little improvement in their career prospects. These trends while somewhat better, still mirror the federal picture and are something we are working hard to correct. The irony of this situation is that despite the fact that we are effectively addressing the need to have youth exit care with good credit, we are encouraging youth to land in the same hole by borrowing for college and not making it to graduation.

The issues that underlie this are:

- a. Lack of sufficient academic preparation
- b. Lack of informal and formal social and emotional supports
- c. Stress of social and academic pressures of college
- d. Financing strategies for college that create too great a jeopardy for youth

Our strategy to address these issues is to attack the root causes that seem to be behind the dynamic.

- a. Greater engagement, advocacy and information on the academic progress and preparation of children and youth to (as much as possible) know and support that they are succeeding socially and academically in school from very early on.
- b. Help children and youth build informal and formal networks of supportive adults actively engaged in supporting their educational success.
- c. With the support of (b) establish a manageable plan for youth entering college to enable them to enter, remain and complete.
- d. Create pathways that limit costs to lower stress on youth and make it possible for them to withdraw if necessary and still be able to “get back on track” for graduation later. We see that many need this and are working with schools and funders to create this opportunity.

4. Personal and emotional support through mentors and the promotion of interactions with dedicated adults

Youth are referred to YDP at age 15 by their DCF caseworker. Youth remain eligible for support if they leave custody after age 16. In coordination with DCF, 16 Youth Development Coordinators serve almost 500 youth annually in all 12 DCF districts. YDP

serves youth that are placed out of district and with youth who are adopted, reunified, or emancipated from DCF custody.

YDP Services will vary across the period of eligibility. Typically, Youth Development Coordinators are a supportive team member for youth that are under 18 and the primary case managers for youth over 18. Before age 18, YDP partners with youth, family, and DCF in developing transition plans, with a focus on enrichment, normalcy, relationships, and driving-related outcomes. YDP also advocates for and connects youth with progressive employment and encourages career and post-secondary education aspirations.

After age 18, YDP supports youth to build and reinforce natural networks of support and to access and maintain stable housing. YDP facilitates access to extended foster care, independent living support, and incidental living grants. YDP also provides post-secondary education support, basic employment skills and referrals, helps youth to apply for and stay connected to health insurance and also to identify and access primary health care and mental health and substance abuse services. YDP also assists youth with identifying parenting education opportunities and child care services.

Before and after the age of 18, Youth Development Coordinators work with youth to identify natural supports, including achieving of legal permanency, connections with school and work, mentor relationships, community, peers, and family.

5. Provide financial, housing, counseling, employment, and other services ages 18-21 to support their transition to adulthood

DCF Family Services is the Vermont Child Welfare Agency responsible for the care of children and youth in foster care as a result of child abuse or delinquent behavior. DCF provides preparation and supports to youth in the foster care system to prepare them for adulthood directly through their state social workers and a variety of contracted services. As the IV-E funded child welfare agency, DCF has a legal obligation under the Fostering Connections and Adoptions Act to prepare youth for adulthood. Ninety days from reaching their eighteenth birthday, each youth in foster care is to have a specific plan developed with their social worker and other supportive adults which details their immediate and longer term plans for education, employment, housing, healthcare and supportive adult relationships. The plans are the results of a process which extends back over a period of years and includes a structure that not only includes a plan for housing, but the supports to maintain it.

Youth exiting foster care in Vermont have additional supports that protect them from homelessness through the Youth Development Program funded by a

combination of federal Chafee Foster Care Independence Program and state funds and the Act 74 Youth in Transition Extended Care Program.

The Youth Development Program consists of a statewide network of case managers (Youth Development Coordinator-YDC) who work for youth serving agencies in all of the regions of the state. The YDC's provide life skills classes and training to foster youth under the age of 18 and become their full time case managers when they turn 18. All youth in foster care are eligible and may receive these services until their 22nd birthday.

In addition to the support services provided to 18-21 year old former foster youth, they are eligible for three types of direct housing related supports authorized and funded through Act 74 the Youth in Transition Act. The three types of extended care provided to this group include Support for High School Completion, Adult Living Partners, and Housing Supports. Support for High School Completion offers youth who are enrolled in high school but have not completed it, full room and board costs as well as the costs of supplemental services provided to them prior to reaching 18. If they have completed high school but wish to continue living with a supportive adult or family, a room and board stipend is provided to the adults partnering with the youth in their home. Youth who have either moved through these other types of extended care or are looking to move directly into their own living arrangement, monthly stipends and incidental one-time grants may be provided to youth to cover part of the cost of their living. Unlike the other two types of arrangements, housing supports require the youth to be employed and cover at least a portion of their monthly living costs. The goal of all three of these support options is to assist youth in developing self-sufficient lives while retaining connections to caring adults and their community.

All of the case management and housing support options are available to youth throughout their period of eligibility from their 18th birthday until their 22nd and may be accessed continuously or at any time during the period. Data on the type and number of financial supports for youth during the current report year is contained in (Chart A). These are voluntary services offered to legal adults and as such are not a guarantee against homelessness but do provide significant protections for youth from homelessness. They do reflect safe, stable housing for participating youth during the time they are accessing it.

In addition to the programming run directly through DCF Family Services, a number of youth formerly in care have received housing support Section 8 vouchers through the expansion of the Family Unification Program (FUP) which assists youth

and families at risk of homelessness or living in substandard or unhealthy environments.

As part of the final year of the FYSB funded Support Systems for Runaway and Homeless Youth demonstration grant, DCF has launched a statewide sustainability and spread effort for the Creative Workforce Solutions Youth-Work progressive employment programming originally developed for that grant through a collaboration between Casey Family Programs, Division of Vocational Rehabilitation, state FYSB Runaway and Homeless Youth network and the Vermont Association of Business, Industry and Rehabilitation. The effort is linked to a statewide training “Go to Meeting” with DCF Family Services Staff, a half day workshop at the annual statewide “Working With Youth Conference “ held for FYSB funded, Chafee Youth Development and other youth serving agency staff. These efforts are being further supported to coaching and technical assistance provided through TA in the Runaway and Homeless Youth and Youth Development networks. Youth Development is also actively promoting funding progressive employment experiences through its extended care funding supports.

6. Vouchers for education and training

Vouchers for post-secondary education and training are provided through the Vermont Student Assistance Corporation (VSAC). Details of how this is administered are contained in Section #2 above. In addition to this outreach and CFCIP ETV funding, Vermont foster youth are eligible and receive scholarship funding through the Emily Lester Scholarship, Vermont grants as well as supplemental grants through the Extended Care Program. VSAC ETV awards are contained in Chart, Emily Lester Awards in Chart and Extended Care education and training related grants are in **Attachments D and E.**

7. Provide services for youth who after age 16 have left kinship guardianship or adoption

The Youth Development Program has provided case management services and supports to this population for almost a decade. Youth fitting this categorical description face most if not all of the challenges that other youth in foster care experience. At this time we are not able to identify the number of these youth as subsets of the overall served population but are planning to incorporate this into our data collection for the coming state fiscal year. Once we have established the capacity to identify them we will also begin tracking recruitment and geographic patterns of service to support more uniform access.

In addition to this discrete effort to target this population, we are also working with our FYSB Runaway and Homeless Youth network colleagues on a formal Memorandum of Understanding between the statewide networks of youth serving agencies to better define our individual areas of responsibility, our collective efforts, and how best to

collaborate in ways that serve all youth and families effectively and avoid the “not our problem” dynamic that can happen in larger systems.

This MOU will address the IM from FYSB from November 4, 2014 as well. Initial meetings have been held and a finalized product is planned by October 1, 2015.

8. Developmentally-appropriate activities

DCF Family Services and the Youth Development Program support positive youth development as the core principle of our work with youth. In order for Positive Youth Development to happen, foster youth need to have the opportunity to experience the kind of normative experiences that will allow them to explore and discover who they are and develop the tools to direct and manage their lives. The practical realities of being in foster care however often restrict, not expand these opportunities. In order to counterbalance this, efforts to provide opportunities need to be planned on a regular basis, and fully supported. Emphasis on this approach is reflected in the Over 14 Case Plan format (**Appendix F**).

To provide financial and logistical support for developmental activities YDP Extended Care offers flexible funding and case management support. Youth 14-21 are eligible and receive Incidental Living Grants to support normalcy and enrichment activities. Case management and financial resources aim to maximize educational and enrichment opportunities for all youth while supporting living situations and other needs to pursue and complete these tasks. A primary objective for the Youth Development Program is to provide youth with opportunities to imagine what their future could be and to inspire them to work toward it.

One approach to assisting youth with identifying interests, passions, and aspirations (while allowing for healthy, developmentally-appropriate risk-taking) is to support youth to access funding for activities including camps, sports, music lessons, bicycles, ski/snowboard passes and equipment, field trips, community service, leadership opportunities, progressive employment experiences, trips to visit extended or new family, and generally any regular adolescent activity that fosters healthy youth development. There are also funds available to support education and employment activities, driving and transportation needs, such as drivers’ education and licensing, repairs, and winter tires. More examples of the types of funds available include start-up housing costs, identification needs, clothing, and emergency funds for groceries.

NYTD

Evaluating Outcomes of Transitional Services

The Washington County Youth Service Bureau -WCYSB (sub-grantee for the Chafee Youth Development Program and FYSB Vermont Coalition of Runaway and Homeless Youth) established databases which track outcomes for both the Youth Development Program and VCRYP to meet federal requirements for both of these programs (NYTD and RHYMS) as well as performance measures for the state grant for the two

programs. The database also provides a wide range of data points tracking the application of the full range of program components and associated outcomes.

Performance measures are required under these grants and reported four times annually to the DCF-FSD program manager overseeing the grant. Data queries are conducted to inform quality assurance activities, help in the evolution of program practice and collaborate in statewide activities related to employment, housing, education and healthcare.

The WCYSB Youth Development Program has been collaborating with DCF Family Services on NYTD data collection and submission and has made good progress on complete, accurate and timely submission including a good rate of return on all the required youth cohort surveys. Data from both NYTD components is integrated into data queries from the larger database for reporting for federal and state reporting requirements, performance and quality assurance and to inform practice and measure the impact of innovations.

Coordinated Services with other federal and state programs for youth

DCF Family Services is the agency responsible for both juvenile justice involved youth and child welfare youth and administers both overall programs within its Planning, Practice, and Performance Unit. Staff directing both the CFCIP and statewide FYSB Runaway and Homeless Youth supplemental state grant (Vermont Coalition of Runaway and Homeless Youth Programs is the direct grantee for the FYSB program) meet bi-weekly to communicate and coordinate efforts between these statewide programs and other state adolescent serving programs involving employment, housing, substance abuse and mental health.

Please refer to the page 99 of the Statewide Assessment for additional information about our collaboration with other agencies.

Collaboration with governmental or other community entities to reduce the risks of human trafficking

Please refer to page 108 of the Statewide Assessment around our efforts to address the risks and improve our response to human trafficking.

Provide specific training in support of the goals and objectives of the states' CFCIP and to help foster parents, relative guardians, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living.

Vermont's DCF Family Services Youth Development Program has long collaborated with the department on foster parent and staff training and regularly provides panels of youth for orientations of both groups. The program also collaborates annually on

the Working with Youth Training Conference which provides this kind of information to a wide range of direct service staff including these groups. This year's conference was held on May 14-15 and was attended by several hundred youth serving workers.

In addition to these efforts, a Go To Meeting training for all DCF Family Services staff was held on March 18, 2015 covering new initiatives on youth directed case planning (the Over 14 Case Plan and Youth's Transition to Young Adulthood Plan) as well as NYTD and YDP program data, services, extended care, and youth development principles.

These efforts are not funded by federal CFCIP program funds or other IV-E or IV-B funds.

Our effort to engage youth/ young adults in the CFCIP, CFSR, NYTD, and other related agency efforts.

DCF Family Services Youth Development Program has a Youth Leadership Team made up of current and former foster youth that meet monthly to plan our annual youth conference, summer retreat, training efforts, participate in Justice for Children's Task Force, Foster Care All Star Program, Quality Permanency Hearing initiative, New England Child Welfare Youth Committee, and have a formal advisory role on all policy and practice issues conducted by the department and the program.

The Youth Development Committee and its related leadership programming continues to be a valuable resource to both youth and professionals in VT. Over the past year, young leaders have become involved in several policy and practice initiatives across the state, trained new social workers and foster parents through youth panels, worked on their own training for youth-care workers, raised awareness about youth-in-care through interviews, hosted YDP's Annual Youth Conference, published the first ever "Youth Leadership Newsletter" highlighting their outstanding work, and participated in monthly leadership trainings. Since August 2014, YDP has engaged 40 youth directly in leadership programming – plus 150 attendees and volunteers at the Annual Youth Conference – and hopes to engage even more through expanded programming and recruitment initiatives.

Our youth leaders are involved in policy and best practice initiatives on the local, state, and regional levels through partnerships with DCF Family Services and groups such as the Justice For Children Task Force, the Children and Family Council for Prevention Programs, and the New England Youth Coalition. This year we had several youth apply for competitive national internships, and are thrilled to be sending one young woman to Oregon this summer for the FosterClub All-Star Internship.

These youth are able to become leaders and play an essential role in their communities because of the supports offered by the YDP Youth Leadership Program, and the opportunities it creates for collaboration, advocacy, and professional skills development. Youth learn how they can make a difference in the lives of others, which empowers them to make positive decisions for their own lives.

Updates to Targeted Plans

Foster and Adoptive Parent Diligent Recruitment Plan

There have not been any significant changes to our Foster and Adoptive Diligent Recruitment plan. Vermont created the position of Foster/Kin Care Manager in January, 2015. One of the tasks of the Manager is to further efforts of the development of a statewide recruitment plan. Below are the areas of focus on the recruitment plan:

1. Quarterly working meetings bring together the 12 district Resource Coordinators to;
2. DCF Website Development and Social Media Campaign
3. Partnership with Project Family
4. Keeping a focus on Educational Stability
5. Collaboration with National Resource Center for Diligent Recruitment

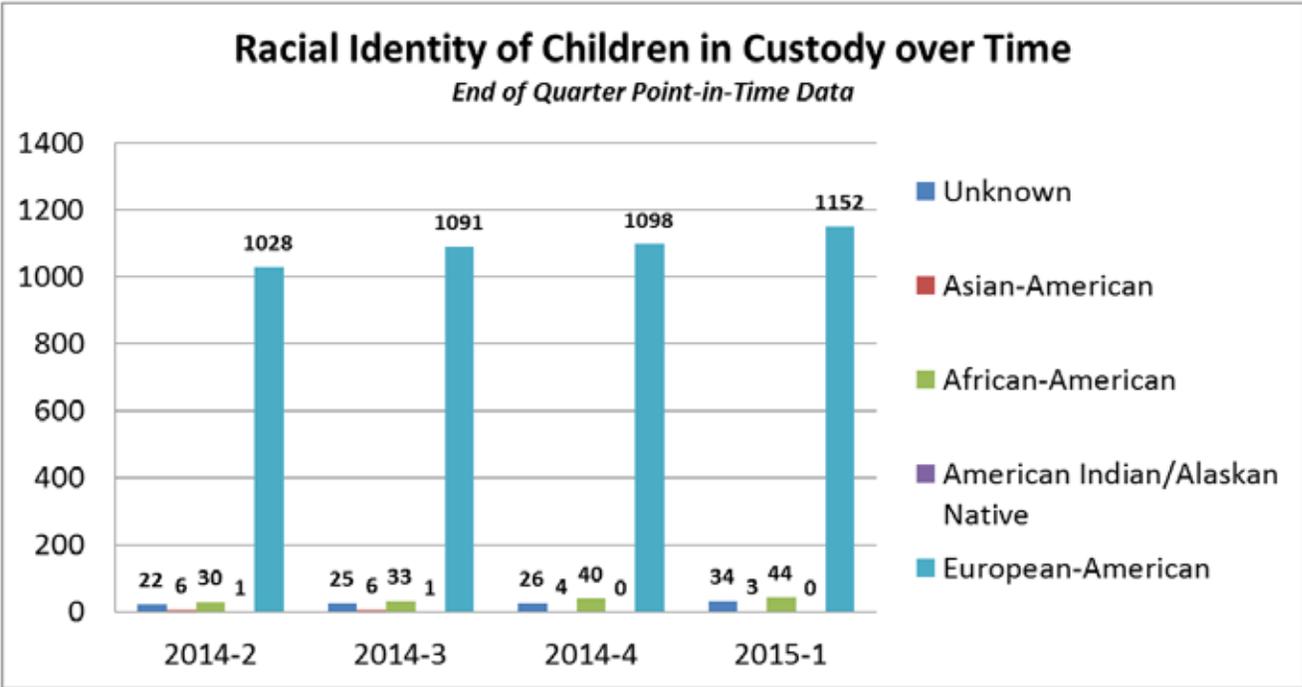
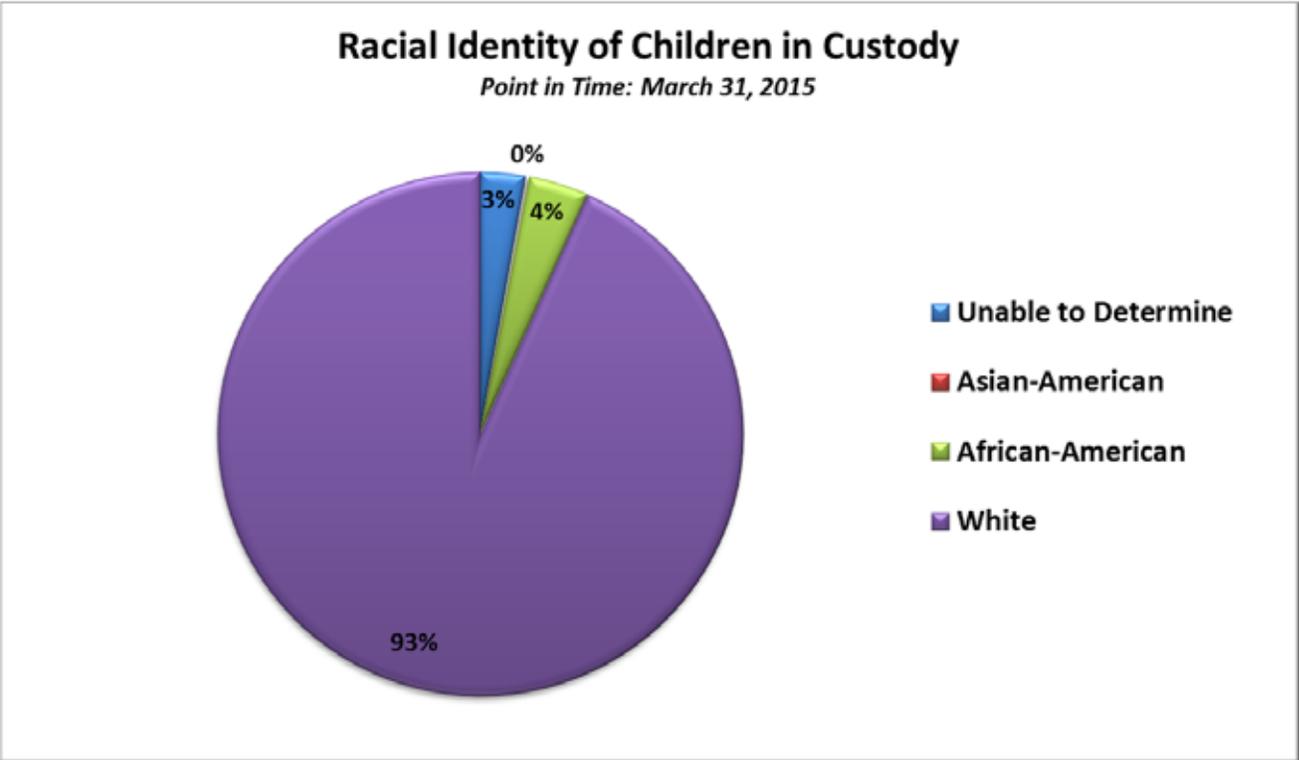
Foster Care Information System Assessment of Need

As of April 1, 2015, Vermont had:

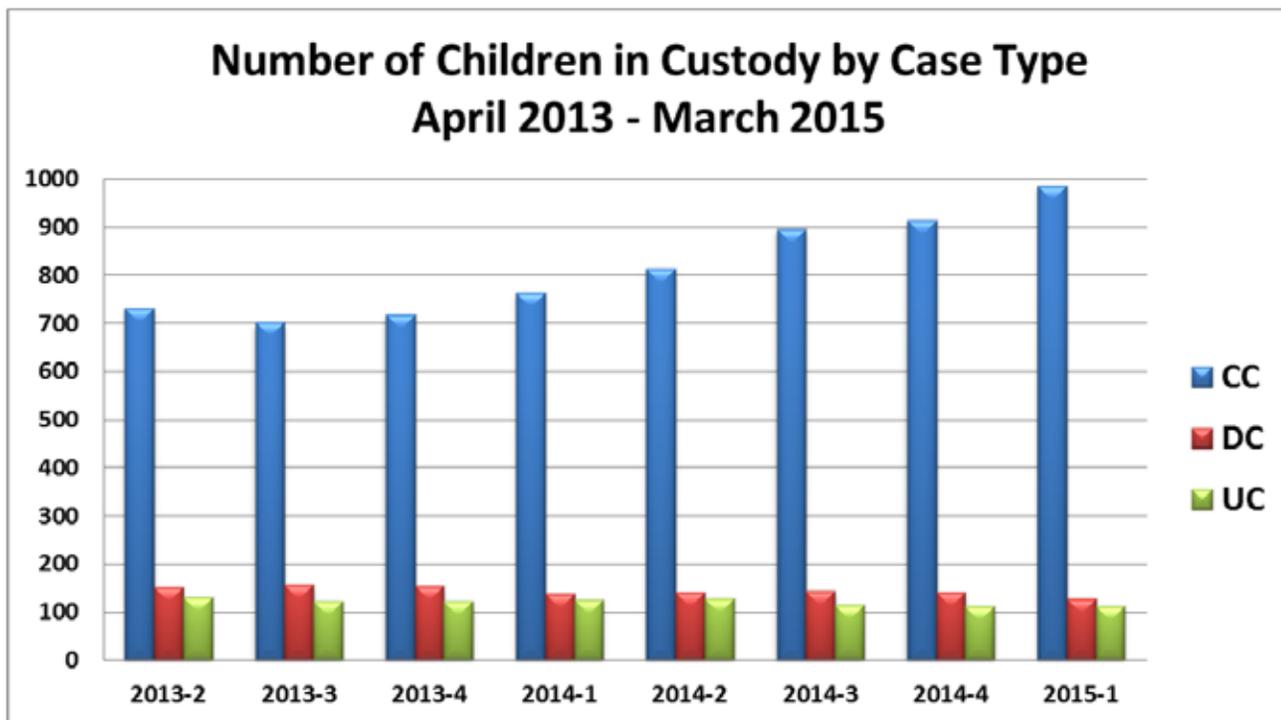
- 1159 children/youth in care
- 393 children/youth placed with kin
- 551 children/youth placed in Foster / pre-adopt homes
- 944 children/youth placed in licensed homes
- 185 in residential (over a quarter of these placements are out of state)
- Approx. 1,000 licensed foster homes (includes licensed kin)

Of the approximately 1000 children or youth in DCF custody, 93% are white. According to the most recent US census bureau report, Vermont's population is composed of 95.4% white, 1.1% black, 0.4% American Indian, 1.4% Asian and 1.6% Hispanic individuals.

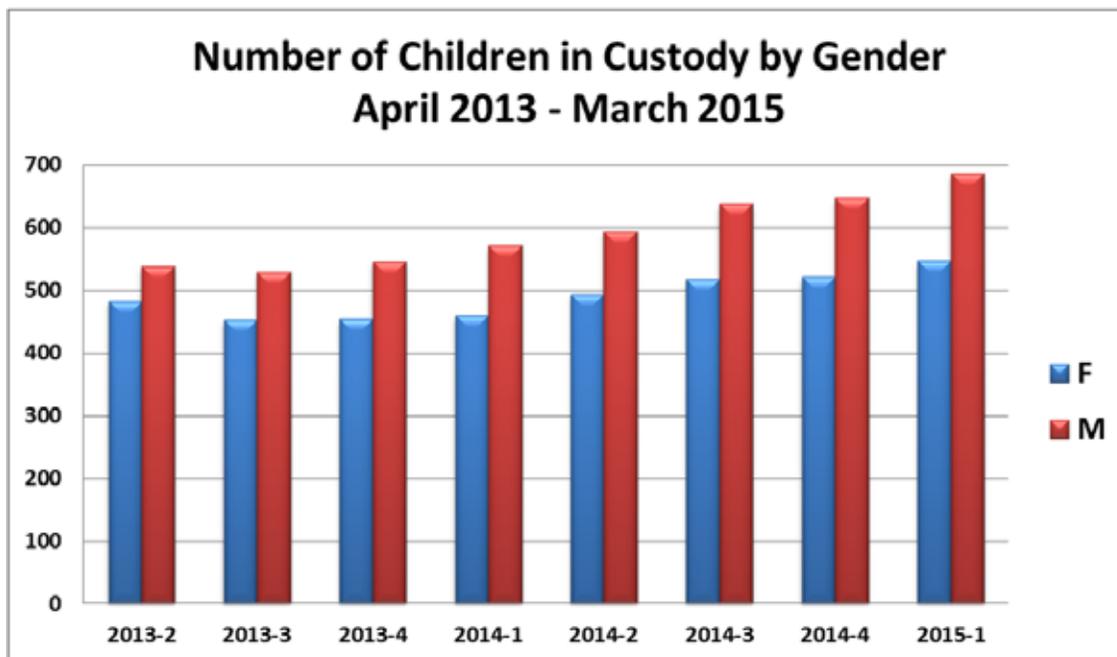
5.3% of the population has a language other than English spoken in the home. The largest metropolitan area is the greater Burlington area, where the largest percent of the minority population resides. The following data sets shows the racial identity of children in custody which aligns with Vermont's overall population rate.



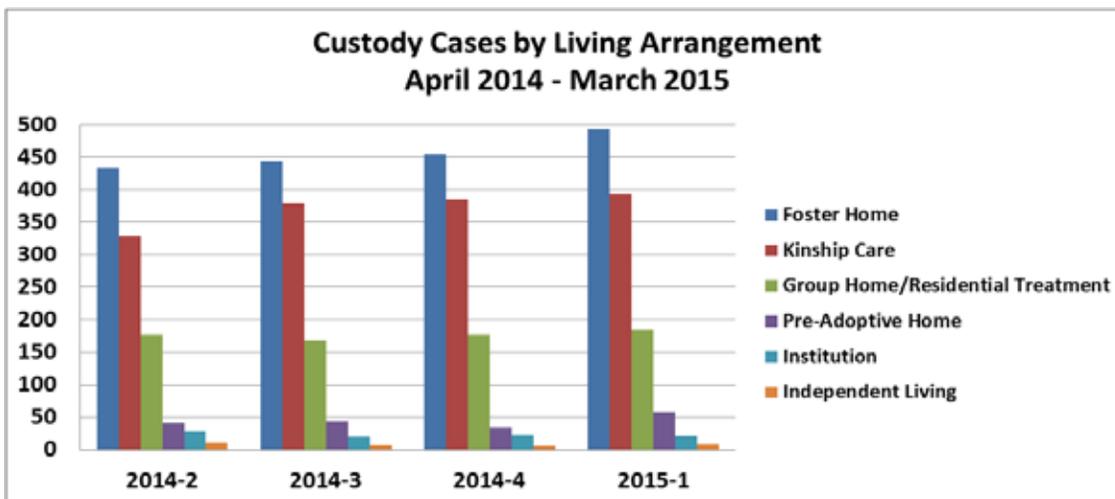
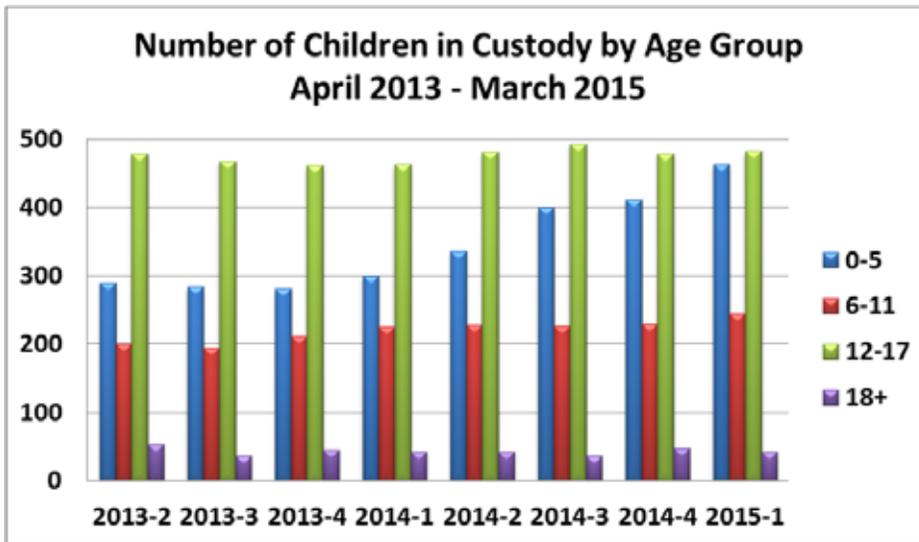
In order to understand who is coming into state custody over time, Vermont DCF-Family Services division creates quarterly reports that allow social workers, supervisors, district directors, and upper level management to view various status and demographic characteristics about the children in custody. These reports allow individuals at all levels of the organization to see trends over time, as well as drill down to their specific district office level and case / social worker level. For example, using the quarterly management report, one could examine the cases of all the children between 0-5 that were in state custody at the end of the 2014 4th quarter and placed with a relative in the St. Albans (or any) district office. This is just one example of how our state operational information system data is made available internally and can be utilized by our staff. The following graphs were created using the quarterly reports to demonstrate our ability to track and report on the characteristics of the children in our state custody and details related to their cases.



The Custody Cases by Case Type shows the majority of the children who come to our attention are in need of Care and Supervision for abuse/neglect. Vermont has an integrated child welfare/youth justice system so we also serve youth who are beyond the control of their parents (UC) and youth who are in custody for committing a delinquency (DC). Many districts have moved from specialty caseloads to mixed caseloads due to the low numbers of UC and DC in smaller communities. This requires paying close attention to the knowledge and skills social workers need to understand the complexities of a varied caseload.



The chart below highlights the increased number of children 0-5 entering into care. One of the main contributing factors is the increased uses of opiates in Vermont. We have highlighted in our recruitment message the need for more foster parents who are available to care for this younger population, ideally a couple where one is a stay-at-home parent.



Health Care Oversight and Coordination Plan

There are no changes our Health Care Oversight and Coordination Plan.

Disaster Plan

There are no changes to this plan. Fortunately, the state was not affected by a disaster in the last 12 months.

Training Plan

Please refer to **Appendix G**.

Statistical and Supporting Information

Child Protective Service Workforce

Direct Service Work Force

Vermont provides child welfare and youth justice services in an integrated system. Professionals are in one of three job titles:

- Social Workers and Social Worker Trainees – Social Workers typically specialized in one of four areas of focus:
 - Centralized intake and emergency (after hours) services;
 - Front-end investigation and assessment work;
 - Ongoing work with families in child protection, child welfare and/or youth justice. This may include child protective services cases, children in foster care, and/or supervision of youth on juvenile probation.
 - Foster and residential licensing and special investigations.
- Senior Social Workers – Senior Social Workers also perform in one of the four areas of specialty listed above. They also supervise one to three social workers as part of their duties.

Qualifications for Child Welfare and Youth Justice Staff

The minimum qualifications for Social Worker Trainees are:

- Bachelor's degree with no experience; or
- High school graduation or GED with 4 years in human services at or above a paraprofessional or technician level.

The minimum qualifications for Social Workers are:

- Master's degree in social work with no experience; or
- Bachelor's degree with 18 months of human services casework, including at least six months with a child or youth services caseload.

The minimum qualifications for supervisors are as follows:

- Master's Degree in social work with one year of casework experience with a child protective or juvenile services caseload; or
- Bachelor's degree with three years of casework experience with a child protective or juvenile services caseload; or

- Bachelor's degree with two years of casework experience with a child protective or juvenile services caseload PLUS one year of supervisory experience; or
- Completion of a Social Worker Traineeship in Children and Families and 3 years of casework experience with a child protective or juvenile services caseload.

All social worker and social worker trainees complete the Foundations training which is described in our Annual Progress and Services Report, regardless of what kind of job duties they will perform.

Demographics of Current Staff and Recent Hires

Demographic data about current employees and new hires is not collected routinely by the state, the department or the division. This year, for the fourth time over the last five years, the department and the division utilized the Survey of Employee Engagement (SEE) as a way to assess the way employees see the work and the workplace. For FSD, use of the SEE data specifically helped us to assess how fully division employees are embracing our practice model.

The SEE had a 61% response rate. Demographic data was collected. Overall, the division's demographics are as follows, with 273 employees in all job classes responding. If the number responding was less than 5, no data was reported.

Age	Number	Percent
16-29	43	15.75%
30-39	69	25.27%
40-49	73	25.13%
50-59	67	24.75%
60+	19	11.24%

80% of employees are female. 92% of employees identified themselves as Anglo-American/White. 1.52% identified as Hispanic/Mexican-American/Latino/a; 9 identified as Multiracial. Numbers of employees in other racial/ethnic groups is not available, as there were less than five in any one group.

For all employees reporting, educational attainment was as follows:

Highest Education	Number	Percent
Less than High School	Less than 5	not available
High School Education	14	7.58%
Some College	16	11.49%
Associates Degree	12	9.22%
Bachelor's Degree	122	46.43%
Master's Degree	104	20/83%
Doctoral Degree	Less than 5	3.79%

For all employees reporting, longevity with this organization was as follows:

Years of Service with This Organization	Number	Percent
Less than 1	43	15.75%
1-2	33	12.09%
3-5	57	16.67%
6-10	37	16.16%
11-15	39	11.62%
16+	62	22.85%

The following demographic information is specific to social workers. This information pertains to the 101 social workers who responded to the Survey of Employee Engagement.

Highest Education	Number	Percent
Bachelor's Degree	58	57/53%
Master's Degree	40	39.60%
Other	3	

About 79% of social workers are female. 92% are Anglo American/White.

Social workers report that they are the following ages:

Age	Number	Percent
16-29	24	13/13%
30-39	37	25.00%
40-49	22	25.13%
50-59	14	24.75%
60+	Less than 5	11.24%

Social workers reported years of service in this organization were reported as follows:

Years of Service with This Organization	Number	Percent
Less than 1	25	24.75%
1-2	11	16.79%
3-5	25	16.67%
6-10	12	16.16%
11-15	16	11.62%
16+	10	22.85

Training Provided to New and Experienced Child Welfare Workers

Training for new and ongoing child welfare workers is provided in collaboration with our Child Welfare Training Partnership. This is fully described in a separate section of this plan update.

Training Provided to Supervisors and Managers

All employees who are new to the divisions, including supervisors and managers, complete the same Foundations and Core training as social workers. New managers and supervisors are paired with a formal mentor in another office. In addition, other opportunities are available, but not required. These include:

- AHS 3-day training for new supervisors;
- Supervisory Training Program (STAR) provided by the Vermont Human Resources Department;
- Vermont Public Manager Program;
- AHS Leadership Development Program

Caseload Size

Caseload is measured in different ways, depending up the duties of the social worker. Social workers who conduct child safety interventions (investigations and assessment) are expected to be able to conduct 100 interventions per year. Over the last several years, we have shifted considerable positions to this function, in order to keep to this standard. Most workers are very close to this.

The caseloads of ongoing social workers are measured by the number of families per worker, regardless of the type of case. As of 5/11/2015, caseload per district were as follows:

DO	# Families /Social Worker
Barre	17.2
Bennington	16.1
Brattleboro	17.6
Burlington	15.7
Hartford	18.1
Middlebury	18.8
Morrisville	15.6
Newport	17.8
Rutland	19.8

Springfield	21.0
St. Albans	18.6
St. Johnsbury	16.8
State	17.6

When vacancies occur, caseloads are reviewed. When a district has a sustained increase or decrease in caseload, vacant positions may be shifted to other districts. Our state employees' contract does allow us to transfer staff to other locations within 35 miles, but we rarely do.

Juvenile Justice Transfers

Vermont is both the state child welfare agency and the youth justice agency. The following report show youth in custody for reasons of delinquency who were previously in custody as children in need of care and supervision:

Previous Custody Status	# Youth
Abuse/Neglect	8
Child Behavior	7
Total	15

Sources of Data on Child Maltreatment Deaths

Vermont's uses the following sources of information relating to child maltreatment fatalities that the state agency currently uses to report data to NCANDS; the state's vital statistics department, child death review teams, law enforcement agencies and medical examiners' offices .

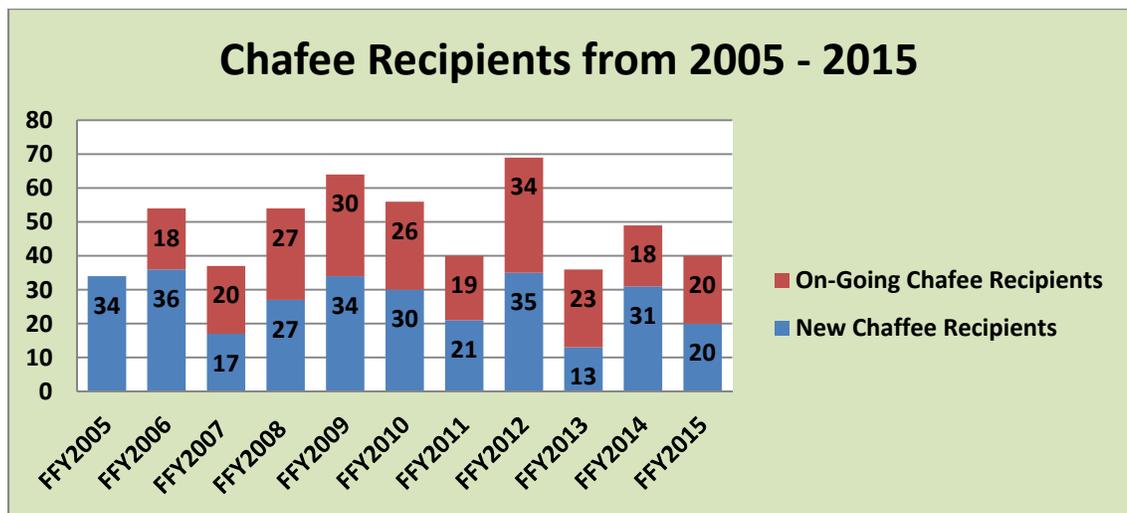
Education and Training Vouchers

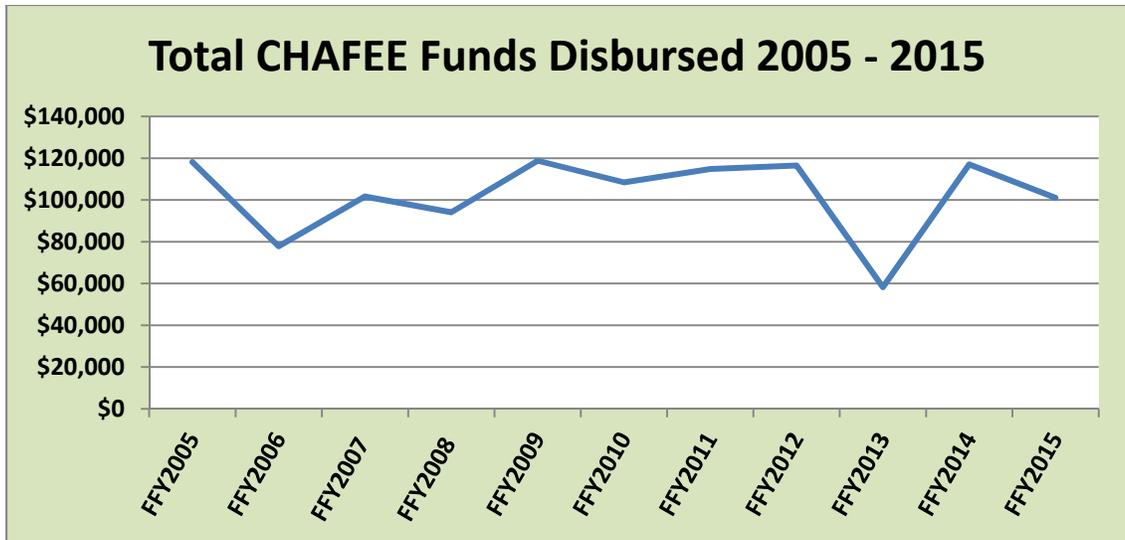
The following table provides historical data about the disbursement of Chafee ETV funds through VSAC.

	FFY2005 10/01/04- 09/30/05	FFY2006 10/01/05- 09/30/06	FFY2007 10/01/06- 09/30/07	FFY2008 10/01/07- 09/30/08	FFY2009 10/01/08- 09/30/09	FFY2010 10/01/09- 09/30/10
CHAFEE SCHOLARSHIP	(ACTUAL)	(ACTUAL)	(ACTUAL)	(ACTUAL)	(ACTUAL)	(ACTUAL)
# new Chafee recipients disbursed (received for the first year)	34	36	17	27	34	30

# on-going Chafee recipients disbursed (received in a previous year)	0	18	20	27	30	26
Total # Chafee recipients disbursed	34	54	37	54	64	56
Total \$ Chafee funds disbursed	\$118,187	\$77,778	\$101,624	\$94,111	\$118,836	\$108,467

	FFY2011 10/01/10- 09/30/11	FFY2012 10/01/11- 09/30/12	FFY2013 10/01/12- 09/30/13	FFY2014 10/01/13- 09/30/14	FFY2015 10/01/14- 09/30/15
CHAFEE SCHOLARSHIP	(ACTUAL)	(ACTUAL)	(ACTUAL)	(ACTUAL)	(PROJECTED)
# new Chafee recipients disbursed (received for the first year)	21	35	13	31	20
# on-going Chafee recipients disbursed (received in a previous year)	19	34	23	18	20
Total # Chafee recipients disbursed	40	69	36	49	40
Total \$ Chafee funds disbursed	\$114,841	\$116,546	\$58,247	\$117,042	\$101,034





Inter-Country Adoptions

Below is Vermont’s information regarding children who were adopted from other countries and who entered into state custody in FY 2014 as a result of the disruption of a placement for adoption or the dissolution of an adoption, the agencies who handled the placement or the adoption, the plans for the child, and the reasons for the disruption or dissolution.

Child	Country	Agency	Reason	Plan
Boy, age 12	Russia	Unknown	Mental Health Challenges	Reunification

Financial Information

Payment Limitations – Title IV-B, Subpart 1

Item	Percent Spent	Amount Spent
FY 2005 Title IV-B, Subpart1 funds spent on child care, foster care maintenance and adoption assistance payments	100% of Title IV-B, Subpart 1 funds were spent on child care.	
FY 2005 non-federal funds expended on foster care maintenance and used as part of Title IV-B Subpart state match.	Zero, see above.	\$0.00
Title IV-B, Subpart1 funds spent on administrative costs.	Zero, see above.	\$0.00

Payment Limitations – Title IV-B, Subpart 2

The CFS-101 forms were submitted separate from this document.

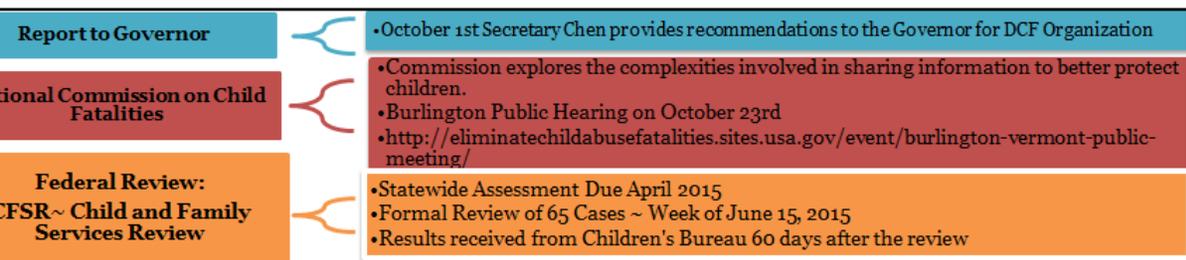
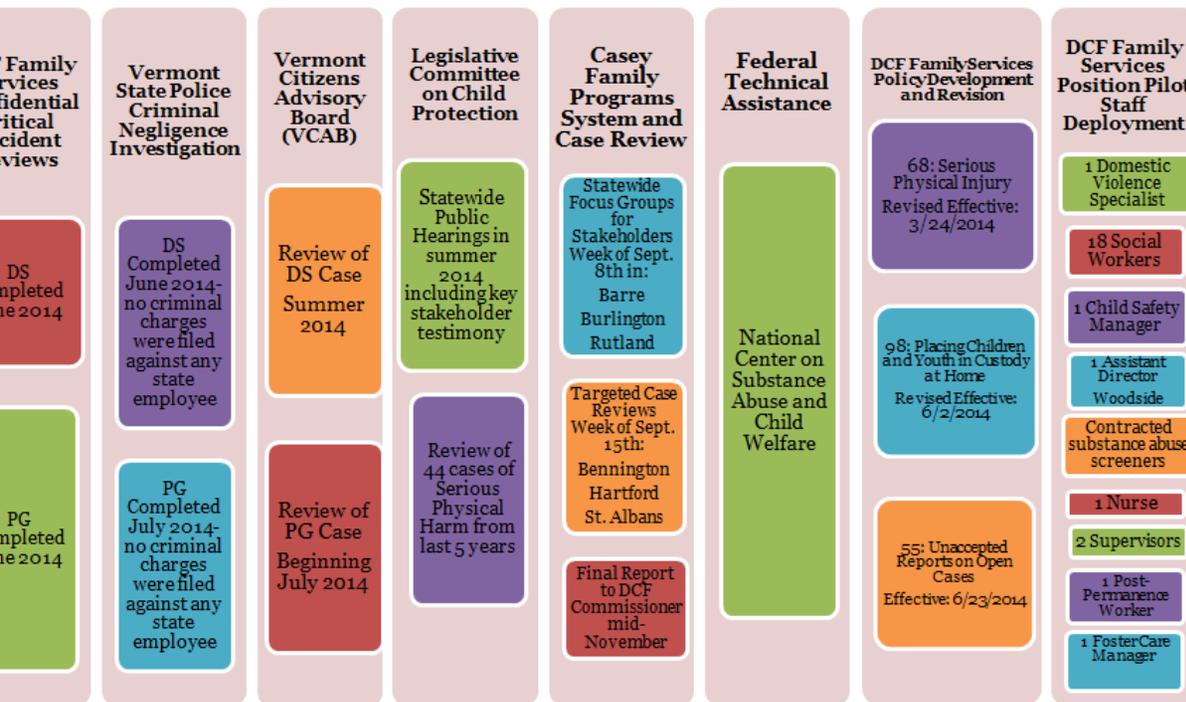
The 2016 APSR and other federal reports can be found here:

http://dcf.vermont.gov/fsd/federal_reviews_plans

If there any questions, feel free to contact Suzanne Shibley, Policy and Operations Manager at suzanne.shibley@state.vt.us.

Policy & Practice Focus Resulting from Child Fatalities

Fatalities occurred in February and April, 2014



DCF-Family Services, Focus Area Summaries

DCF Family Services Confidential Critical Incident Reviews

- FSD Central Office reviewed all materials, casefiles, transcripts and case plans to assess and analyze adherence to policy and to inform future practice/policy.

Casey Family Programs System and Case Review

- Casey Family Programs is performing an assessment of the Vermont child welfare system by analyzing Family Services policies, conducting focus groups with stakeholders, families, youth, kin/ foster parents and by conducting a targeted casereview. The case review will be targeted at the three points of involvement families may have with FSD: intake, ongoing family support and custody (including reunification practice). There will be 10 cases reviewed in each of the three target districts with the following characteristics: a child under the age of 3 and where opiate use was a factor in DCF becoming involved in the case.

Federal Technical Assistance

- Identified areas of focus to address include:
 - * Acceptance policy regarding substance abuse allegations
 - * Safety planning with parents who use/abuse substances
 - * Drug testing with parents-determining when and how this is appropriate
 - * Implementation of evidence-based tools and training for FSD staff

DCF Family Services Policy Development and Revision

- Policy 68: Serious Physical Injury was revised and pulled out of Policy 52 (Investigation and Assessment Policy) to mandate district staff consult with central office staff on all serious physical injury cases for investigations and case planning.
- Policy 98: Placing Children and Youth in Custody at Home was revised to specify that for children placed with a parent in a residential treatment program, trial reunification begins when the parent is discharged from the program to live independently.
- Policy 55: Unaccepted Reports on Open Cases was developed to create clarity of expectation where a new report is received but does not meet criteria for an investigation or assessment and there is already an open case with an assigned worker.

DCF Family Services Position Pilot Staff Deployment

- FSD Staff positions are under recruitment and/or hired as of 9-1-2014. Exceptions include the following positions which still need to be classified and posted: staff nurse, Post-Permanence worker, and Foster/Kin Manager.
- The contracted substance abuse screeners are going to be hired through an already existing effective grant with Lund. These screeners will be deployed to four districts (2 districts-Burlington and St. Albans already have screeners so this will be a total of six screeners) to fully capitalize on this dedicated support to district offices with the highest level of substance use/abuse population and a lack of other available resources to address this issue.

Appendix B

DCF-Family Services: Policy, Practice, Data & CQI Activities for 2015

Month	Activities	Areas of Focus	
January	<ul style="list-style-type: none"> Tuesday, January 6th from 12:00-1:00: Brown Bag Learning Series using Go to Meeting: District Road Show with <i>Cindy Walcott and Karen Shea</i> Tuesday, January 13th from 11:00-12:30: Go to Meeting: Medication Assisted Therapy with <i>Dr. Anne Johnston</i> 	<ul style="list-style-type: none"> Substance Abuse Education, Technical Assistance, Policy and Practice Implementation of ROM (Results-Oriented Management) Data Reporting System Trauma Collaborative Grant with UVM CFSR (Child and Family Services Review) Focus on Workforce Development Safety-Organized Practice Central Office relocation back to Waterbury (<i>projected Dec. 2015 through spring 2016</i>) IFS Implementation District CQI Plans ~ Spring 2015 	
February	<ul style="list-style-type: none"> Tuesday, February 10th from 9:00-10:00: Go To Meeting: Report out on Youth Justice/Overview & Update on Key Indicators 		
March	<ul style="list-style-type: none"> Wednesday, March 18th from 9:00-10:30: Go To Meeting: Positive Youth Development/Extended Care/YDP/Over 14 Case Plan with <i>Dana Lawrence and Amanda Churchill</i> Date TBD from 12:00-1:00: Brown Bag Learning Series using Go to Meeting: Permanency with <i>Diane Dexter</i> <p style="text-align: center;">Happy Spring </p>		
April	<ul style="list-style-type: none"> Wednesday, April 8th from 8:30-10:00: Go To Meeting-Secondary Traumatic Stress with <i>Aron Steward</i> 		Ongoing Professional Development
May	Tuesday, May 12 th from 8:30-10:00: Go to Meeting -State of Family Services with Deputy Commissioner, Cindy Walcott: Outcome of Legislative Session and the new Policy 65: Substance Use Disorder Screening & Drug Testing for Caretakers		<ul style="list-style-type: none"> Division Leadership Team Meetings Division Management Team Meetings Youth Justice Work Group Data Integrity Team CSI Supervisor and Worker Meetings Resource Coordinator Meetings Ongoing Supervisors Meetings and Learning Circles District Permanency Consultations Brown Bag Learning Series-voluntary professional development opportunities to learn more about specific areas of practice Go To Meetings-mandatory statewide dissemination of policy, data and practice for all staff
June	<ul style="list-style-type: none"> CFSR Week of June 15th in Burlington and two other districts 		
July	<ul style="list-style-type: none"> Date TBD: from 12:00-1:00: Brown Bag Learning Series: Early Learning Challenge Grant/Head Start 		
August	 Enjoy Summer!		
September	<ul style="list-style-type: none"> Tuesday, September 22nd from 9:00-10:00: Go to Meeting-CFSR Results and the focus of our Program Improvement Plan 		
October	<ul style="list-style-type: none"> Wednesday, October 14th from 12:00-1:00: Brown Bag Learning Series: Domestic and Sexual Violence Team with <i>Ellie Breitmaier and Priscilla White</i> 		
November	<ul style="list-style-type: none"> Date TBD: Brown Bag Learning Series: RMTS 		
December	<ul style="list-style-type: none"> DATE TBD: Go To Meeting: State of Family Services with Deputy Commissioner, Cindy Walcott 		

Appendix C

ACHIEVEMENT OF FAMILY TIME COACHING OBJECTIVES

Message to Parents – Please fill out this form and return it to the University of Vermont using the envelope that has been provided. No postage is necessary. **Please do not put your name on this form.** Your answers will be used as part of a research project to evaluate how the Department for Children and Families, Family Services Division (DCF-FSD) is doing in its attempts to improve services to families. Written reports to DCF-FSD will not identify you. Your answers will be kept confidential and held by the university. Your answers cannot be linked to you. The university research team does not have access to your confidential file. Your social worker will not see your answers. If you would prefer to have an interview with someone from the university research team, your social worker or your coach can give your name and phone number to Dr. Gale Burford.

I am a: Parent Other (please specify) _____

OBJECTIVES	<i>Strongly Disagree</i>										<i>Strongly Agree</i>										<i>Don't Know</i>	<i>Not Applicable</i>
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
1. Family Time started quickly after my child was taken into care.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
2. An initial meeting (Initial Parent Meeting) was held before Family Time Coaching started.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
3. A list of my child's needs was created at this meeting.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
4. The list of my child's needs was based on my ideas.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
5. Pre-meetings with my coach happened before Family Time.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
6. Pre-meetings helped prepare me to give full attention to my child during Family Time.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
7. Family Times were held in places and times that fit with my child's needs.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
8. Family Time helped me get more involved in my child's life.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
9. I felt in charge of my children during family times.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
10. The coach intervened during family time in ways that had been agreed on beforehand.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
11. The coach shared knowledge and gave support but did not take over.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
12. The coach was respectful of my family.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
13. My coach understands my needs.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
14. Family time plans include things important to our family (e.g., food, culture, language, stories, and ways of spending time together).	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
15. Family Time Coaching helps parents stay involved in meaningful ways with their child even when the child is not living with them.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
16. The coach shared written feedback with me about my parenting.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
17. My personal concerns were given attention in the post-meetings with the coach.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
18. I got the preparation I needed to participate fully in the shared parenting meetings.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
19. Everyone left the shared parenting meetings clear about the changes to the plans and needs list.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	D/K	N/A
20. Everyone at the shared parenting meetings cooperated to meet my child's needs.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		
21. The social worker attended Family Time when the coach was also there.	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		

22. The social worker helped me make connections between Family Time and the overall case plan.	1	2	3	4	5	6	7	8	9	10	D/K	N/A
23. The social worker seemed well prepared to participate in Family Time.	1	2	3	4	5	6	7	8	9	10	D/K	N/A
24. The social worker was clear about next steps.	1	2	3	4	5	6	7	8	9	1	D/K	N/A

25. Overall, Family Time Coaching has:
- Made things worse
 - Things are about the same
 - Helped make things better
26. Overall, the Shared Parenting Meetings have:
- Made things worse
 - Things are about the same
 - Helped make things better

Please answer the following questions about your involvement with DCF-FSD:

27. DCF-FSD District where Family Time Coaching occurred: _____
28. How long have you been involved with DCF-FSD? (check one):
- Less than 6 months
 - More than 6 months but less than 1 year
 - 1 – 2 years
 - 3 years or more
29. Overall, has being involved with DCF-FSD:
- Made things worse
 - Things are about the same
 - Helped make things better

Please circle the response that best fits...

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
30. There were definitely some problems in my family that DCF-FSD saw.	5	4	3	2	1
31. There is a good reason why DCF-FSD is involved in my family.	5	4	3	2	1
32. I can trust DCF-FSD to be fair and to see my side of things.	5	4	3	2	1
33. DCF-FSD wants to help families – not hurt them.	5	4	3	2	1

Please add anything you would like to say:

Appendix D

YOUTH DEVELOPMENT PROGRAM FY14 Outcomes

# of youth served by YDP in FY14	440
% of youth over 18 as of 6/30/14	66%
% of youth over 18 and with a HS credential	83%
% of youth over 18 with a HS credential and post-secondary education or training	30.4%
# of youth receiving Extended Care stipend	204
# of youth with EC stipend over 18	184
% of youth with EC stipend over 18	90.2%
# of youth with EC stipend over 18 and HS credential	133
% of youth with EC stipend over 18 and HS credential	72.3%
# of youth with EC stipend over 18 and currently enrolled and attending	39
% of youth with EC stipend over 18 and currently enrolled and attending	21.2%
% of youth with EC stipend over 18 and with HS credential or currently enrolled and attending	93.5%
Total EC stipends approved	\$235,622.36
Average funding per youth	\$1,155.01
Total rental subsidies approved	\$63,519.80
# of youth receiving rental subsidies	36
Average rental subsidy per youth	\$1,764.44
Average # of months of rental subsidy	5.7
Average stipend per month	\$310.00
Total education grants approved	\$60,812.83
# of youth receiving education funding	75
Average education grant per youth	\$810.84

Total employment grants approved	\$4,240.50
Total enrichment/normalcy grants approved	\$21,377.37
Total basic needs grants approved	\$8,155.55
Total health-related grants approved	\$8,934.64
Total non-rent housing-related grants approved	\$35,249.64
Total # of youth supported with extended foster care services (Category B – no open DCF case)	36
Total funds spent on extended foster care	\$96,707.90
Total # of days this year youth were supported in extended foster care	5672
Average # of days youth in extended foster care this year	158
Average daily rate for extended foster care services	\$17.05
# of youth with part-time or full-time employment	262
% of youth with part-time or full-time employment	59.6%
# of youth over 18 with part-time or full-time employment	207
% of youth over 18 with part-time or full-time employment	69.6%
# of youth enlisted in the military	15
% of youth enlisted in the military	3.4%
# of youth with children	62
% of youth with children	14.1%
# of youth with children and HS credential	40
% of youth with children and HS credential	64.5%
# of youth with Medicaid insurance	425
% of youth with Medicaid insurance	96.6%

% of youth over 16 with a drivers' license	30.6%
# of youth experiencing homelessness at some point this year	39
% of youth experiencing homelessness at some point this year	8.9%
# of youth experiencing incarceration at some point this year	25
% of youth experiencing incarceration at some point this year	5.7%

Key:

1st column shows service delivery and population served elements

2nd column shows numbers, %, and funds disbursed in the respective categories in #1

Appendix E

YOUTH DEVELOPMENT PROGRAM LINKING OUTPUTS AND OUTCOMES - FY14

A Outcomes	B Outputs	C Indicators		
drivers' licensing	68 grants 59 youth \$9,857.70	youth w drivers' license	31.15%	(for youth over 16)
education	118 grants 71 youth \$54,452.83	youth over 18 w HS credential youth over 18 w post-sec ed or training	80.77%	(for youth over 18) 30.22%
employment	41 grants 34 youth \$4,353.49	youth employed youth currently employed or enrolled military enlisted	59.64%	(69.23% for youth over 18) 86.85% (75.96% for youth over 18) 3.40%
enrichment, normalcy, relationships	39 ALPs 37 youth w Cat B's 203 YCS 53 grants 39 youth \$19,146.86	Youth Connection Scale scores	53.83	(average score) 12-84 (range of scores)
housing	129 grants 71 youth \$92,209.67	youth experiencing homelessness	8.84%	
health, basic needs, parenting, ID, transportation	142 grants 90 youth \$36,672.66	health insurance free from incarceration	96.60%	94.33%
TOTALS	550 grants 199 youth \$216,818.22			
Key:				
This chart takes the overall data from Appendix D into target outcomes areas, outputs designed to impact them, and indicators of achievement				

Appendix F.

**DCF Family Services Division
Case Plan for Youth in Custody over 14**

This plan is completed by the youth, parents and social worker. It reflects the goals and hopes for the youth's future including his/her safety, permanence, well-being, and law abidance.

Date of Case Plan:

Type of Review:

Docket #

Example: 6 month 18 month, 30 month etc., permanency, interim and reason

Permanency Hearing date:

Youth's Name:

Youth's Date of Birth*:

*(If youth is 17.5 or older, please complete and attach the Transition to Young Adulthood form 247d.)

Phone/Cell No: _____

Email: _____

Mother's Name:

Father's Name:¹

Is the Youth Native American²?

Yes No. If so, Abenaki or other: _____

If not Abenaki, is tribe federally recognized³? Yes No Not sure

District:

Youth's Social Worker:

Phone/Cell No: _____

Email: _____

Case type:

Custody date:

¹ If the identity and/or location of the Youth's father (or mother) are unknown, DCF must begin immediate efforts to identify or locate the parent.

² If either parent is a member of a registered Native American Tribe, or may be eligible for membership, DCF must contact the Assistant Attorney General immediately for assistance in complying with the Indian Youth Welfare Act. (Note: the Abenaki tribe is not a federally registered tribe.)

If either parent is a member of a federally-recognized Native American tribe, or may be eligible for membership, or we are not sure, the social worker must contact the AAG for assistance in complying with the Indian Child Welfare Act. (Note: the Abenaki tribe is not a federally-recognized tribe.)

Date of case opening:

of placements since custody:

PERMANENCY

1. Case Plan Goal

The goal for every child in DCF custody is a safe and permanent home to grow up in. If that home cannot be the home of the child's parent(s) another permanent home and plan will be identified.

- a. Discharge custody to: _____
- b. Adoption
- c. Transfer guardianship to: _____
- d. Prepare for independence (APPLA): _____
- e. Concurrent Plan: _____ and _____

2. Estimated date for achieving case plan goal:

3. If the plan for legal permanency is *not* to return to a parent, is the youth living with family committed to legal permanence (adoption, custody, guardianship). If not, which steps have been taken *since the last review* to find relatives or another family that the youth can live with? Check all that apply:

- | | | |
|--|--|--|
| <input type="checkbox"/> Review of Eco-map/Genogram | <input type="checkbox"/> Family Finding | <input type="checkbox"/> Mining of Case Record |
| <input type="checkbox"/> District Permanency Meeting | <input type="checkbox"/> Permanency Roundtable | <input type="checkbox"/> Lifebook |
| <input type="checkbox"/> Referral to Project Family | <input type="checkbox"/> Use of national family recruiting tools | |
| <input type="checkbox"/> Connections Questionnaire and Work Plan | | |

a. For activities which began prior to the last review, what steps have been taken.

b. If the Youth has been in out of home care for 15 out of the last 22 months describe compelling reasons why a petition to terminate parental rights has not been filed.

- c. If the plan is for a relative or close friend to assume *guardianship* of the youth, why is adoption *not* in this youth's *best interest*?

4. Why is this goal in the Youth's best interest?

5. What does the *youth* think about this goal?

6. How does the youth's current living arrangement support their achievement of permanency?

FAMILY ENGAGEMENT IN PLANNING (See [Policy 69: Case Planning, Reassessment, Case Review and Closure](#))

8. Describe the role of the family in the creation of this plan:

9. Describe the role of the youth in the creation of this plan:

10. Describe the role of kin, other supportive adults and peers in the preparation of this plan:

FAMILY CONTACT:

11. Siblings

a. Is the youth living with his or her siblings? If not, why?

b. For siblings not living together, what is the plan for contact including dates and frequency?

c. What steps to support sibling contact have taken place during the last six months?

12. Parents and other relatives

a. What is the plan for the youth to maintain or re-establish relationships with people (relatives, friends, others) who are important to him/her or to whom the youth is important? Include frequency, location and length of time.

SAFETY

13. What danger/harm factors were present in the youth's family, environment, community, and/or relationships at the time he/she entered custody?

14. What strategies and progress has occurred to address these factors?

15. What progress is still needed for this youth to safely return home?

16. What efforts have been made to assist the youth in addressing the impact of that experience?

COMMUNITY CONNECTIONS

17. What activities in the school or community is the youth currently participating in?

18. What activities does the youth indicate an interest in?

- | | | | |
|---|---|--|--------------------------------------|
| <input type="checkbox"/> school sports | <input type="checkbox"/> school music program | <input type="checkbox"/> school clubs | <input type="checkbox"/> swimming |
| <input type="checkbox"/> dance | <input type="checkbox"/> performing arts | <input type="checkbox"/> weights | <input type="checkbox"/> visual arts |
| <input type="checkbox"/> 4H club | <input type="checkbox"/> ski/snowboarding | <input type="checkbox"/> scouts | <input type="checkbox"/> equestrian |
| <input type="checkbox"/> writer's group | <input type="checkbox"/> book club | <input type="checkbox"/> martial arts | <input type="checkbox"/> skating |
| <input type="checkbox"/> cooking group | <input type="checkbox"/> support group | <input type="checkbox"/> spiritual or religious activities | |

Other: _____

19. What encouragement and support are the youth's current caregivers providing for the youth to participate in these kinds of activities?

20. What barriers exist to participating? What are the plans for addressing them in the next six months?

SERVICES AND SUPPORTS

21. What services and supports are being provided to the youth during the last six months to address their needs and support their long term positive youth development?

22. What services and supports are being provided to the youth's current caregivers, to support a safe and stable living situation for them?

23. What services and supports are being provided to the youth's parents to increase the likelihood that the youth can (1) have a positive relationship with parents and/or (2) be able to return home?

24. Has the youth been referred to the Youth Development Program? Date?

HEALTH

25. Youth's Health Insurance: Medicaid Other: _____

Heath Care Providers:

Provider	Name	Address	Phone	Last exam/visit
Primary Care				
Dentist				
Eye Care				
Mental Health				

26. The youth is receiving care for the following ongoing health issues:

27. Does the youth have medical needs that are currently not being met? If so, what plans are in place to address them? (include physical, dental, mental health, substance abuse, immunizations)

Medications taken regularly:

Name	Taken for	Dosage

EDUCATION AND CAREER PLANNING

28. What activities has the youth had in the last six months to identify and explore their talents, strengths and interests?

29. What are the youth's hopes and plans for after high school?

30. What are the youth's family's hopes for the youth after high school?

31. What is the plan for the youth to reach these goals with the help of parents, caregivers, social workers?

Current Educational Status

32. Current school attending: _____ Grade: _____

33. Requirements earned toward graduation

34. Projected date of graduation

35. Days of attendance-current school year

36. Is the youth achieving at expected grade level?

37. Is the youth attending the same school they were attending prior to entering custody or their most recent placement change? If not, why was it in the best interest of the youth to move to a different school? (see "best interest determination-education stability policy #146)

38. Youth is on IEP Yes No If yes, then answer the following:

a. who is the youth's surrogate parent?

b. What is the IEP transition plan, including vocational exploration and training?

39. Youth is on 504 plan Yes No

40. If youth is on an IEP or a 504 plan does the youth feel that the educational supports they are receiving are helping them learn?

41. What supports does the youth need from caregivers, parents, social worker to succeed and graduate from high school?

42. What services are in place to support the youth's vocational success?

Vocational Rehabilitation VSAC (Talent Search, Outreach, Gear Up)

FINANCIAL SELF-SUFFICIENCY

43. What is the youth's plan for financial self-sufficiency?

44. What are the steps they need to take to get there?

45. What is the plan for adult supports for those steps?

Credit Check (for youth over 16) (Federal Requirement)

46. DCF has requested a check on the youth's credit status to ensure that there has been no unauthorized use of the youth's social security number to establish negative credit.

Yes and credit is clear Yes and there are concerns to be resolved No

LAW ABIDANCE

47. Has this youth been adjudicated for a delinquency?

48. If so, has a YASI assessment/re-assessment been completed?

49. If so, what risks and protective factors were identified on the YASI?

50. Describe how this has been addressed in the youth's case plan?

ASSESSMENTS

51. Summarize what has happened with the **family** since the last case plan. (Identify services and providers, progress or lack of towards case plan goal, quality of contact between parents and Youth, issues to be resolved, etc.)

51. Summarize what has happened with the **Youth** since the last case plan. (Identify services and providers, progress or lack of towards case plan goal, quality of contact between parents and Youth, issues to be resolved, etc.)

53. Why is it necessary for DCF to continue to be involved with the

family?

YOUTH'S GOALS AND STRATEGIES-NEXT SIX MONTHS

Identify the youth's two highest priority goals for the next six months and specify the strategies needed to achieve them.

Youth 's Goal 1:

Date to be met:

Strategies	Persons responsible	Status

Youth's Goal 2:

Date to be met:

Strategies	Persons responsible	Status

Other Issues Important to Youth and Family (to be completed by youth, parent(s)/ guardian, SW)

54. For the youth: What other issues are important to you? Are there people important to you who are not involved in your plan? Is there anything else you want to say?

55. For the parents: What other issues are important to you? Are there people important to you who are not involved in your plan? Is there anything else you want to say?

ACTION PLAN

56. **Results Expected as Identified by the Family, Youth, Social Worker and Others**
(What do we want to happen?)

57. **Strategies** (Who will do what, how often and by when? Be clear and specific!)

SIGNATURES	Signature	Date
Youth*		

Parent*		
Parent*		
Social Worker		
Youth Development Coordinator		
Supervisor		
Other		

***Signature does not signify agreement. It means that parent/child and or youth were involved in developing this case plan.**

Appendix G.

VERMONT, Family Services IVB Training Plan 2015

Training Plan

FSD's development and delivery of comprehensive education and training programs for agency staff and foster/kin/adoptive parents is accomplished in collaboration with the University of Vermont (UVM) Department of Social Work through our Child Welfare Training Partnership (CWTP).

Long-Term Training

Each year, the CWTP supported 2 current child welfare workers/supervisors and an additional 2 potential employees to obtain a Masters or Bachelor's 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 2-4 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. They contract to work for the division for 3 years following graduation. There are no changes to the MSW/BSW training opportunities.

Short-Term Training

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 focused on best practice, advanced practice courses, specialized training 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.

New Employee Training

The new employee training program is being modified based on a thorough review of multiple state's training programs and competency frameworks as well as ongoing evaluation of current training courses. All newly hired FSD directors, supervisors, social workers and resource coordinators will complete:

- A 2 day Orientation to Family Services course within 4 months of hire;
- The 3 week Foundations for Family Centered Practice (FFCP) course (inclusive of two online courses) within 12 months of hire; and,
- 6 stand-alone distance learning courses within 12 months of hire.

All other new FSD staff (administrative support staff, central office staff) complete the Orientation to Family Services course within 4 months of employment as well as 25 hours of FFCP specific to their job function, and 4 stand-alone distance learning courses within 12 months of hire.

FFCP is a three-week program, with 2-3 weeks in the field between each week. Supervisors ensure that employees have opportunities to observe and practice activities covered in classroom training and to ensure new employees are supported to complete the online portions of the training while they are in the field.

Also, all newly hired directors, supervisors, social workers and resource coordinators must complete 10 out of the 15 Advanced Practice classroom courses and all six of the advanced practice distance learning courses (detailed below) within 24 months of employment.

All costs included in the charts below include fees for training space and/or for outside trainers and/or honoraria for parents and youth who are part of panel presentations for training sessions.

Orientation to Family Services

This course is offered four times annually. It is short-term training directed to new Family Services Division employees, though on occasion close community partners may attend portions. In the Venue column, C indicates classroom.

Topic	Syllabus	IV-E Functions	Venue	Provider	Hrs	Cost/ Funding Source
FSD Orientation	FSD overview, mission, policy framework, practice model, legal basis, court system, case flow, database navigation, learning culture.	Social work practice, such as family centered practice and social work methods including interviewing and assessment; general overview of child abuse and neglect investigations, cultural competency; development of case plan.	C	CWTP & FSD	10	\$100 100% IV-E

Foundations for Family Centered Practice (FFCP)

The following charts illustrate topics which are covered in training throughout the three week curriculum using a case scenario framework. For that reason, they cannot be seen as stand-alone courses but rather as part of a comprehensive experience. FFCP is offered twice annually. It is short term training directed to new Family Services Division employees, though on occasion close community partners may attend portions. In the Venue column, C indicates classroom, and DL indicates distance learning through a combination of online, teleconference and learning network follow up meetings. The online courses are completed during the weeks in the field, and time is spent in the classroom discussing and using the material learned on line. New FSD employees who perform administrative functions work with their supervisor to identify 25 hours of FFCP that best meets their needs.

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
Child Development and Developmental Trauma	Review normal child development, Understand risk and protective factors.	Child development, child social and emotional development, impact of trauma, social work practice including, assessment, development of case plan, cultural competency related to children and families, development of case plan.	C	5	Hired subject expert and CWTP	\$400 100% IV-E
Assessment and Investigation Policy and Practice	Mandated reporting law, intake process, policy on conducting assessments and investigations, interviewing children and adults.	N/A	C	10	FSD staff and CWTP	\$200 100% CAPTA
Assessment and Engagement Skills and Strategies	Solution-focused skills and strategies, family centered practice. Understanding range of assessment tools.	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	5	CWTP	\$100 100% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
	Family Safety Planning, family finding, structured decision-making tools. Avoiding professional dangerousness.					
Physical Abuse	Develop ability to assess injuries for physical abuse, understand basic medical terminology, impact of physical abuse on children and families.	Impact of trauma on child development and wellbeing.	C	2.5	Hired subject expert and CWTP	\$350 75% CAPTA 25% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
Sexual Abuse	Understand the scope of behaviors and outcomes associated with child sexual abuse. Understand impact on victims. Learn skills for working with children and families impacted by sexual abuse.	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.	C	2.5	Hired subject experts and CWTP	\$400 100% IV-E
Chronic Neglect	Forms of neglect, impact on brain development, complex trauma, attachment, related research, causes, how to assess and address. Working with relative caregivers	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.	C	2.5	Hired subject expert and CWTP	\$200 100% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
Case Planning and Permanency	Solution focused decision making through life of a case, developing clear case goals; concurrent planning, safety planning, values of permanency. FSD permanency position paper and related policies. Skills to facilitate permanency. Family Group conferencing	Development of case plan; permanency planning; case management & supervision; referral to service; placement of child.	C	7.5	CWTP	\$100 100% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
Working with Adolescents	Adolescent development/brain development, understand research based interventions for working with youth; learn about the Youth Assessment Screening Instrument (YASI) and motivational interviewing; case planning with youth. Restorative practice, extended care, residential care.	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.	C	10	CWTP, FSD Staff, youth panel, hired subject experts	\$250 100% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
Working with the Court	Understand role of social worker in court. Learn about state and national statutes. Understand how cases flow through court system. Understand and practice witnessing skills. Probation, Woodside & 8 Day Hearings.,	Preparation for judicial determinations; placement of child; permanency planning; case management and supervision	C	10	FSD Staff and CWTP	\$100 100% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs	Provider	Cost/ Funding Source
Introduction to Domestic Violence and Child Welfare	Increase understanding of the connection between child welfare and domestic violence. Develop understanding of the practice principles for effective response to domestic violence in the context of child protection.	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.	C	2.5	CWTP and FSD staff.	\$300 100% IV-E

<p>Introduction to Substance Abuse and Child Welfare</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. Practice screening for substance abuse and identifying possible responses to caretakers impacted by substance abuse.</p>	<p>General substance abuse issues related to children and families in the child welfare system; social work practice, such as family centered practice and social work methods including interviewing and assessment. This training is not related to how to conduct an investigation of child abuse and neglect.</p>	<p>C</p>	<p>2.5</p>	<p>Hired subject matter expert, CWTP and FSD staff</p>	<p>\$400 100% IV-E</p>
---	--	---	----------	------------	--	---------------------------------

Family Time Coaching	Explore policy, principles and philosophy of Family Time Coaching (FTC) and Shared Parenting meetings, learn how to convene and facilitate a Shared Parenting meeting.	Case planning, permanency planning, assessment, impact of trauma on child development and well-being, effects of separation, grief and loss, child development, and visitation.	C	2.5	CWTP	\$100 100% IV-E
-----------------------------	--	---	---	-----	------	------------------------

Working with Kin	Explore values and practice of engaging extended family in case planning and decisions. look at how working with kin impacts safety planning, the tensions 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.	Placement, case planning, permanency planning, working with kin	C	2.5	FSD staff and CWTP	\$350 100% IV-E
-------------------------	--	---	---	-----	--------------------	------------------------

Facilitating Successful Placements	<p>Understand practice of selecting and facilitating successful placements to promote successful permanency outcomes. Review placement options for children and youth. Understand ICPC, residential licensing, kinship placements.</p>	<p>Placement, case planning, permanency planning, child development, impact of trauma, working with foster parents and kin.</p>	<p>C</p>	<p>5</p>	<p>FSD staff and CWTP</p>	<p>\$100 100% IV-E</p>
---	--	---	----------	----------	---------------------------	---------------------------------

Monitoring and Planning for Change	Practice the various aspects of child welfare/youth justice social work practice. Put all the topics learned in FFCP together in an experiential day covering the life of a case, with various case types.	Social work practice, such as family centered practice and social work methods including interviewing and assessment.	C	5	CWTP	\$350 100% IV-E
Ethics, Power, Supervision, Teaming and Self-Care	Understand the ethics of social work practice in public child welfare, and apply the NASW Code of Ethics to ethical dilemmas. Name specific strategies for self-care in the field. Discuss the ethics of closure with children, youth and families. Examine teaming in the child welfare context.	Ethics related to public child welfare practice, development of case plan; placement of the child; permanency planning; case management and supervision; referral to service, cultural competence.	C	5	CWTP	\$100 100% IV-E

Substance Abuse for Child Welfare Professionals	This tutorial will provide 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.	N/A	DL	5	NCSA&CW/SA MHSA	Free
--	---	-----	----	---	--------------------	------

Domestic Violence Online Course	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	DL		VT AHS E-Learning site	Free
--	---	-----	----	--	------------------------	------

Foundational Distance Learning Courses

The following additional E-Learning courses will be developed over the next year, except that Case Documentation has been regularly offered online for several years and is in the process of being upgraded to include all aspects of documentation from affidavits to case closures, and Self-Care and Secondary Traumatic Stress is regularly offered. The format for each other topic is yet to be determined but could include portions online, teleconferences, Go To Meeting interactive courses, or other formats. As a matter of principle, any self-directed online learning opportunity will be followed up with an interactive learning network to ensure employees understand and can apply the material. All are short-term training with an intended audience of FSD employees and community partners.

Topic	Syllabus	IV-E Functions	Venue	Hrs.	Provider	Cost/Funding Source
Case Documentation	Understand the importance of and types of documentation throughout the casework process; become familiar with related DCF policies and relevant timelines; document clearly, concisely and objectively.	Job performance enhancement skills, general skills	DL	5	CWTP	100% IV-E at 50% FFP
Child & Adolescent Development	Understand normal child and adolescent development, including brain development. Explore the impact of trauma.	Case planning, referral to services, case management	DL	5	CWTP	100% IV-E
Foundations of Motivational Interviewing	Understand the transtheoretical model of change; explore solution-focused skills, become familiar with the application of MI in casework practice.	Case planning, case management	DL	5	CWTP	100% IV-E
Cultural Humility in Child Welfare Practice	Understand the difference between and value of cultural competence and cultural humility and the value of cultural humility in child welfare and youth justice practice; Assess their own degree of cultural competence and strategies to continue to develop. Practice cultural humility in child welfare interactions such as assessment, case planning, and family meetings.	Case planning, case management, placement of the child	DL	5	CWTP & FSD	100% IV-E
Collaboration and Teamwork Skills	This course will provide an overview of the various aspects of the teaming model in Vermont, the key elements necessary for the existence of high functioning teams and the skills that are needed to participate in teaming activities that enhance the quality of casework decisions. Course will be completed by supervisors with their teams.	Case planning, case management	DL	5	CWTP	100% IV-E
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	DL	5	CWTP	100% IV-E

Topic	Syllabus	IV-E Functions	Venue	Hrs.	Provider	Cost/Funding Source
Introduction to YASI (Youth Assessment and Screening Instrument)	Review the research base, purpose and structure of the YASI. Explore the effective casework process and policies related to youth assessment, screening and case planning in the YJ arena.	N/A	DL	5	CWTP	\$1000 100% Youth Justice Funds
Educational Stability	This online training will provide the background and research to understand the value and impact of educational stability on the outcomes of children in state custody. The course will review policy requirements and highlight best practices and considerations for educational decision-making that contribute to the positive outcomes for children and families.	Case Planning, case management	DL	5	CWTP	100% IVE
Adoption & Guardianship	This online training will provide 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.	Case Planning, permanency, adoption	DL	5	CWTP	100% IVE

Advanced Practice Courses

All social workers, supervisors, resource coordinators and directors are required to complete 10 of the classroom based and all of the distance learning advanced practice courses within 24 months of hire. Subsequent to that and ongoing, all employees in these positions are required to complete a minimum of 50 hours of advanced practice courses every five years of employment with Family Services. The advanced practice course content is regularly updated to reflect current knowledge in the field. All are short term training with an intended audience of FSD employees and community partners.

Topic	Syllabus	IV-E Functions Addressed	Venue	Hrs	Provider	Cost/Funding Source
Working with Families Affected by Substance Abuse	Identify common dynamics of substance abuse in families and its impact on family functioning, child & adolescent development and child safety. Understand when and how parental substance abuse becomes a significant risk factor for child abuse and neglect. Recognize the elements of the recovery process, relapse prevention and chronicity of substance abuse. Understand risks and needs for young people suffering from addiction.	Social work practice, such as family centered practice and social work methods including interviewing and assessment; general substance abuse issues related to children and families in the child welfare system; preparation for judicial determinations; placement of the child; development of case plan; permanency planning; case management and supervision; referral to services; impact of trauma on child development wellbeing	C	10	Hired subject expert and CWTP	\$1500 100% IV-E
Serious Physical Abuse	This classroom training will provide opportunities for participants to 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,	Case Planning, risk factors, policy and practice	C	5	Hired Subject Experts & CWTP	\$1500 50% Capta 50% IVE

	collaborative investigations, documentation and case planning in cases of serious physical abuse.					
Chronic Neglect	This classroom training will provide opportunities for participants to 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	5	ired Subject Expert, FSD Staff & CWTP	\$800 100% IVE

<p>Responding to Domestic Violence</p>	<p>Increase understanding of the connection between child abuse and domestic violence; Understand the practice issues prevalent in cases involving domestic violence; Learn strategies for effective response to domestic violence in the context of child welfare and youth justice.</p>	<p>General domestic violence, and mental health issues related to children and families in the child welfare system; social work practice, such as family centered practice and social work methods including interviewing and assessment; development 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 on child development and well-being.</p>	<p>C</p>	<p>10</p>	<p>FSD staff and CWTP</p>	<p>\$100 100% IV-E</p>
<p>Developing and Supporting Kin Networks for Safety and Permanency</p>	<p>This day takes a deeper look at how working with kin impacts safety planning, the tensions 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.</p>	<p>Permanency planning including using kinship care as a resource for children 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</p>	<p>C</p>	<p>5</p>	<p>CWTP , and panel of kin providers</p>	<p>\$325 100% IV-E</p>

Supervising Youth with Sexually Harmful Behavior	Understand the behaviors, emotional indicators and dynamics of youth with sexually offending behaviors. Know how to work with adolescents, family members, victims and the community in case planning to prevent relapse.	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; referral to service, placement of child, development of case plan for children in foster care and at risk of foster care, case management and supervision, impact of trauma on child development and wellbeing.	C	10	Hired subject experts and CWTP	\$750 100% IV-E
---	---	--	---	----	--------------------------------	------------------------

<p>Sexual abuse assessment, safety planning and case planning</p>	<p>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 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>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 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>C</p>	<p>10</p>	<p>Hired subject expert and CWTP</p>	<p>\$1500 100% IV-E</p>
--	--	--	----------	-----------	--------------------------------------	----------------------------------

Advanced Topics in Child Safety Interventions	Learn skills for engaging families and communities right from the start. Understand our policy and legal mandates. Understand differential response, family assessment, and forensic interview techniques. Practice interviewing children and adults.	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; activities designed to preserve, strengthen, and reunify the family; preparation/ participation in judicial determinations, development of case plan, case management and supervision.	C	10	FSD staff and CWTP	\$100 50% CAPTA 50% IV-E
Using Data to Improve Outcomes	Understand importance of connecting data to continuous quality improvement to practice with children and families. Explore how your day-to-day practice impacts outcomes for children and families.	Case planning	DL	2.5	CWTP & FSD staff	\$100

<p>Safety Organized Practice</p>	<p>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</p>	<p>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.</p>	<p>C</p>	<p>10</p>	<p>CWTP</p>	<p>\$100 100% IV-E</p>
---	--	---	----------	-----------	-------------	---------------------------------

<p>Introduction to Family Safety Planning</p>	<p>Review the FSP framework used by VT DCF; Examine the practice principles & elements of Signs of Safety which support the Family Safety Planning meetings.</p> <p>Review research which supports this practice</p> <p>Understand roles of facilitator and social worker; Identify complicating factors that inhibit the process</p> <p>Develop tools useful in mediating conflict during a meeting</p> <p>Discuss ethical issues.</p>	<p>CFS contracted facilitators and Social workers utilizing family engagement strategies for case planning, assessment and safety planning.</p>	<p>C</p>	<p>10</p>	<p>CWTP</p>	<p>\$100</p> <p>100% IV-E</p>
<p>Advanced Family Safety Planning</p>	<p>Advanced facilitation skill development in utilizing the family safety planning framework for family engagement, addressing conflict, developing clear risk statements, linking protective factors to risks.</p>	<p>CFS Contracted facilitators and supervisors, FSD social workers and supervisors using Family engagement strategies for safety planning, assessment and case planning with children, youth and families.</p>	<p>C</p>	<p>10</p>	<p>CWTP</p>	<p>\$100</p> <p>100% IV-E</p>

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.	C	10	DCF staff, hired subject expert & CWTP	\$10,000 100% IV-E
Youth Justice Summit	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 practice with delinquent youth in state's custody. Workshop topics may include restorative justice, adolescent brain development and others.	N/A	C	5	Hired subject experts, FSD and CWTP	\$1000 50% IV-E 50% Youth Justice Funds

Community Justice Consortium Conference	<p>Over the past twenty years, Vermont's communities have embraced restorative justice by building an infrastructure of organizations and inspiring many committed volunteers. Every day, community members and restorative justice practitioners are addressing victim and community needs and effectively engaging those in conflict with the law. However, gaps still exist. This conference is designed to identify challenges and opportunities toward scaling up restorative justice throughout Vermont</p>	<p>N/A</p>	<p>C</p>	<p>5</p>	<p>Conference presenters</p>	<p>\$350 FSD participants paid by YJ Funds 100%</p>
Engaging and Assessing Children and Youth	<p>Explore and practice use of the Three Houses, Wizard/Fairy and Words and Pictures tools to engage children and young people in case planning.</p>	<p>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; placement of child, development of case plan for children in foster care and at risk of foster care, case management and supervision, impact of trauma on child development and wellbeing.</p>	<p>C</p>	<p>5</p>	<p>CWTP</p>	<p>\$100 100% IV-E</p>

Family Engagement Skills and Strategies	Social workers role in utilizing Family Engagement Strategies effectively. Understand the common principles of Family Group Conferences, Family Safety Planning and Family Time Coaching, Identify key roles and the use of these strategies to assess child abuse and neglect, case plan with families, elevating the family voice and target parenting strategies in coaching sessions.	Social work practice, such as family centered practice and social work methods including assessment; communication skills required to work with children and families; placement of child, development of case plan for children in foster care and at risk of foster care, case management and supervision, impact of trauma on child development and wellbeing.	C	5	CWTP	\$100 100% IV-E
Developmental needs of Children Aged 0-6	Understand research on the impact of early maltreatment and trauma on the developing brain. Understand early child development and ways to intervene to protect this vulnerable population.	Child social and emotional development and well-being; impact of trauma	C	10	Hired subject expert, FSD staff and CWTP	\$1500 100% IV-E

Structured Decision Making	Utilizing evidence based structured decision making tools for safety & danger assessments, risk assessments, and risk re-assessment with children/youth and families who are referred for an investigation, assessment, open family services or case closure.	Case planning, case management and supervision	C	18	Hired subject experts and CWTP	\$25,000 Paid for by Casey Family Programs \$6,000 50% CAPTA 50% IV-E
Basic Forensic Interviewing	Basic forensic interviewing skills for social workers conducting interviews as part of a child abuse investigation.	N/A	C	16.5	National Child Advocacy Center	\$12,500 100% CAPTA
Advanced Forensic Interviewing	Advance forensic interviewing skills for social workers conducting interviews as part of a child abuse investigation.	N/A	C	16.5 hours	National Child Advocacy Center	\$3000 100% CAPTA

Working with Youth Conference	The annual conference focused on youth in care – what works, what they perceive as important, how best to engage with youth to achieve safety, wellbeing, permanence and law abidance.	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; placement of child, development of case plan for children in foster care and at risk of foster care, case management and supervision	C	5	Youth, hired subject experts, partners	\$1500 100% IV-E
Using Restorative Circles	Explore the use of a range of circle meetings held to build and maintain relationships and to repair harm and deal with conflict. Understanding the purpose of the meeting; Being able to identify relevant participants	N/A	C	5	Hired Subject expert and CWTP	\$100 Youth Justice Funds
Vermont Foster and Adoptive Families Association Conference	Support participation of foster parents, adoptive parents, social workers and other staff in the annual conference of the Vermont Foster and Adoptive Families Association, 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	12	Hired subject experts, CWTP trainers, community partners	\$54,000 100% IV-E

Vermont Kin as Parents Conference	Support participation of kin caregivers, social workers and other staff in the annual conference of Vermont Kin as Parents, 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	5	Hired subject experts, CWTP trainers, community partners	\$25,000 100% IV-E
Screening youth in custody for trauma, well-being and mental health	-FSD staff understand how to administer mental health and well-being screening tools. -FSD staff will understand utility of screening tools for well being	Social work practice, such as family centered practice and social work methods including assessment; communication skills required to work with children and families; development of case plan for children in foster care and at risk of foster care, case management and supervision, impact of trauma on child development and wellbeing.	C	3	CWTP and Placement Stability Program (PSP)	\$3000 federal trauma grant Staff costs are 100% IV-E
Using data in collaborative case planning	Understand how to use screening and assessment data (see above) in a multidisciplinary collaborative process	Social work practice, such as family centered practice and social work methods including assessment; communication skills required to work with children and families; development of case plan for children in foster care and at risk of foster care, case management and supervision, impact of trauma on child development and wellbeing.	C	3	CWTP and Placement Stability Program (PSP)	\$3000 federal trauma grant Staff costs are 100% IV-E

Using online database for monitoring progress	Train child welfare staff on use of progress monitoring database (see above), appropriate referral based on progress, and timely access to referred services	Social work practice, such as family centered practice and social work methods including assessment; communication skills required to work with children and families; development of case plan for children in foster care and at risk of foster care, case management and supervision, impact of trauma on child development and wellbeing.	C	3	CWTP and Placement Stability Program (PSP)	\$3000 federal trauma grant Staff costs are 100% IV-E
--	--	---	---	---	--	---

Training for Guardians ad Litem, Provided by Judicial Branch

Course	Syllabus	IV-E Functions addressed	Provider	Hrs	Cost /Funding Source
--------	----------	--------------------------	----------	-----	----------------------

Course	Syllabus	IV-E Functions addressed	Provider	Hrs	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	N/A	32 hours each	32 hours per event 4 times yearly	4 events per fiscal year National CASA (under VOCA) and Court Improvement Program.

District-Based Training for Staff

The Child Welfare Training Partnership (CWTP) provides additional skills- based training and coaching in districts that is tied to foundations and advanced 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 is mutually agreed upon by CWTP, the FSD Operations manager, and each district's individualized plan for development of practice, in the context of the Family Services Practice Model. Community partners and other DCF department staff are invited and welcome at the discretion of the district.

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

Supervisor Training

Vermont Department of Personnel offers a Supervisor Development Program that is available to FSD supervisors (and to supervisors throughout state government.) It consists of four seminars (2 consecutive days each, except seminar 4 which is three days), over a four-month period of time. Topics include Enhancing Productivity, Effective Communication, Interviewing and Hiring, Managing Your Time, The Universe of Labor Relations, and Situational Leadership. This generic supervisory training is not charged to the IV-E program.

complete the Leadership Academy for Supervisors on-line as a cohort. Learning Networks are provided by the CWTP to support leadership throughout the program. These costs are charged to the IV-E program. The LAS will again be offered in FY

Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
<p>Understand the various key to the leadership role. Identify ways to provide leadership in the district. Clarify ways to collaborate and partner with the division. Develop techniques and strategies to enhance supervision of staff.</p>		C	CWTP and FSD staff	10	<p>\$200</p> <p>100% IV-E at 50% rate</p>
<p>Understand the various aspects of the role. Identify key areas of leadership in themselves and their staff. Develop strategies to be effective supervisors.</p>		C	FSD Managers and CWTP	10	<p>\$200</p> <p>100% IV-E at 50% rate</p>
<p>Understand group supervision in the context of a case management approach to the supervision of safety and</p>	<p>Case management and supervision, development of case plan, permanency planning, placement of</p>	DL	CWTP and subject matter experts	5	\$1,000

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
Supervisors	risk, case planning, child placement, permanency planning and case management.	child, referral to services.				100% IV-E at 50% rate
Child Welfare Coaching for Leaders	<p>Understand the key tenants of coaching in a child welfare organization which increase the efficacy and effectiveness of coaching. Understand the relationship between coaching and implementation science. Implementation science researchers claim that “human services are far more complex than any other industry” (Fixsen, Blasé, Naoom, & Wallace, 2009, p. 531).</p> <p>Begin working through implementation strategies to ensure the success of a coaching program.</p>	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; placement of child, development of case plan for children in foster care and at risk of foster care, case management and supervision	C	Hired subject experts, CWTP and Family Services staff	6	\$500 100% IV-E at 50% rate

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
Child Welfare Coaching Institute	<p>Be able to use methods of inquiry to elicit the experience of the learner.</p> <p>Know how to support learners in developing learning goals</p> <p>Recognize specified coaching skills demonstrated during video or live coaching sessions.</p> <p>Practice self-reflection in coaching learners.</p> <p>Be able to facilitate effective interactive feedback with learners following learning activities</p> <p>Have a plan and goals for integrating coaching skills into daily practice.</p>	<p>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; placement of child, development of case plan for children in foster care and at risk of foster care, case management and supervision</p>	C	Hired subject experts, CWTP and Family Services staff	12	<p>\$11,000 paid for by Casey Family Programs support for Implementation of SDM</p> <p>\$2,000</p> <p>CWTP at 100% IV-E</p>

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
Supervisor Learning Circles	Two days per year, CWTP supports this self-directed learning process for supervisors. Topics for each learning circle are identified by supervisors. Planned topics include: Developmental Trauma and Brain Development; Case Planning with severe abuse cases; Strengthening Families.	Social work practice, such as family centered practice and social work; trauma, risk and protective factors, using evidence-based practices.	C	CWTP and hired subject experts	10	\$600 100% IV-E

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
YASI: Supervisor and BARJ/ Diversion Providers: Collaboration, Consultation, and Quality Assurance	<p>Discuss how each of the agencies use the Youth Assessment Screening Instrument (YASI). Examine the integrity of prescreen results. Review and evaluate the current Act 159 protocols. Explore and establish quality assurance activities and tools to ensure the integrity of the YASI process.</p>	<p>Social work practice, such as family centered practice and social work; trauma, risk and protective factors, using evidence-based practices.</p>	C	CWTP and hired subject expert	5	100% IV-E

Training for IV-E System of Care Service Providers

Most of the above trainings are also available, assuming slots are available, to foster parents, kin caregivers, adoptive parents, workers in residential programs, case managers, state employees in other departments, and other community practitioners providing services to children in custody. Our training calendar is available on the web.

Cost Allocation Methodology for Staff 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 (penetration rate).

The same information is provided for the children on adoption subsidy, which are categorized as Title IV-E eligible children. 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 CWTP provides short-term training for Vermont caregivers, as follows.

Foundations for Kin, Foster and Adoptive Families is required for all families providing care for children and youth in custody. It is divided into two sections. First Steps: Kinship Care and First Steps: Foster Care is offered via teleconference and classroom multiple times per month year-round. This allows families to access basic information immediately upon application. Foundations Classroom training is provided 2-3 times annually in each district, allowing families to connect with others in their community and with their local resources.. All of these courses are provided by trainers hired, trained and supported by the CWTP. Fostering to Forever is required for families that will be adopting through the care system.

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
Foundations for Kin, Foster and Adoptive Families – First Steps: Kinship Care	The Many Roles of a Kinship Caregiver; Adjusted Parenting and Discipline; Managing Family Dynamics; Legal and Financial Issues; Navigating Daily Life	Preparation of kin caregivers to care for children in state’s custody.	C and DL	Hired trainers	7.5	\$5,000 100% IV-E
Foundations for Kin, Foster and Adoptive Families – First Steps: Foster	The Many Roles of a Foster Caregiver; From the Circle of Courage to Discipline; Permanency and the Court Process; Navigating Daily Life	Preparation of foster caregivers to care for children in state’s custody.	C and DL	Hired trainers	6	\$7,860 100% IV-E
Foundations for Kin,	Family Connections and Identity; Attachment;	Preparation of foster, kin and potential adoptive caregivers to care	C	Hired trainers	18	\$38,000

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
Foster and Adoptive Families: Classroom	Loss; Sexual Abuse and Trauma; Parenting Adolescents; Discipline Resiliency and Self Care	for children in state's custody.				100% IV-E
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	Hired trainers	3.5	\$6,000 100% IV-E
Resource Parent Curriculum+ Train the trainer	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	CWTP and PSP	6	\$1500 25% federal trauma grant 75% IV-E

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
Resource Parent Curriculum+	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.	Deliver of Resource Parent Curriculum, which focuses on increasing caregiver skills for those caring for children in state's custody with histories of trauma.	C	CWTP and PSP	21	\$15,000 25% federal trauma grant 75% IV-E
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	Develop skills among mentors to promote placement stability for children in foster and kinship care.	C	CWTP and PSP	3	\$3000 25% federal trauma

Course	Syllabus	IV-E Functions Addressed	Venue	Provider	Hrs	Cost/ Funding source
	system with the goal of improved placement stability and foster parent retention.					grant 75% IV-E

Advanced Training for Caregivers

The CWTP works with district staff and caregiver groups to identify topics for regional advanced training for kin, foster and adoptive caregivers. Typical topics requested include parenting traumatized children, discipline, parenting sexually abused children, special needs of infants and young children, substance abuse issues, managing family dynamics, and first aid. These are courses offered in each district in a classroom setting. Statewide, we estimate spending \$15,000 in advance classroom training on a variety of topics.

Additionally, caregivers are offered online training from both Foster Parent College and Adoption Learning Partners. Courses are purchased using approximately \$4000, and distributed by Resource Coordinators in each district.

The **Vermont Caregiver Training Collaborative** includes Family Services staff, CWTP staff, and staff from agencies around Vermont who provide ongoing training to caregivers. The goal of the collaborative is to allow caregivers to access training opportunities around the state while sharing limited resources for training available through public, private and non-profit agencies supporting kin, foster and adoptive families.

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 penetration rate to be applied to the UVM contract and caregiver training, the raw data for children in custody and on 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 (penetration rate).

The exception is the 3-hour training Fostering to Forever, which is claimed at the adoption assistance penetration rate.

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