COLORADO
Office of Children, Youth & Families
Division of Child Welfare

Child Welfare Training System

# The Fundamentals of Colorado Child Welfare Casework Practice

## Transfer of Learning (TOL) Guide

# Introduction to Transfer of Learning

For training to be effective, there must be a partnership between what happens in the learning environment, the learner, and the work environment. All three of these things play a part in effective professional development that results in improved job performance.

The Fundamentals of Colorado Child Welfare Casework Practice series is designed to do the following:

- Integrate web-based training (WBT), classroom training, and transfer of learning (TOL) activities that are grounded in adult learning theory and research about how adults learn best. The Fundamentals series comprises seven courses, and the descriptions for these courses are outlined on the CWTS website here: https://learning.coloradocwts.com/totara/catalog/index.php?tag_browse_2=90&orderbykey=featured&itemstyle=narrow.
- Facilitate structured supervision of the learning process through consistent learning activities for all new workers statewide. The TOL activities are designed for all workers going through the Fundamentals series. Some activities pertain to specific job functions, while others apply across job functions.
- Allow flexibility for learners to choose among the four optional TOL activities. Learners will complete a learning style self-assessment during the Welcome to Colorado Child Welfare WBT, their first Fundamentals course, to inform the identification of meaningful TOL activities.

The TOL activities can be completed prior to or throughout the time when the worker is engaged in the Fundamentals series courses. **The eleven required TOL activities need to be completed and the learner will upload the signed TOL Activity Checklist (included in the following pages) to the learning management system (LMS) to the course called Request Caseworker Initial Certification. Please make sure to select the course for the current fiscal year.**

## Significance of Mentored Learning

Learning in the field is the cornerstone of preparation for child welfare practice. Although workers will have received both web-based and classroom training, it is in actual case practice with children, youth, and families that these concepts are tested and developed. Adult learning theory tells us that adults learn

- when the context demands a new skill,
- in collaborative, supportive relationships with those who can guide their learning.

***Thus, the mentoring of new workers by their supervisors becomes one of the most powerful learning experiences available for new workers.***

The TOL activities are designed to facilitate the mentoring relationship between worker and supervisor. As workers actively learn about case practice in their work setting, they are also given the opportunity to discuss both the experience and the feelings provoked by the experiences. It is the role of the supervisor both to make sure key aspects of practice are accurately introduced and to help the worker build skills relevant to assessing safety, risk, strengths, and needs with families, co-creating plans with families, monitoring service delivery, and engaging in complex decision making.

It is recognized that competence develops over time. Skilled child welfare workers gain competence through experience. This guide is designed to introduce new workers to foundational aspects of child welfare practice and to enhance their ability to effectively use supervision.

It is important to remember that most of the TOL activities build on what the new workers have learned through web-based and classroom training, as the purpose of TOL activities are to transfer the skills practiced in the classroom into the field. For example, workers will learn and practice the basics of family engagement in the classroom and then will have an opportunity to use those skills with families in the field. During TOL activities that call for observation by the worker, learners are to look specifically for techniques used by the worker they are observing that were explored in the classroom. To help enrich the learning experience, new workers and supervisors are strongly encouraged to discuss workers' learning after each Fundamentals course and how what the worker learned applies to their practice. Workers need to be encouraged to connect web-based and classroom knowledge with the TOL activities, as well as to the work they will be doing. Without these conversations, training and the job remain disconnected.

## RESPONSIBILITIES OF THE SUPERVISOR

The supervisor is expected to oversee the TOL aspect of training by doing the following:

- Partnering with the worker to ensure that a TOL plan is created and completed, based on the worker's learning style
- Engaging in consistent and meaningful supervision of the worker during the time they are completing the Fundamentals courses
- Supporting the new worker in linking the TOL activity to training and best practice
- Certifying that the worker has completed the TOL activities and has gained the outlined competencies

As a worker completes a TOL activity, the supervisor is expected to debrief the learning experience with the worker to make sure the worker has thoroughly completed the activity and gained the competency outlined, as determined through assessment and observation of the new worker. The supervisor initials the TOL Activity Checklist for each completed TOL activity and signs the checklist when all TOL activities have been completed. The supervisor then keeps a digital copy of the completed TOL Guide on file for the employee and indicates next steps for the learner: **Upon completion of the worker's TOL Activity Checklist, the learner will upload the initialed and signed TOL Activity Checklist to the LMS to the course called Request Caseworker Initial Certification, selecting the course for the current fiscal year.**

# TOL Activity Checklist

WORKER NAME: ______________________________

COUNTY: ______________________________

POSITION: ______________________________

SUPERVISOR: ______________________________

The supervisor will initial each activity on this checklist as it is accomplished by the worker and reviewed with the supervisor. When all TOL activities and subsequent worksheets are completed and initialed, the supervisor will sign this checklist to indicate that the worker has successfully achieved all associated competencies through the TOL experiences.

The supervisor will assist with next steps, instructing the worker to upload the signed and initialed copy of the TOL Activity Checklist to the learning management system (LMS) to the course called **Request Caseworker Initial Certification**. **<u>The required TOL activities need to be completed and uploaded along with the request for certification when a county is requesting full certification for the worker any time up to one year</u> <u>from the completion of the Fundamentals Practice Simulation</u>.** There are 15 TOL activities. Eleven (11) of the TOL activities are *required* and four (4) of the TOL activities are *optional.* This designation is made below and on the TOL activity worksheets.

In addition, prerequisite courses are identified for each activity to help inform the suggested timeframes for completion of each TOL activity. These suggestions are intended to maximize the transfer of learning process for those activities where there is a classroom component of learning that would be helpful for the learner to complete first. Where it lists N/A or not applicable, this means that this activity can be completed at any time prior to, during, or following completion of the Fundamentals of Colorado Child Welfare Casework Practice course series.

# REQUIRED TOL ACTIVITIES

| ***Supervisor Initials*** | ***TOL Activity*** | ***Prerequisite for Activity*** |
|---|---|---|
| | Activity 1: Building a Supportive Supervisory Relationship | N/A |
| | Activity 2: Experiencing the Hotline and RED Team | N/A |
| | Activity 3: Observing an Intake Assessment | Safety Through Engagement |
| | Activity 4: Exploring A Permanency Case | Safety Through Engagement |
| | Activity 5: Family Search and Engagement (or Intensive Family Finding) | N/A |
| | Activity 6: Differentiating Kinship Care and Foster Care | N/A |
| | Activity 7: Placement Services | Safety Through Engagement & Working Toward Closure |
| | Activity 8: Parenting Time/Visitation in Permanency Cases | |
| | Activity 9: Preparing for an Administrative Review with ARD | Working Toward Closure |
| | Activity 10: The Reasonable and Prudent Parent Standard | Working Toward Closure |
| | Activity 11: Understanding Confidentiality | |

| OPTIONAL TOL ACTIVITIES | | |
|---|---|---|
| ***Supervisor Initials*** | ***TOL Activity*** | ***Prerequisite for Activity*** |
| | Activity 12: Engaging in Collaborative Team Meetings | N/A |
| | Activity 13: Engaging an Adolescent Services Worker | Safety Through Engagement |
| | Activity 14: Interviewing a County Attorney and/or Attending Court | Legal Preparation for Caseworkers |
| | Activity 15: Exploring Core Services and Community Resources | Working Toward Closure |

# TOL Activity 1: Building a Supportive Supervisory Relationship

## PART A: SELF-REFLECTION

The relationship between the supervisor and caseworker is an integral part of retention within child welfare. Think about their roles and answer the following questions.

1. What are some of the roles of a supervisor?

2. What are your expectations of supervision?

3. What kind of issues do you expect to bring to your supervisor's attention?

4. How will your supervisor know if you are experiencing stress, either on the job or in other aspects of your life?

5. What activities help replenish your energy in your everyday life? How can your supervisor help you make sure that you are replenishing your energy? How do you find balance in the moment?

6. Create your Self-Care Plan or Resiliency Plan and discuss with your supervisor.

7. What else is important for your supervisor to know as you develop your relationship with each other?

## PART B: DISCUSSION WITH SUPERVISOR

1. Talk with your supervisor about their view of the supervisory role.
2. Together, outline the expectations of the supervisor.
3. Together, discuss any differences that may impact supervision, such as background, race, religion, etc. How might this impact the supervisory relationship?
4. Discuss the structure and scheduling of supervision, such as frequency, who is responsible for rescheduling, etc.
5. Together, discuss personal safety issues in child welfare.
    - What are the issues that arise around personal safety?
    - Are there specific policies in the department/division that address personal safety?
    - Does the department provide specific training on caseworker safety?
    - What agreements have been worked out with local law enforcement in regard to caseworker safety?

# TOL Activity 2: Experiencing the Hotline and RED Team

## PART A: OBSERVE A HOTLINE CALL

Observe a hotline worker answer a hotline call and take a child protection referral. Summarize your observations and the information collected by the worker using the questions below. Ensure that you have a copy of the Colorado Information Gathering and Referral Process Guide available when you observe the call. If you are not able to listen to a live call, listen to a previously recorded hotline call and discuss the following with an experienced caseworker or supervisor.

1. What information is gathered about the reporting party or caller?

2. What information is gathered about the family?

3. What do you appreciate about how the hotline worker engages the caller?

4. What happens after the information is gathered?

## PART B: ATTEND RED TEAM

Attend RED (Review, Evaluate, Direct) Team to experience how the information gathered during at least one of the calls you observed or received impacts the group decision-making process related to the referral. Ensure that you have a copy of the Agency Response Guide available when you observe RED Team. Answer the questions below based on your RED Team experience.

1. What do you see as the purpose of RED Team?

2. Who is included in a RED Team in your agency? What roles do staff take on during RED Team?

3. How is the information from the referral presented to the group in RED Team?

4. How is the Agency Response Guide used to inform the decision reached by the group?

5. What decisions were made on the referrals reviewed and why?

# TOL Activity 3: Observing an Intake Assessment

## PART A: OBSERVE AN INTAKE ASSESSMENT

In this exercise, you will observe an experienced worker engage children, youth, and families in the intake assessment process. Prior to observing the meetings, review and discuss the referral with the caseworker.

Please remember that as a trainee you should remain in an observer role and discuss any agreements with the worker prior to the visit. Be mindful of how you respond and react when you are with the family and be prepared to leave if the family requests that you do so.

Consider the following questions when observing the worker engaging the children, youth, and family in the intake assessment. Then write a summary of your observation experience in the space below.

- How did the worker prepare for the home visit with this family?
- What was the child protection concern that was being assessed? If the child protection concern is physical abuse, pay particular attention to how the worker documents the child's/youth's injuries.
- How did the worker develop rapport with the child/youth and with the caregivers?
- How did the worker explain the purpose of the interview to the child/youth and the caregivers?
- What type of ground rules did the worker establish when engaging with the child/youth?
- How did the worker assess the developmental capacity of the child/youth?
- How did the worker engage the caregivers?
- What questions or tools did the worker use to engage the child/youth? The caregivers?
- What was the process or thinking that informed the decisions made?
- What, if any, next steps are being taken by the agency? How was this decision made?

## PART B: COMPLETE THE ASSESSMENT TOOLS

Complete the Colorado Family Safety and Risk Assessments with the caseworker, then respond to the following questions.

1. How did the information they gathered in the interviews inform their completion of the Safety and Risk Assessment tools?

2. What additional information not included in the Safety Assessment will be important to capture in a contact note?

3. What discussions occurred with the family about next steps and how was this information documented?

# TOL Activity 4: Exploring a Permanency Case

In this activity, you will explore moving through the life of a permanency case as it works toward closure. There are four parts to this activity, which include observation as well as practice. You will begin by observing an experienced worker engage with a caregiver and a child/youth during the ongoing phase of a case. The conversations and practice you observe will include talking with a family about case planning and examining progress on the treatment plan and possible barriers. Ideally, you should use the same family for Parts A through D.

## PART A: OBSERVE A HOME VISIT OR FACE-TO-FACE CONTACT WITH THE PARENTS AND CHILD/YOUTH

To prepare for the family meeting, read all case information that is available on the family and talk with the worker about their goals for the meeting. Consider the following questions during the meeting, then use the space provided respond.

- How did the worker prepare for the meeting?
- How did the worker engage with the caregiver and child/youth?
- How did you observe the worker assessing for safety for the child/youth?
- How did the caseworker account for and accommodate the family's culture and past and current trauma in their interactions with the family and decision making?

## PART B: WRITE A RECORD OF CONTACT NOTE

1. Following the meeting with the caregiver, create a Record of Contact note (ROC note) based on your observations of the interaction between the worker and the caregiver and child/youth.



2. After the ROC note has been completed, review the ROC note you created with your supervisor/training supervisor or experienced caseworker, exploring both the strengths and opportunities for growth in how you document your interactions with families. Talk with your county if there are specific templates to assist with this.

## PART C: PREPARE FOR CASE PLANNING

In this activity, you will prepare to engage a family in case planning and observe a case planning meeting. Before you begin, review Volume 7 (Social Services Rules; 7.301.2) related to case planning.

1. Review the Family Services Plan (FSP) Part 2: Family Social History and Assessment Summary in Trails. Then review the completed FSP Part 2 with your supervisor or an experienced worker. Explore the following questions:
    - What informal support systems exist for this family that may play a part in case planning?
    - What dynamics of privilege and oppression exist here? How will you partner with the family to mitigate the power imbalances?
    - What reservations does the family have in working with the department/division?
    - How can this information be used to engage the family in treatment planning?
    - What impact does the accuracy of this information play on relationships and rapport with the family?

2. Consider the following questions as you observe the worker engage the family in developing the case plan. Then document your responses to each question following the meeting.
    a. How does the caseworker engage the family in developing the case plan?

    b. How does the family define their needs? How do you define the family's needs? How are needs prioritized?

    Consider the following questions to help you prioritize which needs to be addressed most immediately:

    c. Which needs are most related to immediate child safety?

    d. Which needs are the family most motivated to address?

    e. Which needs have the highest probability of quick resolution?

f. Which needs have services available?

g. What are the resources in the community that can help meet the family's needs?

h. How will you know when things are better for the family? How will you decide when the goals have been met? What information will you gather to help inform these decisions?

3. Once you have completed the questions, discuss with your supervisor or the worker who developed the plan with the family how to reconcile any differences between how the family defined their needs and how you would define their needs. Document the discussion here.

## PART D: CREATE A CASE PLAN

1. Based on the case plan created between the worker and the family, obtain a copy of the Family Services Plan (FSP) Part 3A: Treatment Plan and write the case plan for the family. Be sure to include the required elements of the case plan and ensure that the plan clearly outlines who will do what, by when, and how everyone will know when the goals are accomplished. The case plan should reflect behaviorally specific measurements of success.

   Based on what you learned in the classroom regarding case plans, be sure to define the following:

   - At least 1 objective
   - At least 2–3 action steps for the objective
   - Measurements of success



2. Share your case plan with your supervisor or experienced worker and explore how you captured the needs of the family and the behaviorally specific measurements of success. Discuss how your specific role aids the family in achieving permanency and success for the family.

# TOL Activity 5: Family Search and Engagement (or Intensive Family Finding)

1. Explore what Volume 7 (7.304.52) requires regarding Family Search and Engagement (FSE) or Intensive Family Finding (IFF) and determine how the FSE/IFF activities are carried out in your agency. Use your Connecting Policy to Practice Log as a guide.

2. Discuss the policies and procedures for FSE/IFF with your supervisor or an experienced worker and review any forms used in your county to request or conduct FSE/IFF. Consider the following questions and summarize your findings below.
   - What is important about FSE/IFF?
   - Under what circumstances do you need to conduct FSE/IFF?
   - What are the time frames for conducting FSE/IFF according to Volume 7? What are you expected to do after these time frames expire?
   - What input do children, youth, and families have regarding the FSE/IFF process?
   - What might be some resources you would use in conducting FSE/IFF? Or, who is responsible for conducting these searches in your agency? If there is a designated person, what is the protocol for referring cases? How does fatherhood engagement fit with FSE/diligent search? Talk with you supervisor about any identified gaps in practice regarding fatherhood engagement in your county.
   - What tools and/or practices are available to you to engage fathers?

# TOL Activity 6: Differentiating Kinship Care and Foster Care

The purpose of this activity is to learn more about the difference between kinship care and foster care.

## PART A: INTERVIEW A SUPERVISOR

Interview a supervisor or an experienced worker and explore the following questions.

- What is the definition of kinship care? What type of relationship does an adult need to have with a child/youth to be considered kin?
- Explain the difference between kinship care and foster care as it relates to: (1) certification, (2) resources, and (3) custody.
- What kind of services and supports do kinship families receive? How are these similar or different from the services and supports for foster families?
- How does the county handle emergency placement with kin? What needs to happen before a child/youth can be placed with kin?

## PART B: INTERVIEW A KINSHIP CAREGIVER

Interview a kinship caregiver (former or current) regarding the following topics. If you are unable to interview a kinship caregiver, engage in discussion with your supervisor or lead worker.

- Why did you make the choice to become a kinship provider?
- What do you see as the strengths and weaknesses of the child welfare system?
- What are some unique challenges that kinship providers face in the child welfare system?
- How can child welfare workers support kinship providers and prevent placement disruptions?
- How can workers help kinship providers and children/youth prepare and cope with placements?

## PART C: INTERVIEW A FOSTER CAREGIVER

Interview a foster caregiver (former or current) regarding the following topics. If you are unable to interview a foster caregiver, engage in discussion with your supervisor or lead worker.

- Why did you choose to become a foster parent?
- What do you see as the strengths and weaknesses of the child welfare system?
- What are some unique challenges that foster families face in the child welfare system?
- How can child welfare workers support foster families and prevent placement disruptions?
- How can workers help foster families and children/youth prepare and cope with placements?

# TOL Activity 7: Placement Services

## PART A: SELF-REFLECTION

Consider the experience of placement and reflect on the following questions.

1. Imagine what it might be like to experience placement from the child's or youth's perspective. Describe your thoughts.

2. Imagine what it might be like to experience placement from the parent or caregiver's perspective. Describe your thoughts.

3. How does trauma play an integral role when children must be placed out of the home?

## PART B: INTERVIEW EXPERIENCED WORKERS

Interview one or two experienced workers in your unit, on your team, or in the department using the questions below. Write a summary of what you learn below each question.

1. In the best of circumstances, what can workers do to prepare child or youth and family for placement?

2. In emergency placements, what can be done to lessen placement trauma for child or youth and family?

3. How do workers feel when they have to place a child or youth? How do they cope with the impact?

## PART C: ACCOMPANY A PLACEMENT

Accompany an experienced worker as they move a child/youth into placement, if possible. Review the questions below beforehand and engage in active observation and reflection on these questions during the placement. Then process your experience and these questions with your supervisor.

- What are the circumstances surrounding the placement?
- What are the reasons for placement? What reasonable or active efforts were made to prevent it? Identify the safety concerns and any identified caregivers' protective capacities.
- How was the decision for placement made and by whom?
- How was the placement identified or selected (e.g., kinship provider or foster home)? How was the child's/youth's culture and connections taken into consideration in the process?
- What techniques did the worker use to manage the process and mitigate the stress on the family?
- Other than the worker, who was involved in the placement process?
- Will there be an icebreaker meeting between the parents and the foster caregivers? If so, what will that look like? If not, what is the reasoning for the decision?
- How did you personally respond or react to this process?
- What support might you need going through this process in the future?

# TOL ACTIVITY 8: PARENTING TIME/VISITATION IN PERMANENCY CASES

1. Obtain and review a copy of the Family Services Plan (FSP) Part 3B: Visitation Plan for the family you observed in TOL Activity 4, if possible.

2. Discuss with your supervisor or an experienced worker how your county facilitates parenting time/visitation using the questions below.

    a. Why is it important for families and children/youth to have time together when placed outside of the home?

    b. What is the process for facilitating parenting time in your agency?
        - Who is involved in writing the visitation plan?
        - How does trauma for the family or youth/child inform the parenting time plan?
        - How often do parents have time with their children?
        - What factors impact this decision?
        - Are after-hours visits available through the agency or a contracted provider?
        - What criteria is used to determine if family time/visitation needs to be supervised?
        - Who decides whether family time/visitation must be supervised?
        - How is supervised family time/visitation explained to families?
        - Where do families and children typically visit together?
        - What typically happens during family time/visitation?

    c. If siblings have not been placed together, how are visits arranged between them?

    d. How does the family time/visitation supervisor handle transitions to and from the visit?

e. How can you help parents/caregivers and children/youth say goodbye at the end of family visits?

f. How do you handle situations where a parent/caregiver does not come to a scheduled family time/visit?

g. How often is the parenting time plan revised and what are the reasons a visitation plan would be revised?

h. What sorts of difficulties or challenges commonly arise regarding or during family time and how might you deal with these difficulties?

i. In what circumstances would a parenting time facilitator intervene and possibly end a visit early?

j. What is your county's policy for when parents or caregivers show up to a visit appearing under the influence?



3. Using the Family Services Plan (FSP) Part 3B: Parenting Time Plan, design a family time/visitation plan based on what you learned in your meeting with your supervisor or an experienced worker. Share this plan with your supervisor for review and feedback.

# TOL Activity 9: Preparing for an Administrative Review with ARD

Set a time to observe an administrative review (whenever reviews are scheduled in your county) with the Administrative Review Division (ARD) of the Colorado Department of Human Services. If there is not a review scheduled in your county within the next couple of months, attempt to coordinate your observation with a neighboring county. If this is not possible, you may discuss ARD reviews with your county's assigned ARD reviewer and/or your supervisor. Following your observation or your interview, summarize your responses to each question below.

1. What is the purpose of the administrative review?

2. Who is invited to the administrative review?

3. What are the specific steps in your county to prepare a file for ARD? How else might it be helpful for you to prepare for an administrative review?

4. What details need to be in the case file in order to pass an administrative review and generate federal funds supporting county services?

5. Obtain a copy of your agency's administrative review preparation checklist, if available, and a copy of the tool used in the administrative review.

6. How does your county use the data gathered through an administrative review to improve practice? How can you use this to impact your own practice?

# TOL Activity 10: The Reasonable and Prudent Parent Standard

## PART A: COMPLETE THE REASONABLE AND PRUDENT PARENT STANDARD WBT

The federal law around reasonable and prudent parenting, implemented in 2014, requires states to support the healthy development of children and youth in care through implementing a "reasonable and prudent parent standard" for decisions made by a foster caregiver or a designated official for a childcare institution. In the CWTS learning management system, enroll and complete the Web-based training **The Reasonable and Prudent Parent Standard.**

## PART B: OPERATIONALIZE THE REASONABLE AND PRUDENT PARENT STANDARD

Review with your supervisor how the reasonable and prudent parent standard has been operationalized in your county.

1. Summarize what you learned from your discussion with your supervisor.

2. What are three things you can do in your unique role within the agency to support the reasonable and prudent parent standard on behalf of children and youth in care?

# TOL Activity 11: Understanding Confidentiality

Meet with your supervisor and discuss the following questions related to how confidentiality is maintained in your agency. Review any policies, procedures, and forms to support you in maintaining confidentiality in your work with children, youth, and families.

1. What are some common issues related to confidentiality that you may encounter? What assistance is provided by the agency to help guide you in making these decisions (schools, therapy, hospitals, neighbors, etc.)?

2. How does HIPAA (Health Insurance Portability and Accountability Act of 1996) impact child welfare practice?

3. How does the Colorado Address Confidentiality Program (ACP) impact child welfare cases? (Refer to this website if needed: https://dcs.colorado.gov/acp)

4. How is maintaining confidentiality during the assessment phase similar or different from confidentiality in the ongoing phase?

5. What are the confidentiality rules in the substance use disorder field? How do those compare to the rules in child welfare?

6. How does confidentiality apply to getting information from a reporting party?

# Optional TOL Activity 12: Engaging in Collaborative Team Meetings

## PART A: ATTEND AN AGENCY TEAM MEETING OR GROUP SUPERVISION

Agency team meetings or group supervision are collaborative processes that involve groups of workers and supervisors meeting regularly to discuss the work they are doing with families, often making use of a common framework to help organize and analyze information. This meeting offers a process within the agency infrastructure for supervisors/leadership to consistently “model the model” of engagement, interviewing, assessment, and planning workers are trying to do with families.

After attending a unit/team meeting, consider and respond to the following questions.

1. Who participated in the meeting? What roles did they play?

2. Who facilitated the meeting? What was the agenda? Who sets the agenda?

3. How did the facilitator manage participation of everyone involved?

4. What are the formal or informal rules that were followed during the meeting? How are team decisions made during the meeting?

5. How did the meeting meet the needs of the group or team?

6. What was the outcome of the meeting?

## PART B: ATTEND A COLLABORATIVE FAMILY MEETING (MAY BE CALLED TDMS, LINKS, VOICES, STARS, ETC.)

A family-centered decision-making process involves a facilitator, agency staff, service providers, family members, and support networks.

After attending a facilitated family group decision-making meeting, consider and respond to the following questions.

1. Who participated in the meeting? What roles did they play?

2. Who facilitated the meeting? What was the agenda?

3. How did the facilitator manage participation of everyone involved?

4. How did the meeting meet the needs of the family?

5. What was the outcome of the meeting?

6. How does trauma inform or set the tone for the family meeting?

# Optional TOL Activity 13: Engaging an Adolescent Services Worker

## PART A: INTERVIEW A WORKER IN A PROGRAM AREA 4 CASE

Read the file of a Program Area 4 (PA4) case, involving an older youth or adolescent that was recently referred. Then interview the worker on this case. The purpose of this interview is to gain an understanding of what assessment, engagement, and decision-making look like for these types of cases and how they are similar and different from Program Area 5 assessments. Based on your interview, document your answers to the following questions.

1. How are Program Area 4 cases handled in your county?

2. Why was the family referred to child welfare in the case that you reviewed? How did the referral come in?

3. Who did the worker engage in the assessment? How did the worker decide who to engage during the assessment? How did the worker decide in what order to engage the family or others involved?

4. What information did the worker gather that informed the assessment? Was there information they felt was missing?

5. What was the process or thinking that informed the decisions made in the case?

6. If the youth was placed out of the home, what informed this decision? If the youth remained in the home after the assessment, what informed this decision?

7. What supportive services does your county have for older youth (e.g., Chafee services)? What services were offered, if any?

8. What will the involvement of the court look like? Is this different than dependency and neglect court cases? How is court involvement similar/different than D&N cases?

9. What are some key challenges older youth face when trying to establish permanent connections?

10. What are the resources and opportunities in your agency and community to help overcome these challenges?

11. What do the statistics tell you about the success rate of older youth without permanency finishing their education, finding employment, and finding stable housing?

## PART B: OBSERVE THE WORKER WITH A YOUTH'S FAMILY

If possible, observe the worker in the field during a meeting with the youth or family involved with this case. What about the worker's engagement of the youth and their family is similar to the other observation experiences you have had? What is different?

## PART C: ATTEND A PERMANENCY ROUNDTABLE

If your county conducts Permanency Roundtables (PRTs), arrange to observe one. What do you see as the purpose of PRTs? What different roles did the team members take on? What was the process? What did you learn?

## PART D: EXPLORE THE NATIONAL YOUTH IN TRANSITION DATABASE

The National Youth in Transition Database (NYTD) final rule was published in February 2008. This requires states to engage in two data collection and reporting activities: (1) collecting information on youth and the independent living services by state agencies that administer the Chafee Foster Care Independence Program (CFCIP) and (2) collecting outcomes information on youth who are in or who age out of foster care. Locate and review the section of Volume 7 on NYTD and answer the following questions.

1. The NYTD collects data on what three reporting populations?

2. List at least three of the mandatory data requirements for the NYTD eligible youth.



## PART E: EXPLORE ROADMAP TO SUCCESS/EMANCIPATION TRANSITION PLANS

Independent Living includes programs and services to prepare youth in out-of-home care for the transition from a structured living environment to living on their own. Review a copy of a Family Services Plan (FSP) Part 4D: Roadmap to Success (RTS) for any PA4 family. Then locate and review the section of Volume 7 on the Roadmap to Success/Emancipation Transition Plans and answer the following questions.

1. The Roadmap to Success can be completed for any child/youth but is required to be completed for all youth no later than ____ days after the youth's ____ birthday.

2. The Roadmap to Success must be completed when significant changes occur but minimally how often?

3. The Emancipation Transition Plan (ETP) tool is required to be developed and signed a minimum of ____ business days prior to the projected emancipation date of the youth.

# OPTIONAL TOL ACTIVITY 14: INTERVIEWING A COUNTY ATTORNEY AND/OR ATTENDING COURT

## PART A: INTERVIEW A COUNTY ATTORNEY

Interview a county attorney regarding the expectations and responsibilities of a worker when attending court proceedings with families and on behalf of your agency. Explore the following questions with them and document what you learn.

1. What is the role of the worker in preparing for court and attending court? What advice do you have for how a worker can best prepare for court?

2. What impact can it have on the family and other involved parties when a worker is prepared for court proceedings?

3. How is it communicated to workers in your agency when a case is scheduled in court?

4. What expectations does the county attorney have for the worker in preparing a case for court review? What is the process/timeline for submitting court reports?

5. What is the culture of your county's court? For example, what are the expectations for demeanor, dress, attendance, etc.

## PART B: ATTEND FAMILY COURT

Attend family court hearings in your judicial district. Make notes of the types of information presented by each party, the roles in the courtroom, and expectations of a worker. Discuss these observations with your supervisor or experienced worker.

# Optional TOL Activity 15: Exploring Core Services and Community Resources

1. Locate and review the sections of Volume 7 that describe Core Services, which you were introduced to in the Welcome to Colorado Child Welfare WBT. In the space below, briefly describe your understanding of the purpose of Core Services and the intended target population.

2. Then discuss these programs with your supervisor or Core Services Coordinator in your county. Gather a list of important contacts specific to Core Services. Also explore with your supervisor some specific local community resources to which your agency often refers families for Core Services. Try to identify at least two services in each of the following areas and specify what the target populations are for each resource, the serviced offered, and the referral process. As you develop your list, keep in mind that some services are free to families, some services may be paid for through contracts with your county, and some services may require Medicaid payment or payment by the family.

    - Health Department programs
    - Mental health center programs
    - Early childhood programs
    - School-based programs
    - Parent education programs (e.g., parenting classes)
    - Family-based intervention programs
    - Drug and alcohol treatment programs (adult and child/youth)
    - Community fatherhood programs
    - Services for adolescents
    - Domestic violence programs