

**SUPERVISOR
& MENTOR
GUIDE
FY 2012**

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INTRODUCTION TO THE CHILD WELFARE NEW WORKER DEVELOPMENT PLAN

Due to numerous changes in the structure and content of training, the New Worker Development Plan which includes CW CORE training will be continued in FY 2012 with several changes. The Child Welfare New Worker Development Plan's expected outcome is to have "full performance workers" at the end of 36 months. The plan includes:

- 5 weeks of CORE Training;
- Mandatory specialized workshops;
- On-the-Job training;
- Structured mentoring; and
- Intensive supervision.

This "*Guide for Supervisors and Mentors*" will explain the New Worker Development Plan concept, outline what you can expect from the CW Training Section, and detail what is expected from you and your worker.

The New Worker Development Plan attempts to ensure a uniform level of competency among all child welfare workers, regardless of their level of education or field of study. A common knowledge of laws, policies, and practice standards gives workers a more consistent philosophical framework within practice. Increased knowledge also promotes a more comprehensive approach to child welfare services throughout the agency. CORE Training reflects a commitment to train workers in the full range of child welfare skills in order to focus on the needs of clients, regardless of the process.

The benefit of allowing workers to complete basic or "CORE" training prior to being assigned a caseload can also be its greatest limitation because the workers do not have any actual casework experience to which they can relate the training. Because of this lack of field experience, the training content is designed to present information within the context of working an actual case from initial contact with a family to achievement of permanency goals. The training section, with assistance from a workgroup of workers and supervisors, has re-designed the Pre-CORE and OJT activities to compliment the training in the most effective manner.

REMINDER: Policy covered in CORE is only current as of that date. It is the participants' responsibility to ensure their reference is with current policy.

(Note: Policy changes are ongoing and we can only ensure that the policy covered during CORE is current as of their date.)

OVERVIEW OF CORE TRAINING

Length: Five weeks with a combination of classroom, KIDS, and structured on-the-job activities.

Location: The training site is located at the OU/DHS Training Center at 617 W. Rock Creek Road, Norman, OK 73069. The telephone number is 405-573-9191.

Tulsa CORE trainings are held at the Skyline Building at 6128 E. 38th Street, Tulsa, OK 74135.

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Frequency: ~~TWELVE-FOURTEEN~~ CORE Training sessions are offered in FY 12 in Norman and Tulsa. (See FY 12 schedule on Page 57).

Lodging: To reduce the out-of-pocket expenses for new workers, lodging costs are direct billed to the Agency. **Specific lodging information is included in the workshop announcement. Lodging will be secured for eligible participants by the Training-Unit Section.**

Mileage & Per-diem: Mileage for all participants and per-diem for those in travel status are filed on the participants' regular travel claim and are paid from the Field Operations budget. Mileage may be claimed from the hotel to the training site but mileage is NOT claimed for personal travel including lunch and dinner. Lunch is provided to participants Monday through Thursday. Participants need to subtract ¼ of the day's per-diem from their mileage claim for each lunch provided. **Mileage should be claimed from duty station or home, whichever is closer.**

Caseloads: UNDER NO CIRCUMSTANCES WILL THE WORKER BE ASSIGNED A CASELOAD. When the participant comes with a caseload, we have found they are constantly called out of the room to answer calls from the county office, or they arrive late for training because they have been working on cases. New workers will not be assigned caseload responsibilities prior to completion of CORE Training. **It will be brought to the attention of the County Director regarding any CORE Training participant who is carrying cases.**

Timing: Each County has the option of when to start the new employee in CORE Training. However, per policy, the new employee must begin training no later than six weeks after the participant's start date.

Sequencing: New workers must begin CORE Training in Week 1 and continue straight through Week 5.

Enrollment: At the time the county receives a report date for a new CW Specialist, only the CW Supervisor or County Director will e-mail **Debbie Hannah** with the new worker's name, county, hire date, and if the new worker will need lodging. CORE Training enrollment is not done on the KIDS System. As per policy, the new worker must attend CORE no later than six weeks after their hire date.

Classroom Training: CORE Training consists of four weeks of classroom training that will cover foundation level knowledge and skill competencies and CW policy. Content will be presented by a combination of DHS staff from Children and Family Services Division and contracted trainers.

CORE Training Hours: The classroom training will be four days a week. The training starts at 9:00 A.M. on Monday, at 8:00 A.M. Tuesday through Thursday and concludes at 4:30 P.M. Monday through Wednesday. Training will end at 3:30-4:00 P.M. on Thursday. **Please note the participants will need to return to their county offices on Fridays when offices are open and in accordance with their regularly scheduled work hours. In addition, each participant will have specific activities to complete with their supervisor and/or mentor for each Friday return from CORE training. These activities are detailed in this Guide beginning on page 14.**

Timeliness: Full participation in the CORE Training is critical to the development of new workers. It is our goal to develop professional behavior in new workers. If the new worker is late for class or late returning from breaks on a regular basis, it will be discussed with the new worker and the supervisor will be contacted. The new worker will be expected to correct the problem.

Attendance: Attendance each day of CORE Training is extremely important. Successful completion of the CORE Training is the new worker's only job responsibility; therefore, absences should be minimal. It is important for the participants to be present for all sessions. Non-emergency appointments should be made when the worker returns to the county office.

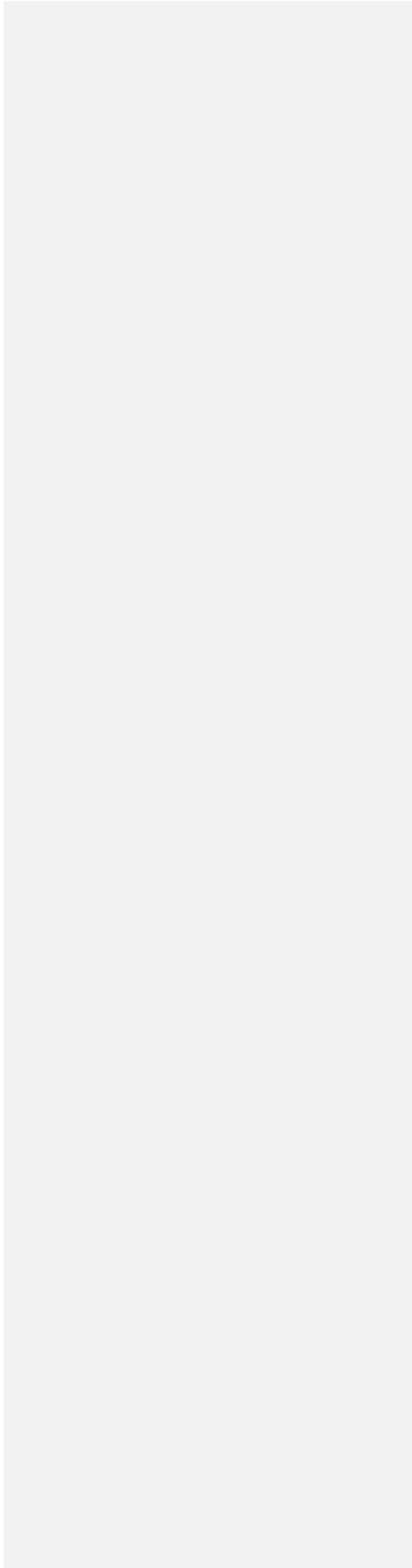
Approval of Leave: Annual leave should not be approved during CORE Training. If a participant must miss training, the absence must be reported to the CORE Liaison by the participant's supervisor. The CORE Liaison will report all absences to the participant's supervisor by E-mail. CORE Training is the new employee's job and when the participant is late or absent, the county office should file the appropriate type and amount of leave. (Many participants do not understand they are on duty when in training, and when they are absent leave must be charged.) **Any worker with planned leave will be required to wait until the next available CW CORE Training Session.**

Inclement Weather: Under no circumstance should participants feel they are forced to travel in inclement weather if they feel uncomfortable or unsafe in doing so. If participants choose not to attend due to inclement weather, they are expected to contact their supervisor to discuss plans to return to the county office or take appropriate leave. If they have questions, they need to call the CORE Liaison.

Make-up Days: The decision to make up days due to emergencies or inclement weather will be made on an individual basis. The decision will be based on the amount of time missed, the content missed, and the participant's progress. Many modules are more than one day and the content builds on each day. In these situations, a participant who misses the first day may be asked to wait for the next session.

Americans with Disabilities Act (ADA): If you have any special needs, please notify the Training Unit as soon as possible with your request.

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Training Observation Summary: A CORE Liaison from the CW Training Section is assigned to each new worker. Input for the end of the CORE Training evaluation will be obtained from the trainers, the on-site coordinator and the liaison's personal observations of the worker. The information will include group participation, attitude, and relevance of questions, commitment to Child Welfare, attendance, and punctuality and the identified strengths and needs of the worker. The CORE liaison will be responsible for maintaining all classroom and OJT training records, materials and participant evaluations and will submit them to the Supervisor at the end of training.

PLEASE ADVISE YOUR WORKER THAT THIS REPORT WILL BE SENT AND INFORMATION CAN BE USED IN DETERMINING RECOMMENDATIONS ON PERMANENT STATUS. ALWAYS DISCUSS THE REPORTS CONTENTS WITH THE WORKER.

ON-THE-JOB TRAINING

On-The-Job training activities are part of the transfer of learning process and the new workers must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of OJT activities. Supervisors MUST insure that new workers have an opportunity to do all the assigned OJT activities.

OJT activities have been divided into activities before and during CORE Training. The following is a list of resources the new worker should review prior to CORE Training:

- The following sections of the Oklahoma Department of Human Services Child Welfare Practice Model Guide:
 - *Pages 5-8 on the Model flowchart, Intake and Screening;*
 - *Pages 17-22 on Assessment of Safety, 24-25 on Risk vs. Safety;*
 - *Pages 31-34 on Safety Planning;*
 - *Pages 45-49 on Family Visitation.*
- A selection of articles from ACTION for Child Protection related to aspects of Child Welfare Services:
 - *Child Safety and Substantiation of Child Maltreatment;*
 - *Immediate Evaluation of the Safety Plan;*
 - *Impending Danger and the Cultural Context;*
 - *When Living Conditions Seriously Endanger a Child's Physical Health;*
 - *In-Home Services as Safety Management;*
 - *Going Home: Conditions for Return;*
 - *Using Child Safety as the Basis for Case Closing.*
- OKDHS publication Domestic Violence
- Bridges Out Of Poverty
- Video: Coping with Fetal Alcohol Syndrome in Foster and Adoptive Children
- Video: Prenatal Drug Exposure
- Video: Ethics in Child Welfare

The new worker must take an Assessment of Pre-CORE Readings on the Learning Management System (LMS) on the OKDHS Infonet prior to the first day of Pre-CORE KIDS training.

The reading materials (and when possible, links to videos on-line) will be sent via e-mail to all enrolled participants, however all counties should have many of these materials available in their office. Therefore, new workers can begin work on their pre-CORE Training activities as soon as possible.

Pre-CORE Activities include:

These activities are not to be confused with the OJT Activities done *during* week three of CORE Training. These activities are different but share some of the same shadow forms.

1. Log into LMS and complete the following:
 2. The pre-CORE Readings test;
 3. The training module on Federal Funding AFCARS.
2. Complete the Module 1 and 2 Policy Searches. The worker will print and bring these with them the first day of CORE to utilize throughout the training.
3. The supervisor assigns or helps to assign each worker, regardless of that worker's unit assignment (CPS, PP, Comp, etc), to a CPS mentor for pre-CORE activities. The purpose of pre-CORE activities is to familiarize the worker as much as possible with the CPS process and the beginning processes of a child welfare case.
 - Accompany or "shadow" the mentor on a CPS investigation or assessment, observing as many interviews on that single referral as possible, including victim(s), sibling(s), PRFC(s) and collaterals. The new worker can also provide needed assistance to the assigned mentor; examples could include calling collaterals, picking up legal forms, etc.
 - The worker utilizes information from all of the observed interviews to complete the *Assessment of Child Safety (AOCS)* form based on their observations (completing the AOCS as if they are the assigned worker). The worker meets with their supervisor to discuss the investigations/assessments, including safety plans if applicable.
 - **Instructions to Supervisors/Mentors:** When the new worker returns, assist the worker in processing the information. The worker should complete an Assessment of Child Safety on each investigation or assessment observed and bring with them the first day of CORE.
 - **Important note to Supervisors/Mentors: The following activities 4 through 8) should only be completed as time allows and after the worker has shadowed at least one investigation or assessment as detailed above. The emphasis of pre-CORE and OJT activities is on the worker seeing the process, as much as possible, in order per the life of a case.**
4. Attend MDT (Multidisciplinary Team) meeting, and if possible observe staffing on a case the new worker has shadowed.
5. If a court-ordered removal occurs on the mentor's case (or any other CPS case in the county prior to the worker coming to CORE), the new worker will shadow the worker assigned to the case through the removal process. This includes:
 - Observing Tribal cooperation, if applicable;
 - Observing the process of completing and submitting the Affidavit(s);
 - Attending Emergency Custody (Show Cause) Hearing(s);
 - If possible, assisting the assigned worker with initial placement processes (including Diligent Search as applicable);
 - If possible, attending Adjudicatory Hearing(s).

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6. Prior to attending any Emergency Custody or Adjudicatory Hearing(s), the new worker and supervisor should meet to review the process and expectations of a worker at those hearings.
7. If possible, observe at least one case transfer meeting (held at the time of transfer from CPS to PP or FCS), preferably after observing the initial investigation and court processes. See *Case Transfer/Initial Meeting/FTM Shadow Form* on page 33.
8. Help supervise/observe a parent/child visitation held in the early part of a case (as soon after initial removal as possible). See *Worksheet for Supervised Visit* on pages 30-31.
9. If the mentor recommends or makes referrals to service providers during the course of an investigation or assessment, the new worker documents the service provider on the *Community Resource Directory* form on page 32. The new worker will not turn in the Resource Directory the first day of CORE, but will continue to utilize and add to it during Friday and OJT activities.
10. Complete with their supervisor the *Learning Style Characteristics Inventory* on pages 28-29 (see also information and instruction on page 27).
11. Take the On-line Introduction to KIDS navigation training prior to attending CORE. Introduction to KIDS is a one-hour, interactive on-line training designed to help new workers become familiar with navigating the KIDS system. This on-line training is a compliment to ~~the two-day classroom training (CW-5762)~~ KIDS training during CORE. Completing this course on-line is a Pre-CORE requirement.
12. Get set up with an password for IMS prior to attending ~~the pre-CORE~~ training.
13. Once as many of the all activities as possible are completed, the supervisor and mentor:
 - Ensures the worker has ~~completed-checked the-~~ activities the worker was able to complete on the pre-CORE activities checklist on page 23 to turn in on the first day of CORE;
 - Provides ~~s~~ the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form* on pages 25-26.

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~~14. Attend Pre-CORE Training (CW-5762). Day one of this training will include an overview of CORE training, Oklahoma's Practice Model, an overview of indicators of non-accidental injury from a medical perspective, as well as a comprehensive pre-test over content to be covered during CORE. Day two will focus on the function of the database system and will cover CPS/Intake screens on the KIDS database system, as well as a basic overview of IMS. While content will be covered in a limited capacity, for the purposes of the actual training, functional navigation of the system will be stressed as opposed to policy and content. Individuals who have taken this course have had less difficulty during the KIDS portions of CORE training. Completing this course is now a Pre-CORE Requirement. The supervisor should assist the worker in making lodging arrangements for this training if mileage requirements are met.~~

Schedule for Pre-CORE KIDS Class for FY 12:

June 29-30, 2011	January 4-5, 2012
July 6-7, 2011	February 8-9, 2012

August 10-11, 2011	February 22-23, 2012
September 14-15, 2011	March 28-29, 2012
September 28-29, 2011	May 9-10, 2012
November 9-10, 2011	May 30-31, 2012

In order for the new worker to be successful in CORE Training the worker must be able to perform the following computer skills:

- Sign on to the Computer;
- Open and operate in KIDS;
- Open and operate in IMS;
- Use the Taskbars;
- Open and operate in Explorer;
- Locate DHS Policy in Explorer;
- Locate and use forms and templates in Explorer;
- Utilize Basic Word functions:
 - Cut and Paste
 - Save As
 - Spell-check
 - Print

If the new worker does not have the needed computer skills, a request must be made through the County Director for the Information Systems Services Coordinator (ISSC) to assist the new worker.

Following are the minimal requirements for shadowing:

- **Less than two weeks in the office - CW Training Section must be notified of any individual who will be attending CORE with less than two weeks in the County Office.** These situations must be staffed on a case-by-case basis and a decision will be made if it is in the best interest of the individual to attend CORE or wait until the next session. If the decision is for the individual to attend, the Checklist Form must be as complete as possible and signed by the Supervisor and County Director. The participant must also minimally have completed the Pre-CORE Reading Test as well as the Introduction to KIDS training, both on the LMS system.
- **Two to Four weeks in the office –** Complete all pre-CORE policy searches, tests and trainings. Observe mentor complete at least one CPS investigation or assessment and fill out an AOCS. Observe as many other activities as possible.
- **Over Four weeks –** Complete all pre-CORE policy searches, tests and trainings. Observe mentor complete at least two CPS investigations or assessments and fill out the AOCS. Observe as many other activities as possible, including court, visitation and MDT activities.

If the minimum Pre-CORE Activities listed above are not completed and the checklist given to the OKDHS Coordinator on the first day of CORE Training, along with the Supervisor/Mentor

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Evaluation form, the individual will be asked to return to the County Office.

STRUCTURED MENTORING

Mentor Relationship: Working with a skilled mentor is the most effective method for a new worker to transfer learning from the classroom to the job. A mentoring relationship is essential in giving the new worker the opportunity to take concepts, knowledge, and skills obtained in the classroom setting and integrate them into safe and closely supervised real-life situations which cannot be replicated in training.

Mentor Assignment: A CPS mentor is assigned to each new worker at the beginning of employment and continues in that role until the beginning of CORE. A Permanency Planning mentor is assigned to the new worker for OJT activities. If needed to complete all activities, more than one mentor may be assigned; however, it is encouraged to have the worker shadow a single assigned mentor as much as possible. The Supervisor selects the most appropriate mentor available, based on the skills of the mentor and the specific job duties to be assigned to the new worker upon graduation. Ideally, the mentor should be a worker from within the same group. If there is no qualified worker available, a mentor may be assigned from outside the new worker's group. A Supervisor may serve as a mentor only if the Supervisor is able to fulfill all of the mentoring responsibilities.

Mentor Qualifications: A mentor must be an experienced (one year or more) CW staff member with unquestionable ethics and outstanding social work skills who can expose the new worker to the overall picture of the CW program. The mentor must have a good grasp of both the intent and the spirit of CW policy and be able to articulate the philosophy and mission of Child Welfare in the daily work routine. The mentor must be well respected by other CW staff and other children and family service professionals in the community.

Mentor Responsibilities: The new worker will initially accompany the mentor on various work assignments including investigations, foster care placements, parent/child visits and court appearances. As the worker progresses through training, the mentor will observe the new worker conducting interviews, supervising visits, making foster home placements, etc. The mentor(s) will provide feedback of their observations, both pre-CORE and during OJT week, of the new worker on the *Supervisor/Mentor Evaluation Form* on pages 25 and 26.

INTENSIVE SUPERVISION FOR NEW CW WORKERS

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New workers need a supportive environment that allows adequate time to acquire knowledge and skills and to practice them in a closely supervised setting. In order for the Child Welfare New Worker Development Plan to be successful, supervisors must provide the intensive supervision of new workers throughout the CORE Training and for 6 months thereafter.

BEFORE CORE

- Do not assign the new worker a caseload.
- Review the Pre-Core and New Worker Development information with your new worker.
- Complete all as many activities as possible on the Pre-CORE Checklist included in this guide on pages 21-22.
- Assign a mentor to the new worker, recognizing that the mentor will have a great influence on the attitude and philosophy the worker will develop. Make sure the mentor is familiar with his/her responsibilities.
- Allow the new worker to shadow the mentor or other experienced workers on a variety of job assignments listed in the pre-CORE activities.
- Discuss with employee the Probationary Period (see page 47), role of CORE Training in the probationary period, and the Training Observation Summary (see page 38).
- Complete the *Supervisor/Mentor Evaluation Form* on pages 25 and 26.
- Lodging arrangements, if necessary, are automatically made by the Training Section (Participant must travel in excess of 60 miles one-way from their workstation to the training site to be eligible for overnight lodging. Participant must travel in excess of **120** miles to be eligible for overnight lodging on Sunday night before CORE on Monday).

DURING CORE

- The worker receives Friday and OJT assignments during the classroom training weeks. Monitor the completion of all Friday and OJT activities.
- Discuss the Friday OJT activities with the worker, complete the comments section and sign required documentation forms, including the Supervisor/Mentor Evaluation.
- Assure that the worker turns in the completed Friday and OJT Activity assignment sheets and Supervisor/Mentor Evaluation form with signatures to the OUHSC Coordinator the following week.
- Assist the worker in filing for mileage and per-diem, if appropriate, on the regular monthly mileage claim. **NOTE ON THE CLAIM THAT THE LODGING EXPENSES HAVE BEEN DIRECT BILLED TO THE UNIVERSITY OF OKLAHOMA.** Use the CORE Training workshop announcement to document travel.

AFTER CORE

- Assign only 1/3 of a caseload when the worker returns from CORE.
- Assign another 1/3 of a caseload one month post-CORE and the remaining 1/3 caseload 2 months after CORE.
- Review with the worker his/her mandatory training schedule for next 12 months and put it on the calendar.
- Assure that the worker is able to attend all mandatory ~~12-month~~ Level I training. If for any reason the worker cannot attend a scheduled mandatory class, the supervisor must e-mail CHILD WELFARE TRAINING (listed on Outlook) with permission for the worker to be canceled from the workshop and rescheduled.
- Have regularly scheduled conferences every week.
- Help the worker feel a sense of belonging to the unit.
- Provide direction, structure and stability.
- Clearly state expectations for performance.
- Provide detailed instructions for assignments.
- Provide frequent feedback for positive performance.
- Do not allow worker to perform new activities if they have not shadowed an experienced worker on a similar activity before, i.e., supervise visits, and testify in court.
- Debrief with worker after any new activities are completed.
- Assist the worker with application of the practice standards; specifically ask the worker to discuss how their work with children and families reflects Oklahoma's standards for practice.
- Accept worker's feelings of confusion and inadequacy as normal.
- Review all written work closely and provide written and verbal feedback.
- Be constructive - help worker identify mistakes.
- Point out good judgment.
- Refer worker back to information obtained in CORE.
- Expect and allow mistakes.
- Reinforce knowledge. Help the worker draw on knowledge they have gained and apply it to specific cases.

ALWAYS

- **CONTACT THE CW TRAINING SECTION IF YOU NEED ASSISTANCE.**

- Provide feedback, comments and suggestions to the State Office--_Child Welfare Training Section regarding any and all aspects of the CW New Worker Development Plan. We are constantly striving to improve the training program, and your input is essential.

Donna Girdner
DHS Manager-Norman
405-325-9596

Mark Carson
DHS Liaison-Norman
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~~Julie Sanders~~Stephanie Whitener
CORE Coordinator
405-325-~~85939069~~

Debbie
CORE Assistant
405-325-9403

Week 1

Module 1: Days 1- 4

- **Introduction and orientation to CORE, discussion of pre-CORE activities,**

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- Discussion of ~~personal values, beliefs, and biases that influence our work with families~~ values, culture and OKDHS Child Welfare Practice Standards.
- Understanding the importance of good engagement skills; discussion and activities designed to enhance individual engagement skills.
- How to effectively engage clients through genuineness, respect, and empathy.
- Avoiding the misuse of power through the casework method.

- ~~Discussion of cultural considerations that impact our engagement of clients.~~

- Considering the process of change and workers tasks in helping families through the process.
- Awareness of content and process issues in interviews.

- **Understanding and overcoming resistance in casework interviews.**

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- **Discussion of initial CPS process: reception of referral and initial contact.**

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- Preparing for client interviews; interview stages; interview styles; interview questions and strategies; opportunities to practice.

- **Child interviews – special considerations; assessing developmental level; continuum of questions; use of interview guides; interviewer preparation, behavior, and demeanor.**

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- How to recognize suspicious or potentially dangerous situations.
- Tips for recognizing and reacting to violent behavior in people you come in contact with.
- Safety in the field and the workplace.

- **Recognizing the signs of a meth lab and the potential dangers associated with these locations.**

- **Principles of effective report writing for child welfare professionals.**

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Friday Activities (complete as many as possible, #1 is mandatory):

1. Staff the Reynolds case with the supervisor, use the *Staffing Notes* form to discuss:
 - Referral acceptance, prioritization and assignment
 - Preparation for initial contact with the family, including review of relevant CW history;
 - Any possible cultural factors and how to discover those.

2. Observe a forensic interview (or discuss the process with a forensic interviewer), find out county protocol for when to utilize a forensic interviewer.

Week 2

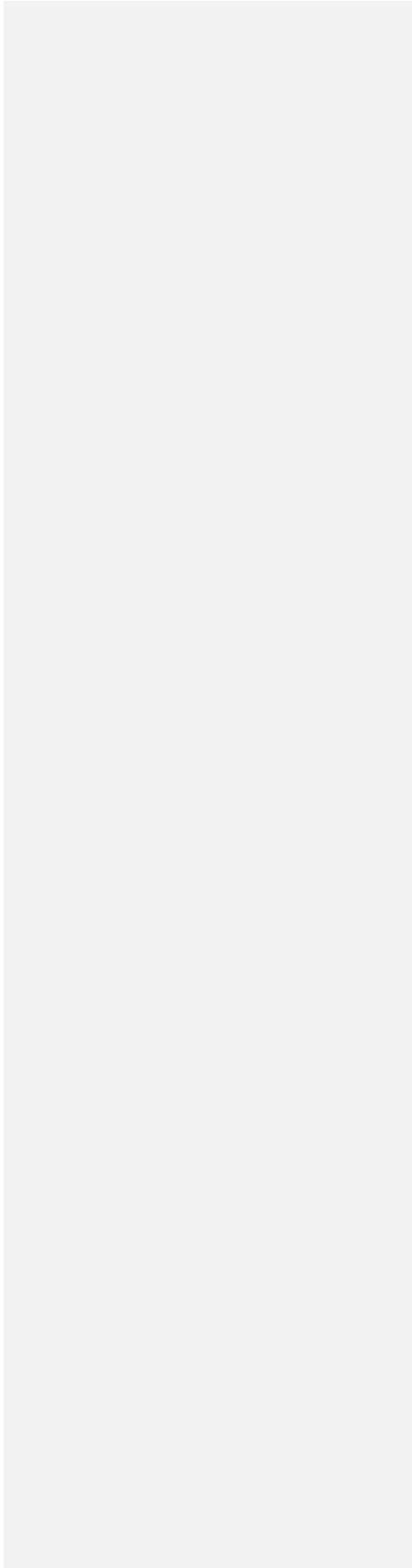
Module 2: Day 1 - 4

- Completing search and demographics, adding collaterals.
- Difference between CPS assessments and investigations.
- Discuss upgrade of Reynolds case from Assessment to Investigation (guiding policies)
- Legal base of CW and categories and definitions of maltreatment (for abandonment, physical abuse, education neglect, medical neglect, mental injury, neglect, and sexual abuse).
- Oklahoma Statutes Title 10 as the legal authority for Child Protective Services.
- Physical, emotional, and behavioral indicators of abuse, neglect, and sexual abuse in child victims and their families.
- Child abuse and neglect as presenting symptoms of family dysfunction and individual, family, and environmental contributors to abuse, neglect, and sexual abuse.
- General protocol for investigation/assessment through the process of the Reynolds referral.
- Completion of initial child interviews on the Reynolds case.
- Completion of all interviews, documenting in KIDS screens.
- Discussion of safety planning and alternatives to custody.
- Completion of the Assessment of Child Safety and documenting on KIDS.
- Document removal, findings and Report to D.A.
- Courtroom etiquette and testimony, discussion of Emergency Custody and Adjudicatory Hearing, practice in a mock courtroom setting.

Friday Activities (complete as many as possible, #1 is mandatory):

1. Staff the Reynolds case with the supervisor, use the *Staffing Notes* form to discuss:
 - Noted safety threats and why removal was necessary
 - Review DA summary completed by the worker
 - Heinous and shocking, law enforcement response
 - Discuss joint response with Tribal child welfare
2. Discuss with supervisor or resource worker what foster homes placements might be available for the Reynolds children, if shelter is available in the county. If not, what are the options?
3. Discuss services that could possibly help the family at this stage, what providers can offer, add information to the *Community Resource Directory*.

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Week 3

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ON THE JOB ACTIVITIES during Training

This will not always be WEEK 3 due to Holidays

OJT activities during CORE Training are the responsibility of the new worker's immediate supervisor, who will follow a structured process in this guide for the assignment and review of all OJT activities. The supervisor will meet with the new worker on the first day of OJT week, review all OJT activities and assist the worker in developing a plan to complete the activities. If needed, arrangements will be made for the new worker to go out with individuals in other units. A complete set of instructions for the supervisor and new worker follows. The supervisor will sign-off on the successful completion of all activities, make comments on the participant's work, and complete the *Supervisor/Mentor Evaluation Form*. The signed assignment sheets and completed evaluation are returned to the OUHSC coordinator the following week. Written assignments will be reviewed by the supervisor with feedback provided to the worker. The supervisor should collect all OJT assignments and maintain them in the worker's training file. **FEEDBACK IS ESSENTIAL ON EACH WRITTEN ASSIGNMENT**, otherwise, participants feel their time and efforts were wasted. **The Supervisors' role in the completion of the OJT activities is included in the End of CORE Observation Summary.**

OJT Activities

Instructions to Supervisors: Upon the worker's return for OJT training, assign the new worker a mentor who has Permanency Planning responsibility. Have the mentor choose a case that is ongoing, court involved, and if possible, can schedule a worker visit with children in placement during OJT week. Help the new worker complete the following activities:

1. Review a Family Functional Assessment and Individualized Service Plan on a case suggested by your supervisor, discuss with your mentor and/or supervisor:
 - What were the identified safety threats?
 - Why was removal necessary?
 - What behaviors or conditions in the home need to change in order to make the child safe?
 - How will each of the services help the family?
2. Visit the service providers working with the family on the case reviewed in #1 above. Discuss with the service providers the following (and add the providers to the *Community Resource Directory*):
 - What services does the provider offer?
 - What are their specific treatment goals with the family whose case you reviewed?
 - How are the providers tracking the parents' progress?
3. Shadow a worker on a visit to a child in foster care from the reviewed case. If this cannot be completed, shadow a worker on a worker visit to a child in foster care on another case.
 - If this is not the case the new worker has already reviewed in activity #1, have the

new worker review the Family Functional and ISP for this case.

- Have the worker read the last few monthly contacts with the child(ren) being visited.
 - When you return to the office individually complete the Face to Face Contact Guide (04MP007E) and any required addendums based on your observations.
 - Discuss the cases with your mentor or Supervisor and ask any questions that came to mind regarding the home visit(s).
 - Complete *Assessment of Child in Placement* Form on page 34.
4. Shadow a worker on a visit to parents (preferably from the same case), following the directions from Activity #3 above (but do not fill out the *Assessment of Child in Placement*).
 5. If possible, observe a Bridge Initial Meeting and/or Family Team Meeting; see *Case Transfer/Initial Meeting/FTM Shadow Form* on page 33.
 6. Complete at least one Independent Living and at least one Indian Child Welfare Act (ICWA) case analysis activity. See *Independent Living Case Analysis Form* on page 35 and *Indian Child Welfare Act (ICWA) Case Analysis Form* on page 36.
 7. If schedule allows, attend a Dispositional Hearing.
 8. Attend a Court Review and/or Permanency Hearing.
 9. Complete the Understanding Substance Abuse for Child Welfare Professionals Test on the LMS system, print the certificate and bring with the participant upon return to CORE training. **The participant must submit their certificate of completion to a CORE coordinator in order to successfully complete CORE training.**

Instructions to Supervisors/Mentors

- Assist the new worker in locating an experienced PP worker to shadow;
- Review case information with the worker for each activity and answer any questions the worker may have;
- Ensure the worker understands the purpose for each reviewed form and shadowed activity;
- Review the worker's Contact Guides and *Assessment of Child in Placement* Forms. Provide feedback regarding observations and information collected during the visits to children and parents;
- Ensure the worker has ~~completed~~ indicated the activities the worker was able to complete on the *OJT Checklist* to submit upon return to training;
- Both the supervisor and mentor will provide the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form* on pages 25 and 26. Attach a copy to all required OJT homework documentation; the new worker gives all forms to the CORE coordinator upon return to training.

Week 4 – Back to CORE

Module 3: Day 1 -4

- Initial foster care placements for the Reynolds children: requirements, policies, etc.
- Diligent search and finding appropriate kinship placements.
- Bridge: Definition and Initial Meeting.
- Initial Kinship Placement Procedure.
- Multi-Ethnic Placement Act—impact it has on placements.
- Analysis of child development and attachments, effects of removal on children through the eyes of the Reynolds children.
- Concepts of separation and placement; connection of loss and grief to the CW process.
- Survival behaviors in children and the emotional issue underlying survival behaviors.
- CW worker’s role in working with foster parents.
- The effect of multiple transitions as a result of out of home placements.
- Process of the Case Transfer Meeting.
- Placement types and considerations, CW responsibilities for children in out of home care.
- Data entry of demographic information, work flow of case documentation in KIDS including Placement Provider Information Report, Child’s ISP and Change of Placement.
- Responding to inquiries from placement providers, service agencies and court personnel utilizing policy.

Friday Activities (complete as many as possible, #1 is mandatory):

1. Staff the Reynolds case with the supervisor, use the *Staffing Notes* form to discuss:
 - Needed services for the children, find out what is available in the county, interview providers and add information to the *Community Resource Directory*;
 - Visitation planning in the case scenario – How would visitation be arranged? At what location? Frequency, supervision, etc;
 - Discuss Reasonable and Active Efforts – How does this work in court when ICWA only applies to some of the children?
2. Determine if CASA is involved in the county, discuss relationship between CW and CASA, and if possible, meet with the director or one of the volunteers to discuss their role.

Week 5

Module 4: Days 1 - 4

- Purpose and documentation of worker contacts with children and families.
- Documentation of worker contacts utilizing the Contact Guide, documenting in KIDS.
- Issues of sibling separation regarding the Reynolds children.
- Purpose of child's visitation with family members, maintaining connections and documentation in KIDS.
- Utilizing the Family Team Meeting process to engage families and empower family members into constructive and collaborative casework relationships that promote thorough family assessments, service plans and service provision.
- Effective Family Functional Assessment and introduction to behavioral service planning as the foundation of casework intervention.
- Safety assessment in Permanency Planning.
- Basics of the Family Functional Assessment and Individualized Service Plan and how to enter on KIDS.
- Compiling gathered information into an effectively written Progress Report for court.
- Process of collaborative work with the Reynolds family, service providers and placements towards successful family reunification.
- Process of providing assessment and services for Independent Living regarding Kalyee Reynolds (16 years of age).
- Alternate permanency plans when reunification is no longer feasible, initiation of Concurrent Planning activities.

Appendix A: Pre-CORE and OJT Forms

Workers Name _____ SSN: _____
 Entered on Duty Date: _____ Core: _____
 Start Date: _____ Finish Date: _____

Pre-Core Training Checklist for Child Welfare Staff

The following items should be discussed with new staff. Items will either need to be given to the new worker or information or documents obtained from the employee. Keep in mind that these items do not just constitute good discussion topics, but are necessary items according to policy. You should begin immediately after the new person reports for duty. When the item has been discussed and understood by the new worker, both the worker and Supervisor should initial the item in the blocks provided. The County Director and CW Supervisor should both sign the form at the bottom of the last page.

Show, Provide or Explain to the New Worker:		Worker's Initials	Supervisor's Initials
1.	Desk Assignment w/key (if locking)		
2.	Locking File Cabinet w/key		
3.	Telephone Usage		
4.	Office Parking Location		
5.	Restroom Location		
6.	Location of Office Emergency Evacuation Plan		
7.	Designated Smoking Area		
8.	Location of Office Supplies		
9.	Location of copy machines		
10.	Local Street Map for Area		
11.	Assist Worker in making lodging reservations if needed		
12.	Review the Meth. OFO Update (12-12-00)		
13.	Completed on-line LMS HIPPA Privacy and Security Trainings		
14.	Completed Bridge Resource Family Orientation Training (LMS)		

Prior to attending CORE Training assign the following:		Worker's Initials	Supervisor's Initials
1.	Read specified sections of the <i>OKDHS Child Welfare Practice Model Guide</i>		
2.	Read the selected articles from ACTION for Child Protection		
3.	Read <i>Domestic Violence</i>		
4.	Read <i>Bridges Out Of Poverty</i>		
5.	Review the video: <i>Prenatal Drug Exposure</i>		
6.	Review the video: <i>Coping with Fetal Alcohol Syndrome in Foster and Adoptive Children</i>		

7.	Review the video: <i>Ethics in Child Welfare</i>		
8.	Complete the Pre-CORE Reading test on LMS		
9.	Complete the LMS training on AFCARS		
10.	Complete Module 1 and 2 Policy Searches		
Show the new worker the following skills and allow them to practice:			
1.	How to sign on to a computer & get into KIDS		
2.	How to use the Taskbars		
3.	How to open and operate Explorer		
4.	How to locate DHS Policy in Explorer		
5.	How to locate & use forms & templates in Explorer		
6.	Performs basic Word functions of cut & paste, save as, spell check and printing		
7.	How to sign onto computer & get into IMS using worker's own User ID and Password		
8.	Complete the Introduction to KIDS on-line training.		
Assign the following activities:			
1.	The new worker should go with their mentor or other qualified workers on as many shadow experiences as possible and complete any required documentation for each activity. The new worker's supervisor and mentor complete the Supervisor/Mentor Evaluation form.		
2.	Read cases that may eventually be assigned to the new worker.		
3.	Visit key community resources and start a directory of resources.		
4.	The new worker attends court and observes as much as possible.		

Expectations of CORE training have been explained to the new worker.

COUNTY DIRECTOR/DATE

SUPERVISOR/DATE

This checklist should be maintained in the local personnel file and the new worker must bring a copy on the first day of their CORE training.

Pre-CORE Activities Checklist
(To be completed and submitted the first day of CORE training)

	Task	Completed (Y/N)
1.	Assigned a CPS Mentor	
2.	Shadowed a CPS Investigation/Assessment, including observation of as many interviews as possible	
3.	Completed an Assessment of Child Safety, discussed with supervisor	
4.	Attended an MDT meeting	
5.	Shadowed a CPS worker during and/or immediately following the process of a court-ordered removal	
6.	Attended Emergency Custody Hearing	
7.	Attending an Adjudicatory Hearing	
8.	Observed a Case Transfer Meeting	
9.	Observed a Parent/Child visitation held early in the life of a case	
10.	Initiated the Community Resource Directory	
11.	Completed the Learning Style Characteristics Inventory	
12.	Supervisor and mentor completed the Supervisor/Mentor Evaluation form, discussed with the participant	

Participants should complete as many of the above activities as possible. This completed checklist must be completed and signed by the supervisor and participant.

SUPERVISOR/DATE

PARTICIPANT/DATE

OJT Week Activities Checklist
(To be completed and submitted upon return to CORE training)

	Task	Completed (Y/N)
1.	Assigned a PP Mentor	
2.	Reviewed a Family Functional Assessment and Individualized Service Plan on an ongoing Permanency case, discussed with supervisor and/or mentor	
3.	Visited with service providers working with the family on the case from activity #2 above, added information to the Resource Directory	
4.	Shadowed a worker on a visit to a child in foster care on the case reviewed (or another ongoing case), completed Face-to-Face Contact Guide and Assessment of Child in Placement	
5.	Shadowed a worker on a visit to a parent(s) on the case reviewed (or another ongoing case), completed Face-to-Face Contact Guide	
6.	Observed a Bridge Initial Meeting and/or a Family Team Meeting	
7.	Completed at least one Independent Living Case Analysis	
8.	Completed at least one ICWA Case Analysis	
9.	Attended Dispositional Hearing	
10.	Attended a Court Review and/or Permanency Hearing	
11.	Completed the Understanding Substance Abuse for Child Welfare Professionals Test on the LMS system, certificate printed	

Participants should complete as many of the above activities as possible. This completed checklist must be completed and signed by the supervisor and participant.

 SUPERVISOR/DATE

 PARTICIPANT/DATE

Supervisor and Mentor Evaluation Form

To be filled out after completion of pre-CORE and OJT activities. Submitted the first day of CORE and after return from OJT week.

Based on review of the worker's pre-CORE and OJT documentation, as well as direct observation by the worker's mentor, fill out the following:

Supervisor Evaluation

(Rate the new worker's observed skills and conduct according to the following: Area Needing Improvement (ANI), Adequate, and Excellent):

Behaviors	ANI	Adequate	Excellent
Consistently observes assigned work hours and utilizes leave appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits compliance with dress code and professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning knowledge of KIDS and basic computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes assignments timely and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates respect for families, co-workers and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic understanding of CW mission and Practice Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Comments on Areas Needing Improvement (mandatory).

2. List areas of strength noted for the new worker.

3. List areas the new worker should seek to develop while in training.

Mentor Evaluation

(Rate the new worker’s observed skills and conduct according to the following: Area Needing Improvement (ANI), Adequate, and Excellent):

Behaviors	ANI	Adequate	Excellent
Displays respect for children, families and foster parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with other stakeholders (court participants, law enforcement, service providers, etc) in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing documentation accurately and completely reflects interactions and discussions during field visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a basic understanding for CW role in assisting children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Comments on Areas Needing Improvement (mandatory).

2. List areas of strength noted for the new worker.

3. List areas the new worker should seek to develop while in training.

SUPERVISOR/DATE

MENTOR/DATE

This evaluation should be maintained in the local personnel file and the new worker must hand in a copy of the evaluation completed pre-CORE on the first day of training. The new worker hands in a copy of the evaluation completed during OJT week upon return to training after OJT.

Learning Style Characteristics Exercise

New worker and supervisor: Read the following information and follow the instructions for completion of this assignment.

Adult learners absorb information in specific and unique ways. Adults build knowledge through a variety of life experiences and educational encounters. They require a mixture of teaching techniques to tap into their specific learning style. Adults with kinetic-tactile, auditory, or visual learning modes learn differently, so training (as well as supervisory instruction) need to incorporate delivery of each of these styles.

Adult Learning Styles:

- **Kinetic-Tactile Learner:** Learns by doing, hands-on learning, stays in motion, likes physical rewards, enjoys doing activities, outgoing nature, emotionally expressive, dresses for comfort, sensitive to or distracted by environment, when spelling feels if it's right, bored by A/V presentations, poor handwriting, physically expressive when angry, right brain, memorizes by doing.
- **Auditory Learner:** Learns by listening, talks to self aloud, easily distracted by noise, whispers to self while reading, enjoys listening, likes learning tapes, remembers by hearing, uses auditory repetition for memorizing, talks when bored, enjoys listening to music, verbally expressive when angry, left brain, articulate speaker, good impersonator, can repeat tone and pitch.
- **Visual Learner:** Learns by watching, likes to observe, daydreams when bored, memorizes by seeing, usually good spellers, finds verbal instructions difficult, likes meticulous, neat environment, notices details, remembers faces, remembers where on page, silent and moody when angry, right brain, visual thinker, impatient listener, distracted by movement, good peripheral vision.

We use all of these styles when processing language and information, depending on the type of content we are absorbing. However, we all have one Dominant Mode we use to make sense of the world around us and of all the bits of information that we confront constantly. We use this Dominant Mode to absorb learning and make it meaningful.

We develop rapport more quickly with people who process language in our own dominant mode or who can shift to our mode when communicating with us. **We tend to work better with and like people who think like we do.**

Instruction: This exercise will be useful for the trainers in CORE, as well as for the supervisor in learning their new worker's preferences for instruction (for example, e-mail instructions will not be as effective for an auditory or kinetic-tactile learner). With your supervisor's assistance, fill out the Learning Style Characteristics inventory on the following page. Bring a copy with you to submit on the first day of CORE.

Learning Style Characteristics Inventory

We are all combinations of the following learning styles. Which one is your predominant style? Please circle the appropriate items below that apply to your learning style.

1. When I try to concentrate...	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
2. When I visualize...	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3. When I talk with others...	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4. When I contact people...	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5. When I see an acquaintance...	I forget names but remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote what we discussed.	I remember what we did together and I may almost "feel" our time together.
6. When I relax...	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7. When I read...	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8. When I spell...	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.

9. When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.
10. When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11. When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12. When I teach other people...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Total	Visual: _____	Auditory: _____	Tactile/Kinesthetic: _____

The column with the highest total represents your primary learning style. The column with the second-highest total is your secondary learning style.

Your primary learning style: _____

Your secondary learning style: _____

PARTICIPANT/DATE

SUPERVISOR/DATE

A copy of this inventory should be provided to the supervisor and the new worker must hand in a completed copy on the first day of training.

6. What is the Permanency Plan? What information did you obtain to document progress toward the Permanency Plan?

7. When will unsupervised visits start and under what conditions?

8. How are the foster/kinship parents working in partnership with the birth parents toward reunification? If not, why?

9. Do a visitation plan for the child, parents and placement provider. On each case follow Policy 75-6-30.

Case Transfer/Initial Meeting/Family Team Meeting Shadow Form

To be submitted the first day of CORE (for Case Transfer) and return from OJT (for Initial Meeting and FTM).

Section 1

(Please complete Section 1 with your Supervisor)

Mentor Name: _____ Date of Shadow Experience: ____/____/____

Participant's Name: _____

Purpose of Meeting: Case Transfer Bridge Initial Meeting FTM

Section 2

(Please complete Section 2 after observing the meeting)

1. Explain how the worker prepared for the meeting.

2. Name all attendees and their roles with the agency or family.

3. Summarize the purpose of, discussions, and reactions to the meeting.

4. Participant's observation as to how this process will assist the worker, child and family.

ASSESSMENT OF CHILD IN PLACEMENT FORM

(Complete for each child in foster care you visit)

Child's First Name: _____

Female

Male

Age: _____

Child's Strengths (check all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> Accepts Discipline | <input type="checkbox"/> Accepts Resp/Consequences for Own Behavior | |
| <input type="checkbox"/> Active/Energetic | <input type="checkbox"/> Assertive | <input type="checkbox"/> Confident |
| <input type="checkbox"/> Conveys Thoughts/Feelings Appropriate | | <input type="checkbox"/> Cooperative |
| <input type="checkbox"/> Developmentally appropriate | | <input type="checkbox"/> Easy Going |
| <input type="checkbox"/> Eats Well | <input type="checkbox"/> Empathy for others | |
| <input type="checkbox"/> Engages in Healthy Hobbies/Interests | | <input type="checkbox"/> Enjoys School |
| <input type="checkbox"/> Follows Rules | <input type="checkbox"/> Forms Healthy Attachments | |
| <input type="checkbox"/> Goal Oriented Behavior | <input type="checkbox"/> Good Coping Skills | <input type="checkbox"/> Good Decision-Making |
| <input type="checkbox"/> Good Hygiene | <input type="checkbox"/> Good Self-Concept | <input type="checkbox"/> Good Survival Skills |
| <input type="checkbox"/> Interacts Positively | <input type="checkbox"/> Interacts Well w/Adults | <input type="checkbox"/> Interacts Well w/Peers |
| <input type="checkbox"/> Leader | <input type="checkbox"/> Makes Friends Easily | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Positive Attitude | <input type="checkbox"/> Respects Authority | |
| <input type="checkbox"/> Responds Appropriate to Affection | | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Self-Motivated | <input type="checkbox"/> Self-Reliant | <input type="checkbox"/> Verbally Communicates |

Have medical needs been identified with EPSDT and ongoing care?

Yes No

Have mental health needs been identified with evaluation for counseling or SoonerStart?

Yes No

If the child has siblings in care, are all placed together?

Yes No N/A

If not, describe the current plan to place together and for continued visits and contact among the siblings (not applicable if previous question was N/A):

Independent Living Case Analysis Form

To be submitted upon return from OJT week.

Section 1

(Please complete Section 1 with your Supervisor)

Mentor Name: _____ Date of Case Analysis: ____/____/____

Participant's Name: _____

Instruction: The new worker should review a currently open case of a child age 16-18 in out of home care with a completed IL skills assessment. If no open case is available, a closed case (more recent is preferable) meeting those criteria may be reviewed to answer the questions in Section 2.

Section 2

1. Review the youth's IL skills assessment. What areas of need are indicated?

2. What services are being (or were) offered to the youth to help them meet their IL goals?

3. Has OKDHS encouraged connections and relationships with supportive adults in the youth's life? If so, describe who those individuals are and the support they provide to the youth.

4. Has OKDHS made effort to ensure the youth has needed documents, such as a driver's license, social security card, etc.? Explain.

Indian Child Welfare Act (ICWA) Case Analysis Form

To be submitted upon return from OJT week.

Section 1

(Please complete Section 1 with your Supervisor)

Mentor Name: _____ Date of Case Analysis: ____/____/____

Participant's Name: _____

Instruction: The new worker should review a currently open case of child to which the Indian Child Welfare Act applies. If no open case is available, a closed case (more recent is preferable) meeting those criteria may be reviewed to answer the questions in Section 2.

Section 2

1. Was Tribal membership or eligibility explored and/or established as early as possible? Explain.

2. After membership or eligibility was established, how soon were the court and ICW notified?

3. How often does (or did) the worker have contact with the ICW worker? Describe the content of those contacts based on review of the case record.

4. Were placement preferences of ICWA followed and efforts documented? Explain.

Appendix B: Post-CORE Forms & Assessments

Child Welfare CORE Training Observation Summary

End of CORE Observation Report

Participant: _____ County: _____

County Director: _____ Supervisor: _____

CORE#: _____

Punctuality: Always Punctual Occasionally Late Chronically Late

	*Needs Improvement	Meets Standards	Exceeds Standards
Attentive to Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal in Large Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal in Small Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses Empathy for Children & Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grasp Of Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the Job Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments on "Needs Improvement" Only.*

Overall Summary:

Signature:

POST-CORE TRAINING SUPERVISORY CONFERENCES:

	Date	Worker's Initials	Supervisor's Initials
WEEK 6	_____	_____	_____
WEEK 7	_____	_____	_____
WEEK 8	_____	_____	_____
Review CORE Final Report with Worker	_____	_____	_____
WEEK 9	_____	_____	_____
WEEK 10	_____	_____	_____
WEEK 11	_____	_____	_____
WEEK 12	_____	_____	_____
Complete <i>Knowledge & Skills Assessment</i> at 6 months.	_____	_____	_____

NOTE: This checklist is not designed to give the new worker a comprehensive overview of all DHS Services and Forms. There may be other items considered to be appropriate and important in a particular county. The CW Supervisor and/or County Director should feel free to point out other issues, forms and services they deem appropriate.

MANDATORY SPECIALIZED WORKSHOPS

After completion of the five week basic CORE Training, new workers will complete the mandatory workshops within the next twelve months. New workers will return from CORE pre-enrolled in the appropriate workshops. A written schedule will be provided and e-mail reminders will be sent two weeks prior to the scheduled training.

Mandatory Workshops (Level I)

This training MUST be completed within 12 months of the participant's end of CORE.

Level I – Mandatory Specialized Training

Child Protective Services Track

- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Diversity 12 hours (2 days)
- **CW 1005** - Specialized Child Protective Services Policy 12 hours (2 days)
- **CW 1008** - Legal 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 6 hours (1 day)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (3 days)

Permanency Planning Track

- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Diversity 12 hours (2 days)
- **CW 1006** - Specialized Permanency Planning Policy 12 hours (2 days)
- **CW 1008** - Legal 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 6 hours (1 day)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (3 days)

Foster Care Specialist Track

- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Diversity 12 hours (2 days)
- **CW 1006** - Specialized Permanency Planning 12 hours (2 days)
- **CW 1007** - Specialized Foster Care 12 hours (2 days)
- **CW 1008** - Legal 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 6 hours (1 day)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (2 days)
- **CW 1027** - Resource Family Assessment 18 hours (3 days)
- **RFT** - Resource Family Training 27 hours

Comprehensive Track

- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Diversity 12 hours (2 days)
- **CW 1005** - Specialized Child Protective Services Policy 12 hours (2 days)
- **CW 1006** - Specialized Permanency Planning Policy 12 hours (2 days)
- **CW 1008** - Legal 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 6 hours (1 day)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (3 days)

Other Mandatory Level I Trainings (all tracks)

- **CFSR/Case Review**
- **Indian Child Welfare Act**

CW Specialist Level II (Intermediate)

Level II training must be completed within 36 months after completion of CORE.

Child Protective Services Track

- **CW 2005** - Advanced CPS Policy 6 hours (1 day)
- **CW 2006** - Permanency Planning for CPS 6 hours (1 day)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2025** - Medical Aspects of Child Abuse 6 hours (1 day)

Permanency Planning Track

- **CW 2009** - Substance Abuse Level II 12 hours (2 days)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2016** - Overview of Oklahoma IL Program 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

Foster Care Specialist Track

- **CW 2007** - Advanced Foster Care Policy 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2022** - Parenting the Sexually Abused Child 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)

Adoption Specialist Track

- **CW 2010** - Effects of Abuse and Neglect 18 Hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)

- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2022** - Parenting the Sexually Abused Child 6 hours (1 day)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)
- **RFT** - Resource Family Training 27 hours

Comprehensive Track

- **CW 2005** - Advanced CPS Policy 6 hours (1 day)
- **CW 2009** - Substance Abuse Level II 12 hours (2 days)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2016** - Overview of Oklahoma IL Program 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2025** - Medical Aspects of Child Abuse 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

Worker Level III (Experienced)

Level III training is offered for experienced workers to meet the requirements of a minimum of **40** hours of job related training per individual evaluation year.

Workers should not enroll in any Level III workshops until they have completed all Level I and Level II training.

DHS: 75 -1-12 requires that a yearly training plan be completed for each staff member and documented on OPM - 111, Employee Management Process, Section F, Employee's Summary/Development Plan. Completion of the appropriate training levels should be included in the training plan.

**Child Welfare New Worker Development Plan
Knowledge and Skill Competencies at 6 months after CORE**

Workers Name: _____ **County:** _____

EOD: _____ **Date of Assessment:** _____

General:	YES	NO	NA
Can articulate the basic purpose, goals, and principles and expected outcomes of Child Welfare Service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has basic understanding of cultural differences and how they impact child abuse and neglect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands how one's own culture and life experiences affect child welfare practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can complete administrative forms (ADM-6, ADM-1, sign-in sheet, etc.) with minimal mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use the fax machine, copy machines and email without assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows and adheres to agency work hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can complete written work free of grammatical and spelling errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPS			
Knows the definition of child abuse & neglect and the scope of Child Protective Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows the difference between a CPS assessment and investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can demonstrate the correct procedure for initiating a child abuse/neglect interview and list the different protocols for assessments and investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CPS (continued)

	YES	NO	NA
Can complete Assessment of Child Safety form and gather relevant information regarding individual and familial factors affecting child safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance can complete safety determination section of the AOCS form and explain the presence (or lack) of safety threats to the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can obtain the needed information in an investigative or assessment interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can develop a safety plan to prevent removal or re-removal when safety threats are present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can explain how the plan assures safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMUNITY RESOURCES/FAMILY CENTERED SERVICES

Is familiar with a variety of frequently used resources within the community (including Oklahoma Children's Services).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows the name and phone number of the resource contact persons and can complete the referral process without assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the difference between a Family Centered Services and Permanency Planning case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows how and when to utilize CW Contingency Funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COURT/LEGAL SYSTEM

Has basic competence in court testimony.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of court room etiquette and proper dress for court appearances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a basic understanding of the juvenile court process and legal custody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance and collaboration from the Supervisor, can complete the CWS-KIDS-3 Report to the District Attorney, with all relative information included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance from Supervisor, can complete a CWS-KIDS-11 Court Report, with all necessary information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUT OF HOME CARE

YES

NO

NA

Is aware of the impact of removal on the child and the family.

Understands factors used to determine appropriate placement children. (Least restrictive, close proximity, which best meets needs, siblings, etc.)

Knows the process or can find instructions to follow to place a child into foster care. (Including removal process, notice to parents, exploration of kin resources, foster home agreement, Placement Plan, Placement Provider Information Report, IV-E/XIX eligibility, clothing authorization and Difficulty of Care request.

Without assistance, can accurately complete the KIDS information required to place a child into foster home care so that the foster home claim will be paid timely and accurately

With assistance, can complete Placement Worksheet and knows or can locate instructions for requesting placement above foster care.

PERMANENCY PLANNING

Is aware of roles and responsibilities of the permanency planning worker.

Is aware of time frames for permanency and knows various permanency options, (reunification, adoption, planned alternative permanent placement, etc.)

Understands importance of engaging family in assessment and planning; can describe several engagement techniques.

With assistance, can identify factors of family functioning affecting child safety and behavioral changes needed .

PERMANENCY PLANNING (continued)	YES	NO	NA
Knows the process and time frames for completing family functional assessment and service plan in court involved cases; can complete assessment and plan with assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can articulate the purpose of worker contact with child and visitation between siblings and with parents on at least a monthly basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Without assistance, can accurately complete the KIDS information needed to document worker contacts with children in out of home care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of Independent Living requirements for youth and can locate information and procedures when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance, can utilize supervisory and policy guidance for assessing successful reunification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands concept of termination of parental rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Probationary Period

Effective July 1, 1998 there were some significant changes to the Merit System for Personnel Administration. These changes modified the length of the probationary and trial periods for new and promoted employees.

House Bill 2860 {1998} Section 7 amends Title 74, Section 840-4.13D states “every person, upon initial appointment under the classified service, shall be appointed for a probationary period of one year”. This section refers to all persons whose initial, classified appointment begins July 1, 1998 and thereafter. Although the amendment allows the appointing authority to waive in the writing the remainder of the probationary period at anytime after a probationary employee has served six months, it will be Field Operations policy for all employees hired after July 1, 1998 to serve the full one year probation. The probationary period will not be reduced to less than one year.

Appendix C:
CORE FY 2012 Schedule

CW-CORE Training-FY12 Norman

CORE #209A—Jul 5—Jul 28, 2011		
PC	Classroom Training	Jun 29—30, 2011
Wk #1	Classroom Training	Jul 5—8, 2011
Wk #2	Classroom Training	Jul 11-14, 2011
Wk #4	Classroom Training	Jul 18-21, 2011
Wk #5	Classroom Training	Jul 25—28, 2011

CORE #209—July 11—August 11, 2011		
PC	Classroom Training	Jul 6—7, 2011
Wk #1	Classroom Training	Jul 11—14, 2011
Wk #2	Classroom Training	Jul 18—21, 2011
Wk #3	On-the-Job Training	Jul 25—28, 2011
Wk #3	Classroom Training	Aug 1—4, 2011
Wk #5	Classroom Training	Aug 8—11, 2011

CORE #210—August 15—September 15, 2011		
PC	Classroom Training	Aug 10—11, 2011
Wk #1	Classroom Training	Aug 15—18, 2011
Wk #2	Classroom Training	Aug 22—25, 2011
Wk #3	Classroom Training	Aug 29—Sep 1, 2011
Wk #4	On-the-Job Training	Sep 5—8, 2011
Wk #5	Classroom Training	Sep 12—15, 2011

CORE #211—September 19—October 20, 2011		
PC	Classroom Training	Sep 14—15, 2011
Wk #1	Classroom Training	Sep 19—22, 2011
Wk #2	Classroom Training	Sep 26—29, 2011
Wk #3	On-the-Job Training	Oct 3—6, 2011
Wk #4	Classroom Training	Oct 10—13, 2011
Wk #5	Classroom Training	Oct 17—20, 2011

CORE #212—October 3—November 3, 2011 (Tulsa)		
PC	Classroom Training	Sep 28—29, 2011
Wk #1	Classroom Training	Oct 3—6, 2011
Wk #2	Classroom Training	Oct 10—13, 2011
Wk #3	On-the-Job Training	Oct 17—20, 2011
Wk #4	Classroom Training	Oct 24—27, 2011
Wk #5	Classroom Training	Oct 31—Nov 3, 2011

CORE #213—November 14—December 15, 2011		
PC	Classroom Training	Nov 9—10, 2011
Wk #1	Classroom Training	Nov 14—17, 2011
Wk #3	On-the-Job Training	Nov 21—24, 2011
Wk #2	Classroom Training	Nov 28—Dec 1, 2011
Wk #4	Classroom Training	Dec 5—8, 2011
Wk #5	Classroom Training	Dec 12—15, 2011

CW CORE Training FY12 Norman

CORE #209A—Jul 5 - Jul 28, 2011		
PC	Classroom Training	Jun 29 - 30, 2011
Wk #1	Classroom Training	Jul 5 - 8, 2011
Wk #2	Classroom Training	Jul 11-14, 2011

CORE # 214—January 9—February 9, 2012		
PC	Classroom Training	Jan 4—5, 2012
Wk #1	Classroom Training	Jan 9—12, 2012
Wk #3	On-the-Job Training	Jan 16—19, 2012
Wk #2	Classroom Training	Jan 23—26, 2012
Wk #4	Classroom Training	Jan 30—Feb 2, 2012
Wk #5	Classroom Training	Feb 6—9, 2012

Wk #4	Classroom Training	Jul 18 - 21, 2011
Wk #5	Classroom Training	Jul 25 - 28, 2011

CORE #214B—Feb 13—March 8, 2012		
PC	Classroom Training	Feb 8—9, 2012
Wk #1	Classroom Training	Feb 13—16, 2012
Wk #2	Classroom Training	Feb 21—24, 2012
Wk #4	Classroom Training	Feb 27—Mar 1, 2012
Wk #5	Classroom Training	Mar 5—8, 2012

CORE #215—February 27—March 29, 2012		
PC	Classroom Training	Feb 22—23, 2012
Wk #1	Classroom Training	Feb 27—Mar 1, 2012
Wk #2	Classroom Training	Mar 5—8, 2012
Wk #3	On-the-Job Training	Mar 12—15, 2012
Wk #4	Classroom Training	Mar 19—22, 2012
Wk #5	Classroom Training	Mar 26—29, 2012

CORE #216—April 2—May 3, 2012		
PC	Classroom Training	Mar 28—29, 2012
Wk #1	Classroom Training	Apr 2—5, 2012
Wk #2	Classroom Training	Apr 9—12, 2012
Wk #3	On-the-Job Training	Apr 16—19, 2012
Wk #4	Classroom Training	Apr 23—26, 2012
Wk #5	Classroom Training	Apr 30—May 3, 2012

CORE #217—May 14—June 14, 2012		
PC	Classroom Training	May 9—10, 2012
Wk #1	Classroom Training	May 14—17, 2012
Wk #2	Classroom Training	May 21—24, 2012
Wk #3	On-the-Job Training	May 28—31, 2012
Wk #4	Classroom Training	Jun 4—7, 2012
Wk #5	Classroom Training	Jun 11—14, 2012

PEP CORE—June 4—28, 2012		
PC	Classroom Training	May 30—31, 2012
Wk #1	Classroom Training	Jun 4—7, 2012
Wk #2	Classroom Training	Jun 11—14, 2012
Wk #4	Classroom Training	Jun 18—21, 2012
Wk #5	Classroom Training	Jun 25—28, 2012

CORE #209—July 11 - August 11, 2011		
PC	Classroom Training	Jul 6 - 7, 2011
Wk #1	Classroom Training	Jul 11 - 14, 2011
Wk #2	Classroom Training	Jul 18 - 21, 2011
Wk #3	On-the-Job Training	Jul 25 - 28, 2011
Wk #3	Classroom Training	Aug 1 - 4, 2011
Wk #5	Classroom Training	Aug 8 - 11, 2011

CORE #210—August 15 - September 15, 2011		
PC	Classroom Training	Aug 10 - 11, 2011

Wk #1	Classroom Training	Aug 15 - 18, 2011
Wk #2	Classroom Training	Aug 22 - 25, 2011
Wk #3	Classroom Training	Aug 29 - Sep 1, 2011
Wk #4	On-the-Job Training	Sep 5 - 8, 2011
Wk #5	Classroom Training	Sep 12 - 15, 2011

CORE #211 September 19 - October 20, 2011		
PC	Classroom Training	Sep 14 - 15, 2011
Wk #1	Classroom Training	Sep 19 - 22, 2011
Wk #2	Classroom Training	Sep 26 - 29, 2011
Wk #3	On-the-Job Training	Oct 3 - 6, 2011
Wk #4	Classroom Training	Oct 10 - 13, 2011
Wk #5	Classroom Training	Oct 17 - 20, 2011

CORE #212 October 3 - November 3, 2011 TULSA		
PC	Classroom Training	Sep 28 - 29, 2011
Wk #1	Classroom Training	Oct 3 - 6, 2011
Wk #2	Classroom Training	Oct 10 - 13, 2011
Wk #3	On-the-Job Training	Oct 17 - 20, 2011
Wk #4	Classroom Training	Oct 24 - 27, 2011
Wk #5	Classroom Training	Oct 31 - Nov 3, 2011

CORE #213 November 14 - December 15, 2011		
PC	Classroom Training	Nov 9 - 10, 2011
Wk #1	Classroom Training	Nov 14 - 17, 2011
Wk #3	On-the-Job Training	Nov 21 - 24, 2011
Wk #2	Classroom Training	Nov 28 - Dec 1, 2011
Wk #4	Classroom Training	Dec 5 - 8, 2011
Wk #5	Classroom Training	Dec 12 - 15, 2011

CORE # 213B December 12 - January 12, 2012 TULSA		
PC	Classroom Training	Dec 7-8, 2011
Wk #1	Classroom Training	Dec 12 - 15, 2011
Wk #2	Classroom Training	Dec 19 - 22, 2011
Wk #3	On-the-Job Training	Dec 26 - 29, 2011
Wk #4	Classroom Training	Jan 3 - 6, 2012
Wk #5	Classroom Training	Jan 9 - 12, 2012

CORE #214 January 9 - February 9, 2012		
Wk #1	Classroom Training	Jan 9 - 12, 2012
Wk #2	Classroom Training	Jan 17-20, 2012
Wk #3	On-the-Job Training	Jan 23 - 26, 2012
Wk #4	Classroom Training	Jan 30 - Feb 2, 2012
Wk #5	Classroom Training	Feb 6 - Feb 9, 2012

CORE #214B February 13- March 8, 2012 NO OJT		
Wk #1	Classroom Training	Feb 13 - 16, 2012
Wk #2	Classroom Training	Feb 21-24, 2012
Wk #4	Classroom Training	Feb 27 - Mar 1, 2012
Wk #5	Classroom Training	Mar 5 - 8 2012

CORE #215 February 27 - March 29, 2012		
Wk #1	Classroom Training	Feb 27 - Mar 1, 2012
Wk #2	Classroom Training	Mar 5 - 8, 2012
Wk #3	On-the-Job Training	Mar 12 - 15, 2012

Wk #4	Classroom Training	Mar 19 - 22, 2012
Wk #5	Classroom Training	Mar 26 - 29, 2012

CORE #215B March 12 - April 12, 2012 TULSA		
Wk #1	Classroom Training	Mar 12 - 15, 2012
Wk #2	Classroom Training	Mar 19 - 22, 2012
Wk #4	Classroom Training	Mar 26 - 29, 2012
Wk #3	On-the-Job Training	Apr 2 - 5, 2012
Wk #5	Classroom Training	Apr 9 - 12, 2012

CORE #216 April 2 - May 3, 2012		
Wk #1	Classroom Training	Apr 2 - 5, 2012
Wk #2	Classroom Training	Apr 9 - 12, 2012
Wk #3	On-the-Job Training	Apr 16 - 19, 2012
Wk #4	Classroom Training	Apr 23 - 26, 2012
Wk #5	Classroom Training	Apr 30 - May 3, 2012
HOT	HANDS ON TESTING	May 9 - 10, 2012

CORE #217 May 14 - June 14, 2012		
Wk #1	Classroom Training	May 14 - 17, 2012
Wk #2	Classroom Training	May 21 - 24, 2012
Wk #3	On-the-Job Training	May 28 - 31, 2012
Wk #4	Classroom Training	Jun 4 - 7, 2012
Wk #5	Classroom Training	Jun 11 - 14, 2012
HOT	HANDS ON TESTING	June 20 - 21, 2012

CORE #218 May 29 - June 28, 2012 runs into FY13		
Wk #1	Classroom Training	May 29, June 1, 2012
Wk #2	Classroom Training	Jun 4 - 7, 2012
Wk #4	Classroom Training	Jun 11 - 14, 2012
Wk #3	On-the-Job Training	Jun 18-21, 2012
Wk #5	Classroom Training	Jun 25 - 28, 2012
HOT	HANDS ON TESTING	July 2 -3, 2012