SUPERVISOR
& MENTOR
GUIDE
FY 2013
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Overview of CORE Training</td>
<td>2-6</td>
</tr>
<tr>
<td>Pre-CORE Activities</td>
<td>7-10</td>
</tr>
<tr>
<td>Structured Mentoring</td>
<td>11</td>
</tr>
<tr>
<td>Intensive Supervision for New CW Workers</td>
<td>12-14</td>
</tr>
<tr>
<td>CORE Training Content, OJT &amp; Friday Activities</td>
<td>15-20</td>
</tr>
<tr>
<td>Post-CORE Activities &amp; Hands-On Testing</td>
<td>21-23</td>
</tr>
<tr>
<td>Appendix A: Pre-CORE &amp; OJT Forms</td>
<td>24-46</td>
</tr>
<tr>
<td>Pre-CORE Checklist</td>
<td>25-26</td>
</tr>
<tr>
<td>Supervisor/Mentor Evaluation</td>
<td>27-28</td>
</tr>
<tr>
<td>Expectations of Professional Behavior</td>
<td>29</td>
</tr>
<tr>
<td>Learning Style Inventory</td>
<td>30-32</td>
</tr>
<tr>
<td>Friday Activities Checklists</td>
<td>33-35</td>
</tr>
<tr>
<td>OJT Activities Checklist</td>
<td>36</td>
</tr>
<tr>
<td>Worksheet for Supervised Visitation</td>
<td>37-38</td>
</tr>
<tr>
<td>Community Resource Directory</td>
<td>39</td>
</tr>
<tr>
<td>Court Hearings Worksheet</td>
<td>40-41</td>
</tr>
<tr>
<td>Case Transfer/Bridge Initial Meeting/Family Team Meeting Shadow</td>
<td>42</td>
</tr>
<tr>
<td>Assessment of Child in Placement</td>
<td>43</td>
</tr>
<tr>
<td>Independent Living Case Analysis</td>
<td>44</td>
</tr>
<tr>
<td>ICWA Case Analysis</td>
<td>45</td>
</tr>
<tr>
<td>Appendix B: Post-CORE Assessments &amp; Training</td>
<td>46-47</td>
</tr>
<tr>
<td>Post-CORE Activities Checklists</td>
<td>47-49</td>
</tr>
<tr>
<td>Mandatory Level Trainings</td>
<td>50-52</td>
</tr>
<tr>
<td>Probationary Period</td>
<td>53</td>
</tr>
<tr>
<td>Appendix C: FY 2013 Schedule</td>
<td>54-56</td>
</tr>
</tbody>
</table>
New Worker Competency Development, which includes CW CORE training, will be implemented in FY 2013. The Mission of the Child Welfare Training Section is to support and enhance the OKDHS Child Welfare workforce through training, mentoring and educational opportunities, to improve the safety, permanency and well-being outcomes for children and families involved in the Oklahoma Child Welfare system. Child Welfare New Worker Competency Development’s expected outcome is to have trained workers upon the successful completion of both CORE and Hands-On Testing. The plan includes:

- 4 weeks (minimum) of Pre-CORE activities;
- 4 weeks of classroom training;
- 2 weeks of On-the-Job training;
- Structured mentoring;
- Intensive Supervision; and
- Hands-On Testing of the worker’s knowledge and skills.

This “Guide for Supervisors and Mentors” will explain the New Worker Competency Development concept, outline what you can expect from the CW Training Section, and detail what is expected from you and your worker. Please review this Guide with your worker to ensure you, the worker and any assigned mentor understands the requirements of the activities and training.

Please note the FY 2013 Guide includes numerous additions and revisions to last year’s edition. For your convenience, these are listed in detail below:

- On page 4, under “Length”, the duration of CORE is now four weeks of classroom training with two weeks of OJT;
- On page 4, under “Timing”, note the workers now must be in their office a minimum of four weeks prior to attendance in CORE;
- On page 5, please note any participant with planned leave scheduled to occur during CORE must wait until the next CORE to begin training;
- On page 5, participants with absences from CORE may result in a participant having to complete training and Hands-On Testing with a subsequent CORE;
- On page 6, added significant information on the Overall Participant Evaluation and all of its components, including new responsibilities for the supervisors and mentors;
- On page 8, added new requirement to Pre-CORE activity #1 in the Understanding Substance
Abuse for Child Welfare Professionals Test (formerly part of OJT activities last FY);

- On page 8, added new requirements to Pre-CORE activity #4 for the new worker to enter collateral contact information and at least one collateral interview into KIDS;
- On page 9, added a new activity (#5) to ensure the supervisor and/or mentor introduces the new worker to important county stakeholders prior to attending CORE;
- On page 10, added a new requirement (#14) to have the supervisor identify the PP mentor and case for OJT during Pre-CORE to facilitate a more effective OJT shadowing experience;
- On page 10, added a new requirement (#16) for the worker to review and sign the CORE Expectations of Professional Behavior form;
- On page 12, noted the change that no worker can carry a caseload until after completion of training and passing of Hands-On Testing;
- On page 14, noted staff additions and changes for the CW Training Section;
- On page 18, added OJT activity #5, supervising family visitation in an ongoing case;
- On page 18, added OJT activities #6 & 7, shadowing on initial kinship walkthrough and accompanying a resource worker on visits to current or potential Bridge families;
- On pages 21-23, detailed new Post-CORE activities;
- On page 23, added information on the Hands-On Testing;
- On pages 25-26, revised the Pre-CORE checklist to include all Pre-CORE requirements (this eliminates the need for a separate Pre-CORE activities checklist);
- On page 29, added the required signature form Expectations of Professional Behavior;
- On pages 33-35, added the Friday Activities checklists for each Friday return weeks 1, 2 & 5;
- On page 36, revised the OJT Activities Checklist to reflect the newly added OJT activities discussed above;
- On pages 37-38, revised the Worksheet for Supervised Visitation to more accurately reflect information required in the KIDS screens;
- On pages 40-41, added a new Court Hearings Worksheet that reflects information required in KIDS screens;
- On pages 47-49, added Post-CORE Activities checklists – please note all activities must be completed and the checklist submitted before the worker can be admitted on the date of Hands-On Testing.
OVERVIEW OF CORE TRAINING

**Length:** Six weeks with a combination of classroom, KIDS, and structured 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 on the 5th Floor of the Skyline Building (Suite 5300) at 6128 E. 38th Street, Tulsa, OK 74135.

**Frequency:** SIXTEEN CORE Training sessions are offered in FY 13 in Norman and Tulsa; 10 in Norman and 6 in Tulsa (See FY 13 schedule on Pages 55-56).

**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 and is e-mailed out to the workers prior to CORE. Lodging will be secured for eligible participants by the Training 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 who attend CORE in Norman 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 FULL CASELOAD UNTIL AFTER THE WORKER SUCCESSFULLY COMPLETES CORE AND HANDS ON TESTING.

**Timing:** Beginning in FY 2013, all workers must have a minimum of four weeks Pre-CORE experience in their county office prior to attending CORE.

**Sequencing:** New workers must begin CORE Training in Module 1 and continue straight through until completion of training.

**Enrollment:** At the time the county receives a report date for a new CW Specialist, the CW Supervisor fills out the enrollment form located on-line at [http://www.ou.edu/cwtraining/core.htm](http://www.ou.edu/cwtraining/core.htm) and e-mails the completed enrollment form to ChildWelfareTraining@okdhs.org. 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 OKDHS staff from Children and Family Services Division and contracted trainers.

CORE Training Hours:
Monday – 9:00 a.m. to 4:30 p.m.
Tuesday & Wednesday – 8:00 a.m. to 4:30 p.m.
Thursday – 8:00 a.m. to 4:00 p.m.
Friday – Return to County office (see Staffing Notes and Friday Return Checklists for each module of training)

Attendance and Timeliness: Workers should plan to be on time and attend each day of CORE training. Tardiness creates a disruption and will be discussed with the worker’s superiors. Absences are approved by the Manager of the Training Section on a case by case basis.

Approval of Leave: Any leave requests will be directed to the worker’s supervisor for approval. Annual leave should not be approved during CORE Training. Any worker with planned leave will be required to wait until the next available CW CORE Training Session. Workers who miss any portion of CORE due to emergencies or other unforeseen circumstances may also have to wait until the next scheduled CORE group to attend training and to participate in Hands-On Testing.

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. Information regarding closing or delays will be listed as soon as a decision is made on our website www.ou.edu/cwtraining.

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 due to the importance of learned skills for which the worker will be responsible in Hands-On Testing.

Americans with Disabilities Act (ADA): If the participant has any special needs, please notify the Training Section of any requests for accommodation as soon as the worker begins employment with OKDHS and prior to initiation of pre-CORE activities.
Overall Participant Evaluation: All CORE participants will receive a summary of evaluation of their participation, as well as observation and testing of their acquired knowledge and skills. The Training Section will send out the participant evaluations two weeks after the worker has completed training and passed all components of Hands-On Testing. The overall participant evaluation will contain the following components and information:

- The Supervisor and Mentor evaluation for each participant filled out after completion of Pre-CORE activities;
- A behavioral summary, detailing each new worker’s overall level of participation and professionalism (including timeliness and respect demonstrated for trainers and fellow trainees);
- A summary of weekly performance on daily quizzes administered during CORE to test participants’ retention of the previous day’s content. Supervisors will receive quiz results for their worker after each week of training in order to help track the worker’s strengths and areas needing improvement during CORE. **The CORE coordinator will send out quiz results to participants and their supervisors after each week of CORE, to be discussed with the worker during Friday return staffing;**
- Performance on KIDS data entry activities (see above for more information);
- Performance on the comprehensive pre and post-test;
- Final Supervisor and Mentor evaluation, to be completed after Post-CORE shadowing activities and sent to the CORE coordinator prior to Hands-On Testing;
- Results of Hands-On Testing.

**PLEASE ADVISE YOUR WORKER THAT THIS EVALUATION WILL BE SENT AND INFORMATION CAN BE USED IN DETERMINING RECOMMENDATIONS ON PERMANENT STATUS. ALWAYS DISCUSS THE EVALUATION’S CONTENTS WITH THE WORKER.**
PRE-CORE TRAINING ACTIVITIES

Pre-CORE 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 Pre-CORE activities. Supervisors MUST ensure that new workers have an opportunity to do all the assigned activities.

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* (this video is available on-line at the following link: [http://www.ou.edu/cwtraining/core.htm](http://www.ou.edu/cwtraining/core.htm))

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 CORE 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. All workers will be trained comprehensively on the entire process of child welfare while in CORE. Specialized workers, as much as is possible, should not be informed of their area of work emphasis (CPS, PP, etc) until after the worker completes all of CORE training.

1. Log into LMS and complete the following:
   - The Pre-CORE Readings Test;
   - The training module on AFCARS;
   - The Understanding Substance Abuse for Child Welfare Professionals Test.

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. Complete CORE: Intro to Report Writing on-line course through the OUHSC Desire2Learn System. OUHSC will e-mail each worker with a unique user name, password and instructions on how to log in and complete this training. The worker will print the certificate of completion and submit to the CORE coordinator the first day of training.

4. 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. Please note: the purpose of the Pre-CORE activities is to have the worker observe the child welfare process “in order” as much as is possible. Therefore this should be their first shadowing experience and others should follow (for example, the worker should not attend a show cause hearing if he/she has not already shadowed on an investigation or assessment). We want to emphasize quality over quantity of shadowing experiences and assist the worker be more prepared for CORE training. We notice a significant difference in the preparation of trainees who have been exposed to certain processes (for example, the Assessment of Child Safety) versus those who have never seen them.

   - Accompany or “shadow” the mentor on a CPS investigation or assessment, observing as many interviews on that single referral as possible (it is preferable the worker be able to observe all the interviews), 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 mentor should closely assist the worker in completing the following:
     - Entering collateral contact information into KIDS;
     - Documenting at least one collateral interview.
   
   - 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 (5 through 11) *should only be completed 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.

5. The Supervisor or Mentor introduces the new worker to:
   - The juvenile judge(s) for their county;
   - The Assistant District Attorney(s) responsible for juvenile cases;
   - Law enforcement representatives who commonly work with child welfare;
   - Any other important stakeholders, such as a CASA director, ICW supervisor, etc.

6. Attend MDT (Multidisciplinary Team) meeting, and if possible observe staffing on a case the new worker has shadowed.

7. 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).

If no court-ordered removal occurs prior to the worker’s attendance at CORE, the mentor discusses the process as outlined above thoroughly, including differences in types of custody (protective, emergency, etc).

8. 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. For any court hearings attended, the worker fills out the *Court Hearings Worksheet* on pages 40-41. The mentor assists the worker with entering the hearings on KIDS.

9. If possible, observe at least one case transfer meeting (held at the time of transfer from CPS to PP or FCS), *after* observing the initial investigation and court processes. See *Case Transfer/Initial Meeting/FTM Shadow Form* on page 42.

10. 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 Visitation* on pages 37-38. The mentor assists the worker with documenting the visit in the appropriate screens in KIDS.

11. 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 39. 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.
12. Complete with their supervisor the *Learning Style Characteristics Inventory* on pages 31-32 (see also information and instruction on page 30).

13. 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 KIDS training during CORE. Completing this course on-line is a CORE requirement.

14. Assist the worker in locating a Permanency Planning mentor for OJT weeks during training and ensuring the mentor has identified the case the new worker will complete OJT activities on. If the case is identified at this time, worker visits, visits to service providers and (if possible) a Family Functional Assessment can be scheduled in advance to avoid any problems when the worker returns from training for their OJT shadowing.

15. Once all of the activities are completed, the supervisor and mentor:
   - Ensures the worker has checked the activities the worker was able to complete on the *Pre-CORE Training Checklist* on page 25-26 to turn in on the first day of CORE;
   - Provide the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form* on pages 27-28.

16. The worker reviews the CORE *Expectations of Professional Behavior* form on page 29 with the worker and discusses professional conduct while in training. The worker and supervisor sign and date the form. **The worker must submit the form with all other Pre-CORE documentation on the first day of training.**

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;
   - Use the Taskbars;
   - Open and operate in Explorer;
   - Locate OKDHS 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.

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

Why is it Important to Assign a Mentor? The quality of learning a new worker receives from Pre-CORE, OJT, and Post-CORE activities will depend greatly on the commitment of the mentor. The activities are not simply “busy work” but instead are designed to effectively prepare the worker for the content they will be exposed to in training, as well as the knowledge and skills assessed on the pre-post test and Hands-On Testing. The mentor and supervisor effectively become trainers of the worker before CORE, during OJT, on Friday returns and during Post-CORE shadowing.

How do I Choose a Mentor? 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. After CORE the worker is assigned a mentor based on that worker’s expected area of assignment (CPS, PP or Resources). 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.

What are the Qualifications Each Mentor Needs? 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.

What are the Mentor’s Responsibilities? The new worker will accompany the mentor on various work assignments. The mentor will observe the new worker gathering and documenting information, as well as the worker’s interactions with children, parents, court participants, etc. The mentor(s) will provide feedback of their observations of the new worker during Pre-CORE Activities on the Supervisor/Mentor Evaluation Form on pages 27 and 28.
INTENSIVE SUPERVISION FOR NEW CW WORKERS

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 several months thereafter.

BEFORE CORE

- Do not assign the new worker a caseload. **The worker must not receive a caseload until after successful completion of training and Hands-On Testing.**
- Review the Pre-Core and New Worker Development material with your new worker.
- Complete all activities on the Pre-CORE Checklist included in this guide on pages 25-26.
- 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 53), role of CORE Training in the probationary period, and the Overall Participant Evaluation (see page 6).
- Complete the Supervisor/Mentor Evaluation Form on pages 27 and 28.
- 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 and OJT activities with the worker, complete the comments section and sign required documentation forms.
- Assure that the worker turns in the completed Friday and OJT Activity assignment sheets with signatures to the CORE 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

- Review the Post-CORE shadowing activities with the worker and ensure all activities are completed. Sign and date the Post-CORE activities checklist.

- Review the worker’s performance on CORE quizzes, the pre-post test, and all Pre-CORE and OJT activities to determine areas needing improvement. Assisting the worker to address these need areas will be critical in preparation for Hands-On Testing.

- Complete the Post-CORE Supervisor/Mentor Evaluation.

- 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 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 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.

- 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.

- Reinforce knowledge. Help the worker draw on knowledge they have gained and apply it to specific cases.

AFTER WORKER PASSES HANDS-ON TESTING

- Upon successful completion of Hands-On Testing, the new worker is assigned a graduated caseload per the following schedule (Oklahoma Pinnacle Plan Point 3, Initiative 1):
  - 25 percent upon successful completion of CORE and Hands-On Testing;
  - 50 percent after six months of successful work; and
  - 100 percent after nine months of successful work.
• 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.

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Stephanie Whitener  Gandra Lovell         Misty Codrey
H.O.T. Coordinator   CORE Coordinator     CORE Coordinator
405-325-8593        405-325-9597           918-805-9223
Module 1

Day 1-4

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

- Discussion of 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.

- Considering the process of change and worker tasks in helping families through the process.

- Awareness of content and process issues in interviews.

- 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.

- 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.

- Tips for recognizing and reacting to potentially violent behavior and/or dangerous situations.

- Safety in the field and the workplace.

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

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

1. Review the worker’s interview documentation of the “Tammy” interview, provide feedback on information gathered and structure of documentation

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

3. Discuss with worker protocol when entering a potentially dangerous situation (including suspected meth lab). Discuss county protocol for joint response with law enforcement.

4. Initial, sign and date the Week 1 Friday Activities checklist on page 33. Each participant must present the checklist to the CORE Coordinator upon return to training.
Module 2

Day 1 - 4

- Discussion of initial CPS process: reception of referral and initial contact.
- Completing search and demographics, adding collaterals.
- Discuss upgrade of Reynolds case from Assessment to Investigation (guiding policies).
- 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:
   - Initial referral information, how the worker should prepare to go out to the home
   - 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.

4. Initial, sign and date the Week 2 Friday Activities checklist on page 34. Each participant must present the checklist to the CORE Coordinator upon return to training.
ON THE JOB (OJT) ACTIVITIES during Training (2 weeks)

OJT will not always fall in the same place within the CORE schedule due to Holidays and other scheduling conflicts

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. A complete set of instructions for the supervisor and new worker follows. The supervisor will sign-off on the successful completion of all activities and provide feedback on the participant’s work. 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: During Pre-CORE activities, the supervisor should have assigned 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. Shadow the mentor on or review a completed 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 43.

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*).


6. Shadow a worker on an initial kinship placement walkthrough. If this is not possible, the mentor discusses the process with the worker, including usage of applicable forms (initial agreement, house assessment, background check, references, etc).

7. Shadow a Bridge resource worker (adoptions and/or foster care) on a “field day,” when the resource worker will meet with multiple current or potential Bridge resource homes. The worker should be able to observe the resource worker conducting face to face contacts such as initial inquiries, resource family assessments, re-assessments, etc. **If activities 5 & 6 can be completed on the same day, this is certainly allowable and advisable to effectively utilize the worker’s time.**

8. If possible, observe a Bridge Initial Meeting and/or Family Team Meeting; see *Case Transfer/Initial Meeting/FTM Shadow Form* on page 42.


10. If schedule allows, attend a Dispositional Hearing. Mentor should assist the worker with entering the hearing results in the appropriate screen in KIDS. For any court hearings attended, the worker fills out the *Court Hearings Worksheet* on pages 40-41.

11. Attend a Court Review and/or Permanency Hearing. Mentor should assist the worker with entering the hearing results in the appropriate screen in KIDS. For any court hearings attended, the worker fills out the *Court Hearings Worksheet* on pages 40-41.

**Instructions to Supervisors/Mentors**

- Ensure the worker meets with their assigned mentor for PP activities the first day of OJT;
- 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, *Assessment of Child in Placement*, and *Court Hearings Worksheet* Forms. Provide feedback regarding observations and information collected during the visits to children and parents;
- Ensure the worker has indicated the activities the worker was able to complete on the *OJT Week Activities Checklist* (page 36) to submit upon return to training and attach a copy of all required OJT homework documentation; the new worker gives all forms to the CORE coordinator upon return to training.
Module 3 – Back to CORE

Day 1-4

- Initial foster care placements for the Reynolds children: requirements, policies, etc.
- Data entry of demographic information, work flow of case documentation in KIDS including Placement Provider Information Report, Child’s ISP and Change of Placement
- 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.
- Discussion of trauma and application of concepts to the case scenario.
- CW worker’s role in working with foster parents.
- The effect of multiple transitions as a result of out of home placements.
- Independent Living assessment and services.
- Purpose and documentation of worker contacts, providing for well being of children.
- Responding to inquiries from placement providers 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.

3. Initial, sign and date the Week 5 Friday Activities checklist on page 35. Each participant must present the checklist to the CORE Coordinator upon return to training.
Module 4

Day 1 - 4


- Process of case transfer.

- Purpose of child's visitation with family members, maintaining connections and documentation in KIDS.

- Safety assessment in Permanency Planning.

- Effective Family Functional Assessment and introduction to behavioral service planning as the foundation of casework intervention. Utilizing the FFA to guide decision making and critical thinking on areas of functioning which truly relate to safety threats.

- Guiding policies and process of Concurrent 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, defending service plans at Dispositional Hearing.

- Purposes and documentation of contacts with parents.

- Process of collaborative work with the Reynolds family, service providers and placements towards successful family reunification.

- 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.

- Referrals for services, entering referrals for CHBS in KIDS.

- Discussion of Trial Reunification, enter on KIDS.

- Alternate permanency plans when reunification is no longer feasible, initiation of Concurrent Planning activities.
POST-CORE ACTIVITIES (2 weeks)

Following completion of CORE, the new worker will have two weeks back in the office to complete Post-CORE activities. Post-CORE activities are the responsibility of the new worker’s immediate supervisor and mentor, who will follow a structured process in this guide for the assignment and review of all activities. Post-CORE activities are uniquely structured to maximize the new worker’s preparation for Hands-On Testing. On the first day the worker returns to the office after completion of CORE, the specialized worker may be informed of whether they will be in CPS, Permanency, etc. The majority of Post-CORE activities are arranged per area of specialization; however, some activities will incorporate a comprehensive focus. Comprehensive workers should complete the Post-CORE activities for Permanency.

It is vital to note that, in contrast to Pre-CORE and OJT activities, the worker now takes responsibility for completing the work with a mentor shadowing them (rather than vice versa). The mentor and supervisor will meet with the worker to process their interactions with children and families, as well as any accompanying documentation. The Post-CORE activities are listed in detail below by area of worker assignment.

CPS Assignment

1. The supervisor assigns the new worker a secondary assignment on at least one investigation and one assessment. As part of their responsibilities, the new worker completes:
   - At least two face to face child interviews;
   - At least two face to face interviews with a parent or guardian;
   - Documents all interviews in the appropriate KIDS screens;
   - The supervisor and mentor meet with the worker to give the new worker detailed and specific feedback on all work completed.

2. The supervisor pulls at least two (2) actual examples of completed Assessments of Child Safety. The example should be one that is well done, with safety threats noted, and the narrative fields for the six key questions should be documented in a way that makes identification of safety threats relatively clear. For each example, the supervisor provides the worker with the information documented in the narratives (but not the safety threats or decision), and asks the worker to:
   - Identify any safety threats (and identify the specific child or children the threat(s) apply to);
   - Make an overall safety decision (safe or unsafe) for each child identified in the AOCS.
   The supervisor then processes this activity with the worker, assisting with any needed clarification. This activity will assist the worker in preparation for Hands On Testing (and
more importantly for making safety decisions in the field), and should be repeated as needed
with a worker who is struggling with identification of safety threats and appropriate decision
making regarding safety.

3. In addition, the supervisor and mentor ensure the new worker has the opportunity to
complete the following activities:
   - Document a change of placement on KIDS;
   - Enter a court hearing on KIDS;
   - Enter a completed worker contact in KIDS.
   - The worker does not necessarily have to be present for these processes, but must have
     the information needed to document in KIDS.

**Permanency Planning or Comprehensive Assignment**

1. The supervisor assigns the new worker a secondary assignment on at least one Permanency
case (where the worker’s county has primary responsibility). Ideally this case would be a
relatively new case where the Family Functional Assessment has not been completed, and a
case that will be assigned to the new worker if/when the worker passes all components of
Hands-On Testing. As part of their responsibilities, the new worker completes:
   - A Family Functional Assessment interview with at least one parent and one child;
   - Utilizes all information gathered to document the complete the Family Functional
     Assessment on KIDS. If no Family Functional Assessment can be scheduled for the
     worker, the supervisor and/or mentor communicate with nearby counties (within a 50
     mile radius) to schedule and complete this activity on a case in the nearby county;
   - A worker visit with a child, utilizing the contact guide, and documents on KIDS.

2. The supervisor pulls at least two (2) actual examples of completed Assessments of Child
Safety. The example should be one that is well done, with safety threats noted, and the
narrative fields for the six key questions should be documented in a way that makes
identification of safety threats relatively clear. For each example, the supervisor provides the
worker with the information documented in the narratives (but not the safety threats or
decision), and asks the worker to:
   - Identify any safety threats (and identify the specific child or children the threat(s)
     apply to);
   - Make an overall safety decision (safe or unsafe) for each child identified in the
     AOCS.

The supervisor then processes this activity with the worker, assisting with any needed
clarification. This activity will assist the worker in preparation for Hands On Testing (and
more importantly for making safety decisions in the field), and should be repeated as needed
with a worker who is struggling with identification of safety threats and appropriate decision making regarding safety.

3. In addition, the supervisor and mentor ensure the new worker has the opportunity to complete the following activities:
   - Document a change of placement on KIDS;
   - Enter a court hearing on KIDS;
   - Enter a completed worker contact in KIDS.
   - The worker does not necessarily have to be present for these processes, but must have the information needed to document in KIDS.

**Bridge Resource (Foster Care or Adoptions) Assignment**

1. The supervisor assigns a secondary assignment on at least one kinship or other Bridge resource. Minimally the worker:
   - Completes the initial home visit, walkthrough, and/or re-assessment. Particular opportunity should be sought where the worker may need to address concerns in a home; such as a policy violation or similar issue.
   - Completes all written documentation required, including applicable KIDS screens.

2. The supervisor pulls at least two (2) actual examples of completed Assessments of Child Safety. The example should be one that is well done, with safety threats noted, and the narrative fields for the six key questions should be documented in a way that makes identification of safety threats relatively clear. For each example, the supervisor provides the worker with the information documented in the narratives (but not the safety threats or decision), and asks the worker to:
   - Identify any safety threats (and identify the specific child or children the threat(s) apply to);
   - Make an overall safety decision (safe or unsafe) for each child identified in the AOCS.

The supervisor then processes this activity with the worker, assisting with any needed clarification. This activity will assist the worker in preparation for Hands On Testing (and more importantly for making safety decisions in the field), and should be repeated as needed with a worker who is struggling with identification of safety threats and appropriate decision making regarding safety.

3. In addition, the supervisor and mentor ensure the new worker has the opportunity to complete the following activities:
   - Document a change of placement on KIDS;
- Enter a court hearing on KIDS;
- Enter a completed worker contact in KIDS.
- The worker does not necessarily have to be present for these processes, but must have the information needed to document in KIDS.

Each worker, regardless of assignment, must bring a completed and signed Post-CORE checklist according to their assignment (see pages 47-49) in order to be admitted for Hands-On Testing.

**HANDS-ON TESTING**

As part of the process of preparing to receive a caseload, each worker must successfully complete both their CORE training and pass the Hands-On Testing. Two weeks after the conclusion of CORE, participants will return to the training site to complete testing. The Hands-On Testing will test skills the participants have had opportunity to observe, discuss and practice during Pre-CORE, OJT and Post-CORE activities as well as in the training room during CORE. These skills include one on one interviewing of children and adults, documentation of interview information, assessing safety and service needs, and documenting case processes in the KIDS system.

The CW Training Section will ensure each participant and their supervisor receives detailed information on the testing and the competencies expected to receive a passing grade. Once a worker passes all components of the Hands-On Testing, that worker can be assigned a caseload (please see page 13, After Worker Passes Hands-On Testing, for graduated caseload assignment schedule). All FY 2013 dates for Hands-On Testing are listed along with the FY 2013 CORE schedule on pages 55.
Appendix A: Pre-CORE, OJT & Friday Staffing Forms
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.

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

Prior to attending CORE Training assign the following:

<table>
<thead>
<tr>
<th>Prior to attending CORE Training assign the following:</th>
<th>Worker’s Initials</th>
<th>Supervisor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read specified sections of the OKDHS Child Welfare Practice Model Guide</td>
<td></td>
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<tr>
<td>2. Read the selected articles from ACTION for Child Protection</td>
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<tr>
<td>3. Read Domestic Violence</td>
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<td>4. Read Bridges Out Of Poverty</td>
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<tr>
<td>5. Review the video: Prenatal Drug Exposure</td>
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<td>6. Review the video: Coping with Fetal Alcohol Syndrome in Foster and Adoptive Children</td>
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<tr>
<td>7. Review the video: Ethics in Child Welfare</td>
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<tr>
<td>8. Completed the Pre-CORE Reading test on LMS</td>
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<tr>
<td>9. Completed the LMS training on AFCARS</td>
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<tr>
<td>10. Completed Understanding Substance Abuse for Child Welfare</td>
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</tbody>
</table>
Professionals Test on LMS

11. Completed Module 1 and 2 Policy Searches
12. Completed CORE: Intro to Report Writing on-line training

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, open and operate Explorer   |
| 3. How to locate OKDHS Policy in Explorer               |
| 4. How to locate & use forms & templates in Explorer    |
| 5. Performs basic Word functions of cut & paste, save as, spell check and printing |
| 6. Completed the Introduction to KIDS on-line training  |

Complete the following Pre-CORE activities:

| 1. The new worker was assigned a CPS mentor.           |
| 2. Shadowed the CPS mentor on a CPS investigation or assessment; observed all interviews (or as many as possible). |
| 3. Entered collateral contact information and at least one collateral interview in KIDS. |
| 4. Completed the Assessment of Child Safety, discussed with mentor and supervisor. |
| 5. Introduced to important county stakeholders, including juvenile judge(s), assistant district attorney(s), law enforcement, etc. |
| 6. Attended Multidisciplinary Team (MDT) meeting.     |
| 7. Observed (or thoroughly discussed) removal process. |
| 8. Attended Show Cause Hearing (and if possible, Adjudication). |
| 10. Observed parent/child visit held early in the life of a case. |
| 11. Documented any services recommended in shadowed cases, contacted providers and documented on Resource Directory. |
| 12. Completed the Learning Style Characteristics Inventory. |
| 13. New worker was assigned a PP mentor for OJT activities and informed of the case they will shadow on during OJT. |
| 14. Reviewed and signed the CORE Expectations of Professional Behavior form. |
| 15. Supervisor and mentor completed the Supervisor/Mentor Evaluation Form, signed and review with worker |

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.
Supervisor and Mentor Evaluation Form
To be filled out after completion of Pre-CORE activities. Submitted the first day of CORE.

Based on review of the worker’s Pre-CORE 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):

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

1. Comments on Areas Needing Improvement (mandatory).
_________________________________________________________________________
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2. List areas of strength noted for the new worker.
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_________________________________________________________________________
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_________________________________________________________________________
3. List areas the new worker should seek to develop while in training.
_________________________________________________________________________
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Mentor Evaluation
(Rate the new worker’s observed skills and conduct according to the following: Area Needing Improvement (ANI), Adequate, and Excellent):

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

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.
Expectations of Professional Behavior

While attending CORE training, I understand I am considered on duty and will be expected to meet standards of appropriate dress and conduct myself in a professional manner. This includes, but is not limited to: reporting to class on time, participating in class activities and discussions, and following OKDHS dress code. Trainers and coordinators will discuss use of cell phone and I will follow their directives regarding personal calls, texting, etc. I understand training staff will contact my supervisor and County Director regarding any problems with participants. I further understand misconduct or unprofessional behavior may result in corrective action or discharge from employment.

Employee Signature  
Date

Supervisor Signature  
Date

County Director Signature  
Date
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.

<table>
<thead>
<tr>
<th></th>
<th>When I try to concentrate...</th>
<th>When I visualize...</th>
<th>When I talk with others...</th>
<th>When I contact people...</th>
<th>When I see an acquaintance...</th>
<th>When I relax...</th>
<th>When I read...</th>
<th>When I spell...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I grow distracted by clutter or movement, and I notice things around me other people don’t notice.</td>
<td>I get distracted by sounds, and I attempt to control the amount and type of noise around me.</td>
<td>I become distracted by commotion, and I tend to retreat inside myself.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>I see vivid, detailed pictures in my thoughts.</td>
<td>I think in voices and sounds.</td>
<td>I see images in my thoughts that involve movement.</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>I find it difficult to listen for very long.</td>
<td>I enjoy listening, or I get impatient to talk myself.</td>
<td>I gesture and communicate with my hands.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>I prefer face-to-face meetings.</td>
<td>I prefer speaking by telephone for serious conversations.</td>
<td>I prefer to interact while walking or participating in some activity.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>I forget names but remember faces, and I tend to replay where we met for the first time.</td>
<td>I know people’s names and I can usually quote what we discussed.</td>
<td>I remember what we did together and I may almost “feel” our time together.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6.</td>
<td>I watch TV, see a play, visit an exhibit, or go to a movie.</td>
<td>I listen to the radio, play music, read, or talk with a friend.</td>
<td>I play sports, make crafts, or build something with my hands.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I like descriptive examples and I may pause to imagine the scene.</td>
<td>I enjoy the narrative most and I can almost “hear” the characters talk.</td>
<td>I prefer action-oriented stories, but I do not often read for pleasure.</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>I envision the word in my mind or imagine what the word looks like when written.</td>
<td>I sound out the word, sometimes aloud, and tend to recall rules about letter order.</td>
<td>I get a feel for the word by writing it out or pretending to type it.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Visual:</td>
<td>Auditory:</td>
<td>Tactile/Kinesthetic:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. When I do something new...</td>
<td>I seek out demonstrations, pictures, or diagrams.</td>
<td>I want verbal and written instructions, and to talk it over with someone else.</td>
<td>I jump right in to try it, keep trying, and try different approaches.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. When I assemble an object...</td>
<td>I look at the picture first and then, maybe, read the directions.</td>
<td>I read the directions, or I talk aloud as I work.</td>
<td>I usually ignore the directions and figure it out as I go along.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. When I interpret someone's mood...</td>
<td>I examine facial expressions.</td>
<td>I rely on listening to tone of voice.</td>
<td>I focus on body language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. When I teach other people...</td>
<td>I show them.</td>
<td>I tell them, write it out, or I ask them a series of questions.</td>
<td>I demonstrate how it is done and then ask them to try.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Friday Activities Checklist – Week 1  
(To be completed and submitted to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor reviewed the worker’s “Tammy” interview summary completed during week 1 of CORE, provided feedback on information gathered and structure of the worker’s documentation</td>
<td></td>
</tr>
<tr>
<td>2. Observed a forensic interview (or discussed the process with a forensic interviewer)</td>
<td></td>
</tr>
<tr>
<td>3. Supervisor discussed with worker county protocol for when to utilize a forensic interviewer</td>
<td></td>
</tr>
<tr>
<td>4. Supervisor discussed with worker protocols for potentially dangerous situations, including meth labs</td>
<td></td>
</tr>
<tr>
<td>5. Supervisor discussed with worker county protocol for joint response with law enforcement during investigations</td>
<td></td>
</tr>
</tbody>
</table>

Participants (with their supervisor) should complete all activities above. For any activities not completed, please provide explanation below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This completed checklist must be completed and signed by the supervisor and participant.

SUPERVISOR/DATE ________________  PARTICIPANT/DATE ________________
### Friday Activities Checklist – Week 2
(To be completed and submitted to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor staffed Reynolds referral with the worker and discussed, at minimum, the following:</td>
<td></td>
</tr>
<tr>
<td>• How the worker should prepare for initial contact with the family, including review of report and relevant history</td>
<td></td>
</tr>
<tr>
<td>• How to discover relevant cultural issues</td>
<td></td>
</tr>
<tr>
<td>• Identified safety threats and why removal was necessary</td>
<td></td>
</tr>
<tr>
<td>• Cases meeting heinous and shocking definition</td>
<td></td>
</tr>
<tr>
<td>• Joint response with Tribal child welfare</td>
<td></td>
</tr>
<tr>
<td>2. Supervisor reviewed the worker’s completed DA summary on the Reynolds case, provided specific feedback</td>
<td></td>
</tr>
<tr>
<td>3. Discussed with supervisor/mentor and/or resource worker what placements might be available for children the age and gender of</td>
<td></td>
</tr>
<tr>
<td>the Reynolds children, found out if shelter is available in the county, discussed other options when no placement is available</td>
<td></td>
</tr>
<tr>
<td>4. Staffed with supervisor services that may be available to assist the family, contacted providers to find out what is specifically</td>
<td></td>
</tr>
<tr>
<td>offered, added information to the Community Resource Directory</td>
<td></td>
</tr>
<tr>
<td>5. Supervisor discussed with worker expected dress, conduct and etiquette of the courtroom(s) and judge(s) in their county</td>
<td></td>
</tr>
</tbody>
</table>

Participants (with their supervisor) should complete all activities above. For any activities not completed, please provide explanation below:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

This completed checklist must be completed and signed by the supervisor and participant.

__________________________________________________________________________

SUPERVISOR/DATE ___________________________________________________________________________

PARTICIPANT/DATE ___________________________________________________________________________
Friday Activities Checklist – Week 5
(To be completed and submitted to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th></th>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Worker staffed the Reynolds case with supervisor, discussed at minimum:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Current children’s situations and noted issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Needed services for each child based on their development, behavior, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supervisor or mentor assisted worker with finding services available in the county (e.g., SoonerStart)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Worker contacted the providers to find out about what the providers offer, added information to the <em>Community Resource Directory</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussed visitation planning and what a visitation plan for the Reynolds case might look like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussed Reasonable and Active Efforts, including what this might look like if ICWA does not apply to all children</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Worker determined if CASA (Court Appointed Special Advocate) is active in their county, if so, discussed role and relationship with CASA, met with CASA director or one of the volunteers</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Supervisor or mentor discussed Independent Living services and how these can be helpful to youth in custody</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Supervisor discussed Bridge and specific county protocols regarding Bridge</td>
<td></td>
</tr>
</tbody>
</table>

Participants (with their supervisor) should complete all activities above. For any activities not completed, please provide explanation below:

_________________________________
_________________________________
_________________________________
_________________________________

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 to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned a PP Mentor</td>
<td></td>
</tr>
<tr>
<td>2. Shadowed the mentor in completing a Family Functional Assessment and Individualized Service Plan, or reviewed an FFA and ISP on an ongoing Permanency case, discussed with supervisor and/or mentor</td>
<td></td>
</tr>
<tr>
<td>3. Visited with service providers working with the family on the case from activity #2 above, added information to the <em>Community Resource Directory</em></td>
<td></td>
</tr>
<tr>
<td>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 <em>Assessment of Child in Placement</em></td>
<td></td>
</tr>
<tr>
<td>5. Shadowed a worker on a visit to a parent(s) on the case reviewed, completed Face-to-Face Contact Guide</td>
<td></td>
</tr>
<tr>
<td>6. Assisted in supervising a parent-child visitation on the case reviewed, completed <em>Worksheet for Supervised Visitation</em></td>
<td></td>
</tr>
<tr>
<td>7. Shadowed a worker on an initial kinship walkthrough (or if this was not possible, mentor discussed the process, including all applicable forms)</td>
<td></td>
</tr>
<tr>
<td>8. Shadowed a Bridge resource worker on a field day</td>
<td></td>
</tr>
<tr>
<td>9. Observed a Bridge Initial Meeting and/or a Family Team Meeting</td>
<td></td>
</tr>
<tr>
<td>10. Completed at least one Independent Living Case Analysis</td>
<td></td>
</tr>
<tr>
<td>11. Completed at least one ICWA Case Analysis</td>
<td></td>
</tr>
<tr>
<td>12. Attended Dispositional Hearing, completed the <em>Court Hearings Worksheet</em></td>
<td></td>
</tr>
<tr>
<td>13. Attended a Court Review and/or Permanency Hearing, completed the <em>Court Hearings Worksheet</em></td>
<td></td>
</tr>
</tbody>
</table>

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
Worksheet for Supervised Visitation between Parents and Children

1. Visitation Start Date: _____________________________________________________

2. Visitation End Date: _____________________________________________________

3. Visitation Location: ______________________________________________________

4. Supervision Type (circle one):
   
   Supervised

   Non-Supervised

5. Supervised By: _________________________________________________________

6. Participants (Client/Collateral, use first names only on this form):
   
   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

7. Participants (Non-client/Non-collateral, use first names only on this form):
   
   _____________________________________________________________

   _____________________________________________________________

   _____________________________________________________________

8. Purpose (circle one):
   
   a. Visitation Event – Cancelled
   
   b. Visitation Event – No Show
   
   c. Visitation Event – Scheduled
   
   d. Visitation Event - Sibling

9. Comments: (Instructions to Staff – When supervising a visitation, the Supervisor/Monitor of the visit should be aware of identified safety threats within the family. Prior to entering the visit, the Supervisor/Monitor should have a plan for what activities will occur during the visit that will help the parent utilize learned skills and demonstrate changes in behaviors that contributed to the safety threats. Additionally, the monitor should have the ability to mentor the parent and document what efforts were made by the parent during the visit including, if any, behavioral changes that were identified. Use the comments section below to detail how this was accomplished, as well as specific family interactions observed during the visit.)

   _____________________________________________________________
10. Connections-parent/siblings/family/important people:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
COMMUNITY RESOURCE DIRECTORY

To be submitted the last week of CORE

<table>
<thead>
<tr>
<th>Agency Name &amp; Address</th>
<th>Signature of Contact Person</th>
<th>Phone</th>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

ONLY LIST RESOURCES YOU HAVE VISITED.
# Court Hearings Worksheet

1. **Hearing Info:**
   a. Hearing/Review Type (circle all that apply):
      i. Adjudicatory
      ii. Court Review
      iii. Dispositional
      iv. Emergency Custody (Show Cause)
      v. Guardianship
      vi. Good Cause (ICWA)
      vii. Mental Health Commitment
      viii. Placement Hearing
      ix. Pre-Trial
      x. Pre-Trial-Child’s
      xi. Reinstatement/Parental Rights Preliminary
      xii. Reinstatement of Parental Rights Hearing
      xiii. Termination

2. **Notifications/Parties:**
   a. Was notification provided to the Tribe (circle one):
      Yes  No  N/A

3. **Hearing Results** (Instructions to Staff: Please identify participants by their role in the case; for example Natural Mother, Child, etc…do NOT use last names)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. At this hearing, did adjudication occur (circle one)?
   Yes  No

5. At this hearing, did termination of parental rights occur (circle one)?
   Yes  No
6. Findings (Recommended by the CW worker on the Report to DA or Progress Report – circle any that apply):
   a. Active Efforts Made to Reunite - ICWA
   b. Active Efforts Made to Prevent Removal - ICWA
   c. Active Efforts to Reunite Failed – ICWA
   d. Contrary to Welfare
   e. Efforts to Reunite Failed
   f. IL. Appropriate Services Provided
   g. Reasonable Efforts for Alternate Perm. Plc
   h. Reasonable Efforts Made to Prevent Removal
   i. Reasonable Efforts are Not Required
   j. Reasonable Efforts Made to Reunite
   k. Reasonable Efforts to Achieve Permanency
   l. Youth Not Capable of Receiving Services (IL)

7. Findings (Judicial):
   a. Different
   b. No Judicial Finding
   c. Same
   d. Other

   Yes
   No

9. Is CASA assigned to the case?
   Yes
   No

10. Is a Guardian assigned to the case?
    Yes
    No

11. Next Hearing/Review Type: (Please see list from #1 above)
___________________________________________________________________________

12. Next Hearing/Review Date & Time: ________________________________
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):

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix B:  
Post-CORE Forms & Training
## Post-CORE Activities Checklist – CPS Assignment
(Must be completed and submitted to the CORE Coordinator upon return for Hands-On Testing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned secondary on one investigation and one assessment</td>
<td></td>
</tr>
<tr>
<td>2. On the assigned cases, completed (at a minimum) the following</td>
<td></td>
</tr>
<tr>
<td>tasks:</td>
<td></td>
</tr>
<tr>
<td>• At least two face to face child interviews;</td>
<td></td>
</tr>
<tr>
<td>• At least two face to face interviews with a parent or guardian;</td>
<td></td>
</tr>
<tr>
<td>• Documentation of all completed interviews in the appropriate KIDS screens.</td>
<td></td>
</tr>
<tr>
<td>3. Provided with at least two (2) example Assessments of Child Safety, worker completed the following:</td>
<td></td>
</tr>
<tr>
<td>• Correctly identified safety threats for all children;</td>
<td></td>
</tr>
<tr>
<td>• Correctly made a safety decision for each child.</td>
<td></td>
</tr>
<tr>
<td>4. Documented a change of placement on KIDS</td>
<td></td>
</tr>
<tr>
<td>5. Entered a court hearing in KIDS</td>
<td></td>
</tr>
<tr>
<td>6. Entered a completed worker contact in KIDS</td>
<td></td>
</tr>
<tr>
<td>7. Supervisor and mentor provided detailed and specific feedback on all activities, provided additional assistance where worker appeared to struggle</td>
<td></td>
</tr>
</tbody>
</table>

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

___________________________________  _____________________________________
SUPERVISOR/DATE                        PARTICIPANT/DATE
### Post-CORE Activities Checklist – PP or Comprehensive Assignment
(Must be completed and submitted to the CORE Coordinator upon return for Hands-On Testing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned secondary on one Permanency case (ideally a relatively new case needing a completed FFA) with court involvement in the worker’s county</td>
<td></td>
</tr>
<tr>
<td>2. On the above assigned case, completed at minimum the following:</td>
<td></td>
</tr>
<tr>
<td>- A Family Functional Interview with at least one parent and one child;</td>
<td></td>
</tr>
<tr>
<td>- Utilized all information gathered to document the complete Family Functional Assessment on KIDS. If no Family Functional Assessment can be scheduled for the worker, the supervisor and/or mentor communicated with nearby counties (within a 50 mile radius) to schedule and complete this activity on a case in the nearby county;</td>
<td></td>
</tr>
<tr>
<td>- A worker visit with a child, utilized the contact guide, and documented on KIDS</td>
<td></td>
</tr>
<tr>
<td>3. Provided with at least two (2) example Assessments of Child Safety, worker completed the following:</td>
<td></td>
</tr>
<tr>
<td>- Correctly identified safety threats for all children; Correctly made a safety decision for each child.</td>
<td></td>
</tr>
<tr>
<td>4. Documented a change of placement on KIDS</td>
<td></td>
</tr>
<tr>
<td>5. Entered a court hearing in KIDS</td>
<td></td>
</tr>
<tr>
<td>6. Entered a completed worker contact in KIDS</td>
<td></td>
</tr>
<tr>
<td>7. Supervisor and mentor provided detailed and specific feedback on all activities, provided additional assistance where worker appeared to struggle</td>
<td></td>
</tr>
</tbody>
</table>

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

___________________________________  ___________________________________
SUPERVISOR/DATE                    PARTICIPANT/DATE
### Post-CORE Activities Checklist – Bridge Resource Assignment

(Must be completed and submitted to the CORE Coordinator upon return for Hands-On Testing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned secondary on one kinship or other Bridge pre-resource and/or resource</td>
<td></td>
</tr>
<tr>
<td>2. On the above assigned resource, completed at minimum the following:</td>
<td></td>
</tr>
<tr>
<td>• Completed the initial home visit, walkthrough and/or re-assessment, addressed any concerns or issues noted</td>
<td></td>
</tr>
<tr>
<td>• Completed all written documentation, including applicable KIDS screens</td>
<td></td>
</tr>
<tr>
<td>3. Provided with at least two (2) example Assessments of Child Safety, worker completed the following:</td>
<td></td>
</tr>
<tr>
<td>• Correctly identified safety threats for all children;</td>
<td></td>
</tr>
<tr>
<td>• Correctly made a safety decision for each child.</td>
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<tr>
<td>4. Documented a change of placement on KIDS</td>
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<td>5. Entered a court hearing in KIDS</td>
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<td>6. Entered a completed worker contact in KIDS</td>
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<tr>
<td>7. Supervisor and mentor provided detailed and specific feedback on all activities, provided additional assistance where worker appeared to struggle</td>
<td></td>
</tr>
</tbody>
</table>

Participants should complete **all** of the above activities. This completed checklist must be completed and signed by the supervisor and participant.

___________________________________  _____________________________________
SUPERVISOR/DATE                        PARTICIPANT/DATE
MANDATORY SPECIALIZED WORKSHOPS

After successful completion of the six week CORE Training and Hands-On Testing, new workers will complete the Level I mandatory workshops within the next twelve months. Once the worker successfully completes CORE and Hands-On Testing, the CW Training Section will ensure the new worker is 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._

_OKDHS: 2-1-24 requires that a yearly development plan to develop employee knowledge and skills 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 as part of this plan._
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 any time 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 2013 Schedule
### CW CORE Training FY13

#### CORE #219 July 9th-Aug 16th, 2012 Large CW
- **Mod I**: Classroom Training July 9-12th, 2012
- **Mod II**: Classroom Training July 16-19th, 2012
- **OJT**: On-the-Job Training July 23-26th, 2012
- **OJT** On-the-Job Training July 30-Aug 2nd, 2012
- **Mod III**: Classroom Training Aug 6th-9th, 2012
- **Mod IV**: Classroom Training Aug 13-16th, 2012

#### CORE #220 July 23rd-Aug 30th, 2012 Small CW
- **Mod I**: Classroom Training July 23-26th, 2012
- **Mod II**: Classroom Training July 30-Aug 2nd, 2012
- **OJT**: On-the-Job Training Aug 6th-9th, 2012
- **OJT** On-the-Job Training Aug 13-16th, 2012
- **Mod III**: Classroom Training Aug 20th-23th, 2012
- **Mod IV**: Classroom Training Aug 27-30th, 2012
- **HOT**: Hands On Testing Sept 12-13, 2012

#### CORE #221 Aug 6th-Sept 13th, 2012 Tulsa
- **Mod I**: Classroom Training Aug 6th-9th, 2012
- **Mod II**: Classroom Training Aug 13-16th, 2012
- **Mod III**: Classroom Training Aug 20th-23th, 2012
- **OJT** On-the-Job Training Sept 4th-7th, 2012
- **Mod IV**: Classroom Training Sept 10th-13th, 2012

#### CORE #222 Sept 17th-Oct 25th, 2012 Large CW
- **Mod I**: Classroom Training Sept 17-20th, 2012
- **Mod II**: Classroom Training Sept 24-27th, 2012
- **Mod III**: Classroom Training Oct 1st-4th, 2012
- **OJT**: On-the-Job Training Oct 8-11th, 2012
- **OJT** On-the-Job Training Oct 15th-18th, 2012
- **Mod IV**: Classroom Training Oct 22-25th, 2012
- **HOT**: Hands On Testing Nov 7-8, 2012

#### CORE #222A Oct 1st-Nov 8th, 2013 Tulsa
- **Mod I**: Classroom Training Oct 1st-4th, 2012
- **Mod II**: Classroom Training Oct 7th-10th, 2012
- **OJT**: On-the-Job Training Oct 15th-18th, 2012
- **OJT** On-the-Job Training Oct 29-Nov 1st, 2012
- **Mod IV**: Classroom Training Nov 5-8th, 2012

#### CORE #223 Oct 22-Nov 29th, 2012 Small CW
- **Mod I**: Classroom Training Oct 22-25th, 2012
- **Mod II**: Classroom Training Oct 29-Nov 1st, 2012
- **Mod III**: Classroom Training Nov 5th-8th, 2012
- **OJT**: On-the-Job Training Nov 13-16th, 2012
- **OJT** On-the-Job Training Nov 19-22nd, 2012
- **Mod IV**: Classroom Training Nov 26-29th, 2012
- **HOT**: Hands On Testing Dec 12-13, 2012

#### CORE #224 Nov 13-Dec 20th, 2012 Tulsa
- **Mod I**: Classroom Training Nov 13-16th, 2012
- **OJT**: On-the-Job Training Nov 19-22nd, 2012
- **OJT** On-the-Job Training Nov 26-29th, 2012
- **Mod II**: Classroom Training Dec 3-6th, 2012
- **Mod III**: Classroom Training Dec 10-13th, 2012
- **Mod IV**: Classroom Training Dec 17-20th, 2012

#### CORE #225 Dec 10th-Jan 17th, 2013 Large CW
- **Mod I**: Classroom Training Dec 10th-13th, 2012
- **Mod II**: Classroom Training Dec 17th-20th, 2012
- **OJT**: On-the-Job Training Dec 24-27th, 2012
- **OJT** On-the-Job Training Dec 31-Jan 3rd, 2013
- **Mod III**: Classroom Training Jan 7th-10th, 2013
- **Mod IV**: Classroom Training Jan 14th-17th, 2013
- **HOT**: Hands On Testing Jan 30-31, 2013

#### CORE #226 Jan 7th-Feb 14th, 2013 Small CW
- **Mod I**: Classroom Training Jan 7th-10th, 2013
- **Mod II**: Classroom Training Jan 14th-17th, 2013
- **OJT**: On-the-Job Training Jan 21-24th, 2013
- **OJT** On-the-Job Training Jan 28th-Jan 31st, 2013
- **Mod III**: Classroom Training Feb 4th-7th, 2013
- **Mod IV**: Classroom Training Feb 11th-14th, 2013

#### CORE #227 Jan 28th-Mar 7th, 2013 Tulsa
- **Mod I**: Classroom Training Jan 28th-31st, 2013
- **Mod II**: Classroom Training Feb 4th-7th, 2013
- **OJT**: On-the-Job Training Feb 11th-14th, 2013
- **OJT** On-the-Job Training Feb 18th-Feb 21st, 2013
- **Mod III**: Classroom Training Feb 25th-28th, 2013
- **Mod IV**: Classroom Training Mar 4th-7th, 2013
- **HOT**: Hands On Testing Mar 20-21, 2013

#### CORE #228 Feb 25th-Apr 4th, 2013 Large CW
- **Mod I**: Classroom Training Feb 25th-28th, 2013
- **Mod II**: Classroom Training Mar 4th-7th, 2013
- **OJT**: On-the-Job Training Mar 11th-14th, 2013
- **OJT** On-the-Job Training Mar 18th-21th, 2013
- **Mod III**: Classroom Training Mar 25th-28th, 2013
- **Mod IV**: Classroom Training Apr 1-4th, 2013
- **HOT**: Hands On Testing Apr 17-18, 2013

#### CORE #229 Mar 18th-Apr 25th, 2013 Small CW
- **Mod I**: Classroom Training Mar 18th-21th, 2013
- **Mod II**: Classroom Training Mar 25th-28th, 2013
- **Mod III**: Classroom Training Apr 1-4th, 2013
- **Mod IV**: Classroom Training Apr 22-25th, 2013
- **HOT**: Hands On Testing May 8-9, 2013

#### CORE #229A Mar 25th-May 3rd, 2013 Tulsa
- **Mod I**: Classroom Training Mar 25th-28th, 2013
- **Mod II**: Classroom Training Apr 1-4th, 2013
- **Mod III**: Classroom Training Apr 8th-11th, 2013
- **OJT**: On-the-Job Training Apr 15th-18th, 2013
- **OJT** On-the-Job Training Apr 22-25th, 2013
- **Mod IV**: Classroom Training Apr 29th-May 3rd, 2013
- **HOT**: Hands On Testing May 15-16, 2013

#### CORE #230 Apr 15th-May 23rd, 2013 Tulsa
- **Mod I**: Classroom Training Apr 15th-18th, 2013
- **Mod II**: Classroom Training Apr 22-25th, 2013
- **OJT**: On-the-Job Training Apr 29th-May 3rd, 2013
- **OJT** On-the-Job Training May 6th-9th, 2013
- **Mod III**: Classroom Training May 13th-16th, 2013
- **Mod IV**: Classroom Training May 20th-23rd, 2013
- **HOT**: Hands On Testing Jun 5-6, 2013

Last Updated 9/10/2012 5:11 PM
<table>
<thead>
<tr>
<th>CORE #231</th>
<th>May 6th-June 13th, 2013</th>
<th>Large CW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod I</td>
<td>Classroom Training</td>
<td>May 6th-9th, 2013</td>
</tr>
<tr>
<td>Mod II</td>
<td>Classroom Training</td>
<td>May 13th-16th, 2013</td>
</tr>
<tr>
<td>OJT</td>
<td>On-the Job Training</td>
<td>May 20th-23rd, 2013</td>
</tr>
<tr>
<td>OJT</td>
<td>On-the-Job Training</td>
<td>May 28th-31st, 2013</td>
</tr>
<tr>
<td>Mod III</td>
<td>Classroom Training</td>
<td>June 3rd-6th, 2013</td>
</tr>
<tr>
<td>Mod IV</td>
<td>Classroom Training</td>
<td>June 10th-13th, 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE #232</th>
<th>May 20th-June 27th, 2013</th>
<th>Small CW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod I</td>
<td>Classroom Training</td>
<td>May 20th-23rd, 2013</td>
</tr>
<tr>
<td>Mod II</td>
<td>Classroom Training</td>
<td>May 28th-31st, 2013</td>
</tr>
<tr>
<td>OJT</td>
<td>On-the Job Training</td>
<td>June 3rd-6th, 2013</td>
</tr>
<tr>
<td>OJT</td>
<td>On-the-Job Training</td>
<td>June 10th-13th, 2013</td>
</tr>
<tr>
<td>Mod III</td>
<td>Classroom Training</td>
<td>June 17th-20th, 2013</td>
</tr>
<tr>
<td>Mod IV</td>
<td>Classroom Training</td>
<td>June 24th-27th, 2013</td>
</tr>
</tbody>
</table>