



TEXAS

**Department of Family
and Protective Services**

Child Protective Services

**CPS Mentor Program
Resource Guide**

November 2021

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CPS Mentor Program Overview

The Texas Child Protective Services Mentor Program matches new caseworkers with exceptional team members who are highly respected by staff, stakeholders, and clients, to acclimate new staff with the organizational goals of protecting children and strengthening families.

Mentoring can have a positive impact within the Department of Family and Protective Services. These collective relationships help to increase employee retention and increase engagement by fostering a positive collaborative culture. The full development of protégés do not rest solely on mentors; however, mentors and positive mentoring relationships are essential to creating a competent workforce within Child Protective Services.

The program's mission is to educate and develop competent staff that can engage, support, and empower families to ensure the safety, permanency, and well-being of children in the environment in which they live.



The purpose of the mentor program is to:

- Enhance learning for new staff and provide support during their transition to practice
- Improve performance through modeling and training by top performers
- Retain experienced veteran staff in a setting where their contributions are valued
- Impact the culture and the norms of the agency through continual collaboration
- Develop future leaders within the agency

The mentor program will:

- Build and sustain strong connections among coworkers and community partnerships

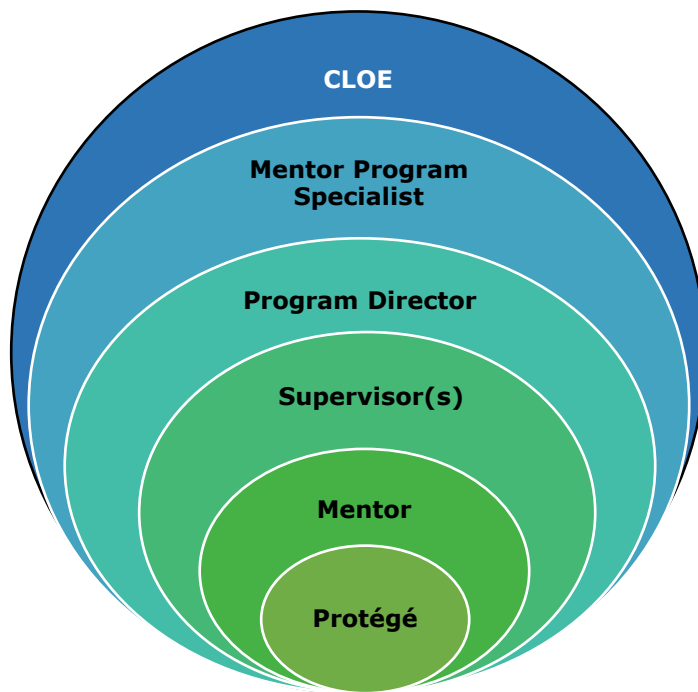
- Support a committed and stable workforce of exceptionally competent staff
- Promote high quality case work resulting in safer children and increased support for families.

Program Structure

Roles and Responsibilities

The formalized mentoring relationship begins within the first week a new employee (referred to as a protégé) begins their career with the Texas Department of Family and Protective Services and lasts until the protégé demonstrates the basic skills and knowledge of the competencies needed for Child Protective Services casework. It is anticipated that the formalized mentoring relationship will foster a long-term informal relationship between the mentor and protégé.

Throughout CPD, the protégé is supported using a team approach. The following diagram features the different staff members involved in this process, including the mentor, supervisors, program directors, mentor program specialist and CLOE staff supporting and guiding the protégé during their training period.



The following lists many of the roles and responsibilities assigned to the different training team members:

Protégé

- Abides by the Mentor/Protégé Working Agreement
 - Is responsible and accountable for engagement in the learning process
 - Completes tasks in a timely manner according to policy and best practice
 - Meets with the supervisor on a weekly basis to review Individualized Training Plan tasks and competency progress
 - Maintains open and ongoing communication with mentor, mentor program specialist, supervisor, and academy staff, asking for assistance as needed and notifies program and mentor program specialist if weekly supervisor meetings are not occurring
- Follows the Individualized Training Plan and is prepared to work with mentor or other team members after hours or on weekends in order to facilitate the learning process
- Maintains professionalism and abides by work rules; follows the training attendance policy and avoids missing any days during the training time



Mentor

- Assists with the development of protégés through multifaceted training activities
- Maintains open communication with the supervisor, mentor program specialist, and academy staff throughout the mentoring relationship providing input and observations to include any performance issues that may arise
- Abides by the Mentor/Protégé Working Agreement
- Models professionalism and positive attitude
- Utilizes the protégé`s Individualized Training Plan to guide the training process and assist the protégé in completing all designated tasks
- Provides guidance and direction on policy and best practices
- Provides educational, policy, practice, technical and professional support to staff at all levels
- Oversees and provides constructive feedback on casework practice and documentation
- Reinforces classroom learning with application and practice in the field
- Meets with the protégé and supervisor on a weekly basis to provide feedback on protégé`s progress
- Participates in program evaluation and mentor support group meetings



- Allows the protégé to accompany the mentor when they are on-call and on planned after-hours and weekend work-related activities
- Participates in any Center for Learning and Organizational Excellence/Supervisor scan calls/meetings regarding the protégé`s progress or lack thereof
- If an extension of training is needed for the protégé, the mentor remains assigned to the protégé until completion of all training requirements to be certified as case assignable. See [Appendix B: Requirements for an Extension](#)

Program Supervisor

- Develops the Individualized Training Plan in collaboration with the mentor and protégé
- Observes the protégé in the field on at least one case
- Maintains weekly contact with the mentor to review progress of the protégé's training and development
- Maintains weekly formalized check-ins with the protégé and mentor, utilizing the Individualized Training Plan to
 - a. Ensure tasks on the Individualized Training Plan are accomplished timely and thoroughly
 - b. Address any discrepancies or concerns noted as protégé gains competency in required areas
 - c. Document the weekly meetings and share information with protégé`s program director
- Is available to the protégé to answer questions and to help process and reinforce application of classroom learning
- Ensures protégé receives training needed to develop competencies
- Facilitates and arrange for protégé to have opportunities for open dialogue and observation with other stages of service
- Maintains open communication with the mentor program specialist and academy manager regarding any absences and/or concerns for the protégé and/or mentor
- Contacts program director, and other management staff to address any personnel action warranted (i.e. coaching, termination)
- Participates in any Center for Learning and Organizational Excellence/supervisor scan calls/meetings regarding the protégé`s progress or lack thereof
- If the mentor and protégé are in the same unit, the supervisor discusses mentoring and the protégé's progress in monthly worker/supervisor conferences with mentor. If the mentor and protégé are in different units or programs, the protégé's supervisor will contact the mentor's supervisor for feedback at least monthly during the training process. Information from the mentor's supervisor is just as critical as information from the mentor. This will help to ensure that the supervisors are communicating with each other to best evaluate and assess the protégé.
- Provides Program Director with a copy of the Individualized Training Plan weekly and provide updates on the mentor/protégé relationship during monthly conferences



- Ensures the fidelity of Mentor/Protégé Working Agreement, report any concerns regarding the mentor/protégé pairing or training process to Field Training Supervisor and include Field Training Supervisor in conferences, as needed, to address concerns
- Recruits staff for the mentor program based on knowledge of the employee's abilities
- Takes responsibility for their protégé's ongoing development, including teaching and modeling professionalism, policy/procedures, and best practice.
- Identifies the areas of a new caseworker's performance that need to be improved and provide coaching to support the caseworker's success. This is documented in the Individualized Training Plan and Competency Plan and Evaluation, as needed.
- Facilitates unit cohesion to provide a supportive learning environment
- Assists and approves Advanced Travel for necessary training in a timely manner to avoid protégé out-of-pocket costs
- Ensures the protégé has completed all the tasks in the Individualized Training Plan and Competency Plan and Evaluation, and all signatures and dates have been completed on all documentation, Center for Learning and Organizational Excellence training transcript is attached to the Competency Plan and Evaluation, and documentation is submitted in PDF format at two separate attached documents by email to the CPS Training Compliance mailbox: DFPS CPS Training Compliance DFPSCPSTrainingCompliance@dfps.texas.gov. If required, the Commercially Sexually Exploited Identification Tool (CSE-IT) and Community Based Care Individualized Training Plan are also attached as separate documents. These documents must be submitted to DFPS CPS Training Compliance DFPSCPSTrainingCompliance@dfps.texas.gov by 5pm the first business day after the completion of Field III
- If tasks are found to be incomplete, the Individualized Training Plan and Competency Plan and Evaluation are documented to ensure support to address competency deficiencies and an extension is documented prior to the end of Field III. An extension is requested by sending the Individualized Training Plan and Competency Plan and Evaluation document to the mentor program specialist for verification, and to extend mentor stipend pay an additional four weeks to allow competency issues to be resolved. The mentor program specialist then communicates with all parties involved. See [Appendix B: Requirements for an Extension](#).

Program Director

- Develops supervisors so that they are prepared to develop new staff (may include mentoring the supervisor by demonstrating how to ensure time/ability to train and develop new staff)
- Reassigns duties of the unit supervisor (*e.g. court appearances*) to enable them to spend time developing new staff, as needed

- Meets monthly with supervisor to ensure they are meeting supervisor responsibilities to the protégé, as outlined above. If they are not meeting responsibilities, work with them to develop a plan to ensure new employees receive development needed
- Is available to assist with training/development of new staff
- Reviews the Individualized Training Plan weekly to ensure that weekly supervisor/protégé/mentor meetings are occurring, supervisor is receiving weekly feedback from the mentor, learning objectives are being met and tasks completed, and that the documentation is sufficient to support the recommendation of mastery of competencies
- Ensures that the supervisor is participating in the Center for Learning and Organizational Excellence/Supervisor Check-in calls or Program Director participates in supervisor absence
- Confirms that the Individualized Training Plan is completed by the supervisor, not the mentor
- Makes certain that the supervisor is following mentor protocols as outlined in the Mentor Program Handbook and all concerns are addressed following proper protocol
- Verifies that supervisor has observed the protégé in client interactions in Field III on at least one case.
- Conducts the Competency Plan and Evaluation conference with protégé, mentor, and supervisor no later than the last week of Field III and ensures review of protégé transcript for completion of Core, Specialty, Field I, II, and III and certify Individualized Training Plan for completion of tasks before approval of Competency Plan and Evaluation. If Commercially Sexually Exploited Identification Tool (CSE-IT) and Community Based Care Individualized Training Plan are required, they are also reviewed. It is the Program Director's responsibility to review the Individualized Training Plan and Competency Plan and Evaluation for content and quality prior to approving the documents and signing the Competency Plan and Evaluation.
- Contacts program administrator and other management staff to address any personnel action warranted (i.e. coaching, termination)



Mentor Program Specialist

- Pairs qualified and certified mentors with protégés according to established guidelines

- Completes New Employee Orientation of new staff and facilitates transition of transfer employees into new designated program area
- Serves as the Mentor Champion:
 - Recruits, approves, and trains mentors
 - Pairs and tracks mentor/protégé assignments
 - Participates in observations of field activities with mentors, to verify understanding of job responsibilities, application of practice, and as an evaluation of mentor's ability to maintain an "expert" status regarding the Texas Child Protective Services Specialist Competencies
 - Organizes programs and activities in accordance with the mission and goals of the organization and the Mentor Program (e.g. mentor appreciation and recognition events, mentor spotlight)
 - Provides consistent and coach-like consultations with mentor and other program staff to provide support, address any issues and answer any protégé/mentor related questions
 - Supports program staff in coach-like interactions, encouraging the skill and leadership growth of all involved
- Serves as Mentor Pay Administrator
- Coordinates reset of the Department of Family and Protective Services Learning Station knowledge assessments, as needed
- Serves as an ongoing resource to supervisors and program directors in developing Individualized Training Plans and Ongoing Competency Plan and Evaluation and works in tandem to ensure Texas Child Protective Services Specialist Competencies are evaluated effectively and timely
- Tracks and maintains mentor training records, coordinates with regional chain of command regarding mentor training requirements or performance issues.
- Schedules and completes program staffing and/or conferences to track protégé performance and development
- Reviews the Individualized Training Plan and Competency Plan and Evaluation for consideration of extension, when protégé has not met competency expectations in any or all areas.
- If agreed upon, the mentor program specialist notifies all parties and extends mentor pay for a maximum of four additional weeks from the original Competency Plan and Evaluation date.

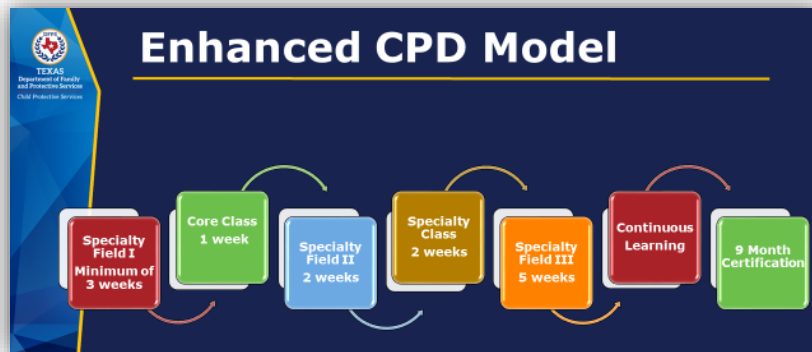


Center for Learning & Organizational Excellence (CLOE)



- Coordinates and facilitates Child Protective Services Professional Development (CPD) and Continuous Learning trainings, including those for certification
- Provides feedback to the supervisor and Mentor Program Specialist about strengths and areas of continued development of the protégé in support phone calls or in writing
- Supports online training through the Department of Family and Protective Services Learning Station, CAPPS, webinars, etc.
- Tracks and maintains protégé's Professional Development records
- Coordinates reset of the Department of Family and Protective Services Learning Station knowledge assessments, as needed
- Reviews the Individualized Training Plan and Competency Plan and Evaluation for completeness, which refers to the absence of blanks, the presence of all signatures and supporting documents (i.e. training transcripts, additional conference notes, etc.), and not for quality or content of the material, as this is the responsibility of the program director.
- Within 48 hours of receipt of signed, dated and completed Individualized Training Plan and Competency Plan and Evaluation, CLOE completes case assignability in the Learning Station and communicates successful completion of all requirements by email to program staff to achieve successful case assignability. If incomplete, the documents are returned within the same time period of 48 hours.
- Serves as liaison between Certification Specialist and new employee as they move from Specialist I to II.

CPS Professional Development Training Model



Protégé Participation in CPD

Child Protective Services Professional Development (CPD) encompasses the time from the protégé's onboarding until the protégé is deemed case assignable, including all field activities, classroom sessions, webinars, integrated seminars, technology labs, and scan calls. The training model is contingent on day-to-day practical training. Because each day of the curriculum builds on a different skill set, protégés must complete all assigned tasks in a specific order to successfully meet the goals of that skill set.

Field I, II and III Training

During field weeks of CPD, the mentor, through written, and/or verbal instructions and demonstrations, shares his/her knowledge and agency-specific skills with the new employee.

Throughout CPD, the protégé is paired with their mentor, and is expected to develop knowledge and skills development pertaining to the realistic job activities and responsibilities of casework. During the mentoring relationship, the protégé will begin by shadowing their assigned mentor, and will gradually transition into greater responsibilities on their mentor's cases. The protégé will be on-call with the mentor, and complete the tasks and activities as indicated on their Individualized Training Plan. In Field III, the protégé will be assigned two or three cases, in which they will complete tasks, as the mentor supports the application of learning through this activity. At the end of Field III, the protégé is assessed on their understanding and application of the Texas Child Protective Services Specialist Competencies through the Ongoing Competency Plan and Evaluation.

If at any time during the training process the supervisor, mentor, or protégé express concerns about the competency progress of the protégé as described on the Individualized Training Plan, a conference may be requested by any of these parties. The conference should also include the following: mentor, supervisor, mentor program specialist, and other staff as it pertains to the concern (i.e. program director, Center for Learning and Organizational Excellence trainer, Academy manager, protégé, or others)



Please Note: Any concerns identified should not be held for discussion until the end of the training term but addressed as they arise.

CPD Classroom Training

Classroom training curriculum and facilitation will consist of technology systems, Core foundational topics, and stage of service Specialty training. These will be facilitated by CLOE trainers, and it may be necessary for the protégé to travel to attend. During each week of training, the protégé will be required to successfully complete various activities and a knowledge assessment on the information presented.

Participation in Child Protective Services Professional Development (CPD) is considered hours worked; protégés are expected to report to class at the appointed time and complete all of their scheduled classroom hours. The standard work week for protégés in classroom training is 8 a.m. to 5 p.m., Monday through Friday, for a total of 40 hours weekly, not including any travel that may be necessary for attendance. The protégé should not work additional hours before or after class, to ensure new staff have the opportunity to engage, fully participate and process the information presented in classroom learning. Please see CLOE Handbook: http://intranet.dfps.txnet.state.tx.us/Handbooks/CLOE_Training/Files/CLOE_pg_6000.asp#CLOE_6000

Ongoing Competency Plan and Evaluation and Plan and Case Assignability

Before a protégé can be case assignable, the protégé must complete all training requirements and achieve a successful understanding and application of the Texas Child Protective Services Specialist Competencies. By week twelve of the training calendar, the protégé, mentor, supervisor and program director will review the Ongoing Competency Plan and Evaluation and Plan to determine if the protégé is able to demonstrate basic knowledge, and display an observable skill growth and application of the Texas Child Protective Services Specialist Competencies.



The protégé, mentor, protégé's supervisor and program director, together, will determine if:

- The protégé meets all the competencies and will be case assignable, **or**
- They do not meet competencies and/or has not completed their training plan, and should continue to receive cases as secondary assignments and continue all contacts with their mentor

If the protégé **does not meet** competencies, the supervisor and program director, with input from the protégé and mentor, completes a development plan to assist the protégé in meeting the competencies within the next four weeks and this plan is documented on the Ongoing Competency Plan and Evaluation and Plan. The completed Individualized Training Plan, Ongoing Competency Plan and Evaluation and Plan, including a developmental plan (if applicable, when extension is requested), and the protégé's CAPPs official training transcript must be submitted to CLOE by 5pm the first business day following Field III (the end of week 13 of their training calendar, or completion of all required tasks, whichever is first.)

Following the completion of the developmental plan, and within the next four weeks, the team will again review the Competency Plan and Evaluation and determine if the protégé has met the competencies to be deemed case assignable. Even after the protégé has become case assignable, the evaluation should include a plan for an ongoing relationship with the mentor that could include weekly check-ins, assistance on first time major casework tasks (first removal, first termination trial), etc.

The protégé is **case assignable** when all tasks on the Individualized Training Plan, Ongoing Competency Plan and Evaluation and Plan (indicating the protégé is competent) are fully submitted to CLOE through the following email box: DFPS CPS Training Compliance DFPSCPSTrainingCompliance@dfps.texas.gov, all classroom training and activities on the Learning Station are successfully completed, the supervisor observed the protégé in the field, and CLOE staff have verified and

communicated completion to the protégé, the protégé's supervisor, mentor, program director, and mentor program specialist.

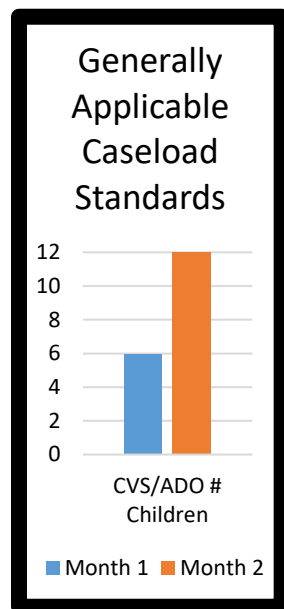
Advancing Practice Guidelines

CPS refers to its implementation of graduated caseloads as Advancing Practice. After newly hired caseworkers have met all requirements of Child Protective Services Professional Development (CPD) and are deemed competent to begin casework, they must follow the Advancing Practice caseload policy outlined below.

Size of Caseload

Conservatorship and Adoption Stages of Services

According to the mandatory **CPS Generally Applicable Internal Caseload Standards**, a new **Conservatorship or Adoption Specialist** caseworker will be assigned no more than:



- **6 children in the first month** of becoming case assignable at the successful completion of CPD
- **No more than 12 children in the second month** after they are deemed case assignable
- In **month three**, after being determined eligible for case assignments, the caseworker may receive a full caseload. Any number of stages may be assigned but the total children assigned to the new CVS caseworker must not surpass the guidelines stated above unless a qualifying exception exists and has been approved by the CPS Regional Director or their Designee.

For caseworkers transferring from one stage of service to another, for example from Family Based Safety Services to Conservatorship and staff demoting from CVS management positions, the [CVS Graduated Caseload Exemption form](#) must be requested, completed, and approved by the CPS Regional Director or their designee if the transferring caseworker or demoting CVS manager will not be subject to Advancing Practice guidelines stated above. An assessment regarding training needs should be made before case assignment begins. For additional information, see [Generally Applicable Caseload Standards Resource Guide](#).

Family Based Safety Services and other CPS Stages of Service

A new **FBSS, FAD, LPS, or KIN** caseworker receives a caseload that is a certain fraction of the average caseload for the county where the caseworker works.

The below practice guidelines are Mandatory:

- One third of an average caseload, for the first month after completing Child Protective Services Professional Development.
- Two thirds of an average caseload, for the second month after completing Child Protective Services Professional Development
- Full caseload, starting in the third month after completing Child Protective Services Professional Development

Please Note: The suggested way to determine the average caseload for FBSS caseworkers is to use Data Warehouse report below and average the past three months

http://intranet.dfps.txnet.state.tx.us/Application/DWI/parameters.aspx?id=fam_03&page=favorites

Types of Cases

Supervisors should **avoid** assigning the following types of cases during the transition from training to Advancing Practice:



- ❖ High-profile or sensitive cases;
- ❖ Cases that involve the death of a child; and
- ❖ Cases that involve a serious injury.

During Advancing Practice, the supervisor should make a reasonable effort to:

- ✓ Hold informal conferences with the new caseworker each week; and
- ✓ Hold a formal documented conference once a month.

For additional information, see [CPS Generally Applicable Internal Caseload Standards](#).

CPS Mentor Selection and Requirements

Qualities:

There are several characteristics that good mentors possess; some of the most notable ones are:



- ✓ Full comprehension and demonstrated skill regarding all Texas Child Protective Services Specialist Competencies and Competency Units
- ✓ Displays exemplary leadership qualities
- ✓ Willingness to share skills, knowledge, and expertise
- ✓ Demonstrates a positive attitude and understands how behaviors influence protégé and teams
- ✓ Takes a personal interest in their mentoring relationship
- ✓ Provides guidance and constructive feedback to protégé and willing to teach how to practice decision making/critical thinking skills
- ✓ Listens to the opinions and initiatives of others and is willing to build trust within professional relationships
- ✓ Motivates others by setting a good example and models agency values and the agency mission
- ✓ Values ongoing learning and growth and practices accountability
- ✓ Understands how to work closely with people of varied personality traits

The Application Process:

Mentors are elite program caseworkers who have gone through extensive mentor training. The mentor program was designed to be a leadership development program, enhancing opportunities for promotion within the agency. Prospective mentors must have approval from their supervisor and program director, then complete and submit a formal application, including all required information and signatures to their regional mentor program specialist. A formal Mentor Application can be located here: [CPS Mentor Application](#)

The Approval Process:

To be approved, mentors should possess or have completed the following:

- ✓ At least 1 year of experience in their stage of service and approval by their supervisor and program director



- ✓ Submitted a complete Mentor Application and attended CPS Mentor Orientation.
- ✓ Completed Computer Based Training on Intergenerational Communication
 - (*GEN 101: Maintaining a Cohesive Multigenerational Workforce & GEN 102 Managing Multigenerational Employees*)
- ✓ Excellent Communication Skills
- ✓ Positive performance evaluation and no active formal corrective actions
- ✓ Demonstrated an ability to effectively manage their caseload
- ✓ Demonstrated the knowledge of and adherence to Child Protective Services policy and practice, including the Texas Practice Model and Texas Child Protective Services Specialist Competencies
- ✓ Aptitude to transfer knowledge and understanding of teaching and learning styles
- ✓ Capability of maintaining professional relationships
- ✓ A positive and strength-based attitude
- ✓ Proficiency in the use of technology (*tablet, IMPACT, Insight, Outlook, Daily Caseload Tracker, iPhone, etc.*)
- ✓ Successful completion of [Teaching and Feedback for CPS Mentors and Supervisors 0003553](#). (*required completion within 3 months of Mentor Orientation*)

Note: Mentors must attend at least **8 additional hours of professional development** on coaching, teaching, mentoring, communication, conflict resolution, or similar training each year (see [Attachment C](#) for training suggestions) This additional 8 hours of professional development is verified and tracked by the mentor's supervisor.

Mentor - Protégé Pairing

Mentor - protégé pairing is conducted by the mentor program specialist, through interactions with the potential mentor, their supervisor and the protégé's supervisor. To determine mentor - protégé pairings and to ensure the protégé has the most beneficial experience in the local area in which they will be housed, a tiered system is utilized.

The following list moves from the ideal pairing down:

1. Mentor and Protégé in the same Unit
2. Mentor and Protégé in the same Program Director area
3. Mentor and Protégé in the same Program Administrator area
4. Mentor and Protégé in the same Regional Director area



If multiple potential mentors are available (with same supervisor, Program Director, or Program Administrator), the following criteria will be used (in priority order) to make the pairing:

1. Distance Between Mentor and Protégé
2. Last Time Mentored
3. Stage of Service Tenure of Mentor
4. Overall Tenure of Mentor
5. Mentor Leave

To achieve the best possible outcomes in the protégé's learning experience a consistent mentor is a priority. For that reason, when identifying available mentors, the Mentor Program Specialist will work to find the most available mentor for the protégé. If a potential mentor has more than five (5) days of leave planned during which the protégé will be in the field, the Mentor Program Specialist should continue to look for a more available mentor. If no other mentor is located, a mentor may be paired regardless of planned leave. For any time during which the mentor is on leave, it is the responsibility of the protégé's supervisor to ensure that the protégé's training needs are met and there is no delay in completion of the Individualized Training Plan.



Mentor Stipend

Mentors are compensated for sharing their expertise with new staff through a monthly stipend payment of \$300, which may be prorated the first and last month, depending upon pairing dates. The payroll calendar and mentor/protégé pairing date will determine how the payment is received: the mentor may receive their stipend on their

regular monthly paycheck, included in an overtime payout, or as a supplemental check and is compensated for the time they are formally paired with a protégé.

The start date of the formal pairing will be noted on the Mentor Assignment Form and is concluded on the date indicated on the Mentor Assignment form; which is usually the date the Ongoing Competency Plan and Evaluation is due for the protégé. Some exceptions do occur. In the even an extension is needed, then the mentor's pay will be extended, if the formal pairing continues during the extension period. An extension cannot last more than four weeks after the Ongoing Competency Plan and Evaluation due date for the protégé's cohort. The mentor pay is ended at this time, whether or not the protégé is determined to be case assignable.

A mentor can't receive a stipend while on leave more than 5 days, unless the protégé is in the classroom during this time period. If this does occur, the Mentor Program Specialist will end the mentor payment and will attempt to locate a new mentor for the protégé. If, upon the original mentor's return, the protégé was not paired with a new mentor, the mentor pay will be reactivated for the remaining of the pairing.

In the event a [double pairing](#) is needed, the mentor's supervisor and program director's approval is required prior to formal pairing. A mentor will only receive one standard monthly stipend payment (\$300), even if double paired. See [Appendix A: Definitions](#) for more information.

Mobility Expectations

Protégés are inexperienced workers, requiring guidance and direction in order to learn their specific job expectations and prepare to work independently after case assignability. To ensure they receive support to develop the knowledge, skills and abilities to effectively perform in their role, protégés are not permitted to work from home during the training, including both field and classroom training.

Tips for Successful Collaboration

(Mentoring Do's and Don'ts)

Mentors do:

- Collect Sensory Learning Styles Inventory to ensure you are teaching to your protégé's learning style
- Share their calendar with their protégé
- Include protégés in all case related tasks, phone calls, staffings, home visits, and after hours visits etc. (unless the protégé is in classroom training)
- Check in weekly with the protégé's supervisor to provide feedback on progress



- Allow protégés to complete or assist with field appropriate tasks on your cases to progress their knowledge and skills
- Communicate feedback in a timely, appropriate, and respectful manner
- Encourage, empower, and support your protégé

Mentors don't:

- Allow protégés to have any client contact without the mentor's supervision, or the supervision of someone who is also case assignable or higher (management)
- Assign tasks to the protégé during the time in which they are in classroom training

Resolving Conflict

It is possible that conflicts will arise between a protégé and their mentor. If this occurs, the following steps should be taken:

Step 1:

- The issue should be elevated to the protégé and mentor's supervisor(s) and the Mentor Program Specialist and program director(s).

Step 2:

- The parties above will interview the protégé and mentor to gather all facts regarding the issues and concerns with the pairing
- After reviewing the gathered information, the supervisor, program director and mentor program specialist will determine if the pairing can continue, or if the issue should be elevated to Step 3
- The mentor program specialist will report back to their manager regarding the issues and next steps to be taken
- If the issue is resolved during this time, then this process will end, and the pairing will continue. If the issue remains unresolved, the process moves to Step 3.



Step 3:

- If it is the determination of the program director(s) that the pairing cannot continue, the program directors(s) will staff the situation with the program administrator(s).
- If the protégé and mentor's program administrator(s) agree, despite the recommendation of the program director(s), that the pairing should

continue, then the Mentor Program Specialist will be notified immediately, and the pairing continues. The conflict resolution process will also end at this point.

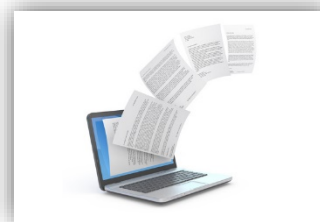
- If both program administrators agree that the pairing should be dissolved, it is staffed with the regional director (or designee) for final determination.
- If the pairing is to be discontinued, the protégé's supervisor sends an email notification with all parties involved in the final decision to the Mentor Program Specialist, notifying them of the final decision. The Mentor Program Specialist will end the mentor stipend in CAPPs and re-pair the protégé immediately through the standard process. The Mentor Program Specialist then notifies their manager and documents the decision on the Mentor Tracking Tool.

Please Note: *If, at any time during the process, a concern is noted or issue arises that should be elevated to Human Resources for a Personnel Staffing, it is the responsibility of the Supervisor and Program Director to inform all necessary parties of the concern and to ensure that all proper steps are taken to address the issues identified. Please refer to [Human Resources Manual](#) for further clarification.*

Additionally, there are courses available to prepare in advance for navigating difficult situations. A listing of these courses are available in [Appendix C: Additional Training Recommendations](#).

Documents Utilized During the Mentor Relationship

- The **Verification of Eligibility** email will be utilized by the mentor program specialist and the potential mentor's supervisor to determine if the mentor remains in good standing and is willing and able to be paired with a protégé, given the requirements listed on the email.
- A **Mentor Assignment form** is utilized to verify the mentor/protégé pairing and must be signed by the mentor and Regional Office Support Administrator or Regional Director Designee, then returned to the Mentor Program Specialist for final signature of the Mentor Program Stipend Coordinator. This document is maintained for recordkeeping by the Mentor Program Specialist and mentor's supervisor, to be stored in the mentor's personnel file.
- A **Mentor/Protégé Working Agreement** will be signed by all required parties once pairing is finalized and this document is kept within the protégé's personnel file and maintained by the protégé's supervisor.
- The **Academy Training Calendar** and **Individualized Training Plan** which includes the **Ongoing Competency Plan and Evaluation and Plan** will be utilized by protégé, mentor, and supervisor to ensure the protégé attends and participates in all required trainings and there is successful transfer of knowledge and demonstration of skill. The supervisor, mentor and protégé will be



involved in the development of and review of the protégé's Individualized Training Plan and Ongoing Competency Plan and Evaluation. At the completion of CPD, the protégé will complete a **post-pairing evaluation** of the mentor/protégé training relationship and transfer of knowledge assessment.

Appendix A: Definitions

CPS Professional Development (often referred to as CPD, formerly known as Basic Skills Development or BSD): The training model CPS caseworkers must complete to fulfill training requirements for the Texas Department of Family and Protective Services. Professional Development training includes both field and classroom components throughout a 13-week training model, to prepare the protégé to meet the basic competencies required to perform their job duties.

Competency: A measurable pattern of knowledge, skills, abilities, and behaviors that an individual needs to perform the work effectively

Completeness: the state or condition of having all the necessary or appropriate parts such as the “completeness” of the records. In the Mentor Program Handbook it is referring to the absence of blanks, the presence of all signatures and supporting documents when an Individualized Training Plan or Ongoing Competency Plan and Evaluation is sent to DFPS CPS Training Compliance DFPSCPSTrainingCompliance@dfps.texas.gov for approval

Content: The things that are held or included in something. This refers to the thorough substance of the information and documentation provided by the protégé’s supervisor to the program director in the Individualized Training Plan and Ongoing Competency Plan and Evaluation.

Double Pairing: A mentor having more than one protégé assigned to them at the same time.

Individualized Training Plan (often referred to as an ITP): a document detailing the required completion of tasks by the protégé throughout their training period. The protégé’s supervisor updates this document weekly, with input from the protégé, their mentor, and the program director to provide a detailed training record to meet the requirements of the CPD model.

Ongoing Competency Plan and Evaluation (often referred to as Competency Plan and Evaluation or CE): a document recorded by the protégé’s supervisor, during a protégé’s CPD training, which details the competencies of the protégé and the determination of whether the protégé meets or does not meet expectations of the Texas Child Protective Services Specialist Competencies. This document requires program director approval based on the progress of the protégé throughout the training period.

Quality: General excellence of standard or level; the standard of something as measured against other things of a similar kind; the degree of excellence of something (Lexico.com) This refers to the value or worth of the information provided on the Individualized Training Plan and Competency Plan and Evaluation by the protégé’s supervisor to the program director

Appendix B: Requirements for an Extension

During Field III, the Individualized Training Plan is reviewed, and the Ongoing Competency Plan and Evaluation and Plan is completed for the protégé, based on their acquisition and demonstrated skills related to the **Texas Child Protective Services Specialist Competencies** of:

- Engaging
- Assessing
- Teaming
- Planning
- Intervening
- Evaluating
- Domestic Violence
- Mental Health
- Substance Abuse

The following **Professional Competencies** are also assessed at this time:

- Communication
- Critical Thinking
- Stress Management
- Responsiveness to Constructive Feedback
- Work Habits and Behaviors
- Ethical
- Other, to be specified

For each competency, a decision must be made by the supervisor and program director, if the protégé:

1). Meets Expectations:

Demonstrates the ability to articulate, apply, and integrate basic knowledge, skills, and values to *most* situations and contexts. *Independently* engages in evaluation and correction of one's own work with awareness of implications of one's job roles and child safety, *OR*

2). Does not Meet Expectations:

Demonstrates *difficulty understanding and applying knowledge* (concepts, theories, and principles), *skills and values*. *Performance is concrete and often superficial*. *Critical errors reflect a lack of understanding that severely limits mastery*. Does not *demonstrate self-awareness or evaluation and correction* of one's own work.

If the training team (protégé, mentor, supervisor and program director) acknowledges that the protégé has completed all tasks on the Individualized Training Plan and has been determined to "Meet Expectations" for each competency, the protégé is recommended for case assignability and the Individualized Training Plan, Competency Plan and Evaluation and protégé training transcript documents are provided to the Field Training Supervisor and the protégé completes the Learning Station Case Assignability task.

If the training team (mentor, supervisor and program director) finds that the protégé "Does not Meet Expectations" in any or all of the competency areas, the completed Individualized Training Plan and Competency Plan and Evaluation must contain thorough and concise documentation as to why/how the protégé has not met specific competencies. Additionally, the Ongoing Competency Plan and Evaluation and Plan (CE) section, Plan: Becoming Case Assignable portion must contain a documented plan to increase competency in any and all areas the protégé has not met expectations and a date in which the protégé will be re-evaluated on the specified areas. The Individualized Training Plan with Ongoing Competency Plan and Evaluation and Plan and detailed developmental plan, all required signatures on these documents, and a copy of the protégé's completed training record is then provided to the Mentor Program Specialist, noting that an extension of the mentor-protégé pairing and protégé's training time is needed to ensure competencies are achieved. The Mentor Program Specialist is also responsible for notifying CLOE's Training Compliance Specialist and the protégé's supervisor and mentor, to ensure transparent communication and to verify mentor stipend is accurate throughout this transition. If any or all of these requirements are not completed and provided, an extension will not be considered or granted, and the mentor stipend will be ended.

If an extension is required and documents are provided to reflect a lack of competency, the extension and formal pairing will not last more than four weeks from the original training end date, for the protégé's specific stage of service.

Appendix C: Additional Training Recommendations

Instructor Led Trainings:

Classroom Course Title	Course Code/ Registration Location	Contact Hours
<i>Leadership: You are an Essential Piece</i>	0004190/LMS	12
<i>Ethics: Know Where to Draw the Lines: Professional Boundaries with DFPS Clients</i>	0020005/LMS	6
<i>Teaching and Feedback Training</i>	0003553/LMS	7
<i>Presentation Skills for Occasional Trainers</i>	0000216/LMS	6
<i>Verbal Defense and Influence</i>	0001468/LMS	12
<i>Communication: Understanding Generations in the Workplace</i>	0000261/LMS	3
<i>Building Bridges</i>	GNR2030/CAPPS	8
<i>Ethics: Discrimination Pride & Prejudice</i>	0020004/LMS	6
<i>Equity: Together We Can Achieve It</i>	0000704/LMS	5.5

CAPPS Computer Based Trainings:

Course Title	Course Code/ Registration Location	Contact Hours
<i>Leading Your Team through Change</i>	LEA0107/CAPPS	.5 hours
<i>Positive Atmosphere: Establishing a Positive Work Environment</i>	LEA0111/CAPPS	.5 hours
<i>Becoming an Inspiration Leader</i>	LEA0113/CAPPS	.5 hours

CPS Mentor Program Resource Guide

Course Title	Course Code/ Registration Location	Contact Hours
<i>Fostering Mentoring Relationships</i>	<i>MEN0101/CAPPS</i>	<i>.5 hours</i>
<i>Choosing and Preparing Your Delegate</i>	<i>MEN0102/CAPPS</i>	<i>.5 hours</i>
<i>Getting What You Expect from Your Delegate</i>	<i>MEN0103/CAPPS</i>	<i>.5 hours</i>
<i>Polishing Your Feedback Skills</i>	<i>PER0101/CAPPS</i>	<i>.5 hours</i>
<i>Gaining a Positive Perspective on Feedback</i>	<i>PER0102/CAPPS</i>	<i>.5 hours</i>
<i>The Art and Science of Communication</i>	<i>COM0102/CAPPS</i>	<i>.5 hours</i>
<i>Choosing the Right Interpersonal Communication Method to make Your Point</i>	<i>COM0105/CAPPS</i>	<i>.5 hours</i>
<i>Assessing Your Own Leadership Performance</i>	<i>LEA0114/CAPPS</i>	<i>.5 hours</i>
<i>Encouraging Team Communication and Collaboration</i>	<i>TEA0105/CAPPS</i>	<i>.5 hours</i>
<i>Providing Constructive Criticism</i>	<i>PER0103/CAPPS</i>	<i>1 hour</i>
<i>Coaching Techniques That Inspire Coaches to Action</i>	<i>COA0101/CAPPS</i>	<i>2 hours</i>
<i>Keeping Your Coaches Committed and Accountable</i>	<i>COA0102/CAPPS</i>	<i>2 hours</i>
<i>Making an Impact with Non-verbal Communication</i>	<i>COM0103/CAPPS</i>	<i>.5 hours</i>
<i>Trust Building through Effective Communication</i>	<i>COM0104/CAPPS</i>	<i>.5 hours</i>
<i>Become a Great Listener</i>	<i>COM0106/CAPPS</i>	<i>.5 hours</i>
<i>Using Active Listening in Workplace Situations</i>	<i>COM0109/CAPPS</i>	<i>.5 hours</i>

Appendix D: Competency Units of Skill Development

Conservatorship:

Please find the following Conservatorship Competency Units of Skill Development attached. The mentor should use these as a reference in teaching each skill to the protégé, and to evaluate the protégés progress throughout CPS Professional Development.

- Face to Face Child Visit (CVS)
- Face to Face Parent Visit (CVS)
- Home Visit parent Alternate Caregiver (CVS)
- Family Strengths and Needs Assessment (FSNA)
- Family Plan of Service (FPOS)
- Child Plan of Service (CVS)

Face to Face Child Visit (CVS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Reviewed case history based upon proper identifying information	<input type="checkbox"/>	<input type="checkbox"/>	
Completed a Face-to-face visit with the child and caregiver	<input type="checkbox"/>	<input type="checkbox"/>	
Stated explicitly that one is "asking questions as a part of a Child's Plan of Service" and documented this	<input type="checkbox"/>	<input type="checkbox"/>	
Asked the child what his/her interests are, documented the information, and described the child's personality	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions within the Child's Plan as fully and thoroughly as possible	<input type="checkbox"/>	<input type="checkbox"/>	
Created own chronology, using own understanding and in own words	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote in simple clear language so various parties needing document could clearly understand	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Created a family tree for possible family placement and supportive adult relationships	<input type="checkbox"/>	<input type="checkbox"/>	
Developed the Child Plan of Service (with reunification as primary permanency goal) based upon information found in reports	<input type="checkbox"/>	<input type="checkbox"/>	
Developed and documented goals that are specific to the child and not vague or general actions	<input type="checkbox"/>	<input type="checkbox"/>	
Submitted CPOS for supervisor approval	<input type="checkbox"/>	<input type="checkbox"/>	
Discussed and distributed the Child Plan of Service with all parties	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed Form 2530 (Child's Bill of Rights) with the child (or documented why unable to do so)	<input type="checkbox"/>	<input type="checkbox"/>	
Obtained signatures from parents, child, placement, attorneys, GAL, CASA involved, indicating receipt of plan	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed the CPOS at required intervals	<input type="checkbox"/>	<input type="checkbox"/>	
Updated the CPOS within 30 days when there was a significant change in the case OR the permanency goal changed	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Face to Face Parent Visit (CVS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Contacted personal and professional collaterals	<input type="checkbox"/>	<input type="checkbox"/>	
Documented collateral information thoroughly in IMPACT 2.0	<input type="checkbox"/>	<input type="checkbox"/>	
Determined if visit was to be announced or unannounced based on appropriate factors	<input type="checkbox"/>	<input type="checkbox"/>	
If unannounced visit, determined state of the home and compliance with Safety Plan or compliance with licensing (for out-of-home placements)	<input type="checkbox"/>	<input type="checkbox"/>	
During a monitored return, determined if visit will be announced or unannounced based on appropriate factors	<input type="checkbox"/>	<input type="checkbox"/>	
If announced visit, contacted the parents to schedule visit	<input type="checkbox"/>	<input type="checkbox"/>	
Used preferred method of communication of family	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Turned on the Safe Signal	<input type="checkbox"/>	<input type="checkbox"/>	
Obtained verbal permission to enter the home for every instance	<input type="checkbox"/>	<input type="checkbox"/>	
Walked through the house to check for safe sleep, utilities, enough food, weapons	<input type="checkbox"/>	<input type="checkbox"/>	
Visually assessed for progress and other items that might give additional insight	<input type="checkbox"/>	<input type="checkbox"/>	
Asked if there are any new household members or anyone who is coming to the house	<input type="checkbox"/>	<input type="checkbox"/>	
Talked with parents to address Safety Plan specifically and child(ren)'s services	<input type="checkbox"/>	<input type="checkbox"/>	
Checked on safety, how services are going, what they need, and how things are going	<input type="checkbox"/>	<input type="checkbox"/>	
Took meeting as opportunity for in-home drug education or in-home parenting	<input type="checkbox"/>	<input type="checkbox"/>	
Asked parents to identify barriers to doing requested services	<input type="checkbox"/>	<input type="checkbox"/>	
Provided family with alternatives to services should obstacle arise, based on what family needs	<input type="checkbox"/>	<input type="checkbox"/>	
Paid attention to parent's verbal and no-verbal behavior	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Staffed with supervisor before leaving if there were any immediate safety concerns or violations of safety interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Documented the visit in IMPACT 2.0 within 24 hours	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote out documentation clearly and uploaded any forms completed at the visit	<input type="checkbox"/>	<input type="checkbox"/>	

Home Visit with a Parent or Alternate Caregiver (CVS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Reviewed prior case history and criminal history (if new case) or prior narrative/interactions	<input type="checkbox"/>	<input type="checkbox"/>	
Created a summary of previous case history and criminal history in narrative containing particular details	<input type="checkbox"/>	<input type="checkbox"/>	
Gathered all information to complete the Family Safety and Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
Made a physical tour of the home, checking for physical or hygiene-health hazards, sleeping arrangements, food supply, utilities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Documented information gathered during walk-through in content of face-to-face narrative	<input type="checkbox"/>	<input type="checkbox"/>	
Took photographs (if permission was granted) to document any areas of great concern	<input type="checkbox"/>	<input type="checkbox"/>	
Monitored progress with services, documenting all contacts including collaterals	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Information about progress was gathered completely enough to communicate to supervisor/others in a staffing	<input type="checkbox"/>	<input type="checkbox"/>	
Kept all legal parties (as well as the court system) up to date with services or lack thereof	<input type="checkbox"/>	<input type="checkbox"/>	
Addressed each action item in the safety plan with the family (and documented in narrative)	<input type="checkbox"/>	<input type="checkbox"/>	
Addressed each danger indicator with the family (and documented)	<input type="checkbox"/>	<input type="checkbox"/>	
Asked the family if safety interventions were working for them or if circumstances changed that required an adjustment	<input type="checkbox"/>	<input type="checkbox"/>	
If there needed to be a Safety Plan (that was not already in place), staffed with supervisor about interventions immediately	<input type="checkbox"/>	<input type="checkbox"/>	
Staffed with supervisor regarding progress, specifically in regards to re-unification	<input type="checkbox"/>	<input type="checkbox"/>	
If dealing with an alternate caregiver, assessed the willingness to continue to care for child(ren) and associated timeframes	<input type="checkbox"/>	<input type="checkbox"/>	
If alternate caregiver expressed a need for change or help, worked with them to provide options and support	<input type="checkbox"/>	<input type="checkbox"/>	
Expressed clear expectations/information with alternate caregiver regarding timeframes, parents' progress with services, legal action	<input type="checkbox"/>	<input type="checkbox"/>	
Made contact with child(ren) privately	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
For closing visit, took photographs of house and children (if permission was granted by parent or caregiver) to document changes (or lack thereof) to initial concerns	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Family Strength and Needs Assessment (FSNA) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Read case history, ran background checks on all principals, and completed name/address survey and/or call out sheets from LE	<input type="checkbox"/>	<input type="checkbox"/>	
Completed the Danger/Worry Statement	<input type="checkbox"/>	<input type="checkbox"/>	
Created a goal statement, with each goal written to explain how a danger indicator will be controlled	<input type="checkbox"/>	<input type="checkbox"/>	
Identified goals that are not services but rather stated what the caregiver will do differently	<input type="checkbox"/>	<input type="checkbox"/>	
Identified timeframe that goals will need to be demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	
Gathered information for each of the domains in the FSNA	<input type="checkbox"/>	<input type="checkbox"/>	
Used solution focused questions and open ended questions and followed a conversational style	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Probed further if questioning did not result in enough information to address the full definition a given domain	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed findings with the family to allow them to play a role in own treatment	<input type="checkbox"/>	<input type="checkbox"/>	
Made sure the family knows and understands the department's expectations and how the process will go	<input type="checkbox"/>	<input type="checkbox"/>	
Addressed all domains that are regarded as Needs	<input type="checkbox"/>	<input type="checkbox"/>	
Identified areas of strength (what's working well) and praised family for them	<input type="checkbox"/>	<input type="checkbox"/>	
Completed documentation in IMPACT within 15 days of stage progression	<input type="checkbox"/>	<input type="checkbox"/>	
Documented the presence of a strength if no concern is present (rather than "N/A" or "No need")	<input type="checkbox"/>	<input type="checkbox"/>	
Documentation included all information the family discussed within each domain	<input type="checkbox"/>	<input type="checkbox"/>	
Documented client's responses verbatim, specifically what was said to support <u>why</u> something is asserted, not just <u>what</u> was asserted	<input type="checkbox"/>	<input type="checkbox"/>	
Included collateral information that supported the decision being made	<input type="checkbox"/>	<input type="checkbox"/>	
Documented reason for CPS involvement in this specific case and family's understanding of why they have a CPS case	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Identified all principals and verified correct spellings of their names and Social Security numbers	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Family Plan of Service Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Read the investigation and any prior history	<input type="checkbox"/>	<input type="checkbox"/>	
Conducted initial interview with parent	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed the Family Strengths and Needs Assessment to identify where family is and what strengths and concerns are	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed the buy-in of the family	<input type="checkbox"/>	<input type="checkbox"/>	
Determined if children on caseload are foster care candidates	<input type="checkbox"/>	<input type="checkbox"/>	
Identified the service providers and tasks family will be asked to complete	<input type="checkbox"/>	<input type="checkbox"/>	
Sent Form 2054 as soon as service provider was identified (and ensured they don't expire as time goes on)	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Consistently communicated with service providers to make sure that they meet the specific needs of family	<input type="checkbox"/>	<input type="checkbox"/>	
Submitted the plan to the supervisor within designated time period	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed the Family Plan with the family, taking steps to help family understand exactly what it entails and what it asks of them	<input type="checkbox"/>	<input type="checkbox"/>	
Provided family opportunity to identify and express options for services	<input type="checkbox"/>	<input type="checkbox"/>	
Identified any barriers to services that are present or that may arise	<input type="checkbox"/>	<input type="checkbox"/>	
Linked the steps the family is taking with the issues being addressed (“We’re asking you to do this... because of this...”)	<input type="checkbox"/>	<input type="checkbox"/>	
Filed Family Plan with the court (if CVS) and uploaded the plan into OneCase	<input type="checkbox"/>	<input type="checkbox"/>	
Continued to follow up with the family, addressing concerns and positives related to services	<input type="checkbox"/>	<input type="checkbox"/>	
Contacted service providers every 30 days	<input type="checkbox"/>	<input type="checkbox"/>	
Documented any contact with family or provider	<input type="checkbox"/>	<input type="checkbox"/>	
Completed a Risk Re-Assessment any time a there was a new safety concern or if a safety concern was mitigated	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Re-evaluated Family Plan to include new information related to concerns or progress	<input type="checkbox"/>	<input type="checkbox"/>	
Updated the visitation plan (mainly CVS) or PCSP or Safety Plan (FBSS)	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Child Plan of Service (CVS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Reviewed case history based upon proper identifying information	<input type="checkbox"/>	<input type="checkbox"/>	
Completed a Face-to-face visit with the child and caregiver	<input type="checkbox"/>	<input type="checkbox"/>	
Stated explicitly that one is "asking questions as a part of a Child's Plan of Service" and documented this	<input type="checkbox"/>	<input type="checkbox"/>	
Asked the child what his/her interests are, documented the information, and described the child's personality	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions within the Child's Plan as fully and thoroughly as possible	<input type="checkbox"/>	<input type="checkbox"/>	
Created own chronology, using own understanding and in own words	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote in simple clear language so various parties needing document could clearly understand	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Created a family tree for possible family placement and supportive adult relationships	<input type="checkbox"/>	<input type="checkbox"/>	
Developed the Child Plan of Service (with reunification as primary permanency goal) based upon information found in reports	<input type="checkbox"/>	<input type="checkbox"/>	
Developed and documented goals that are specific to the child and not vague or general actions	<input type="checkbox"/>	<input type="checkbox"/>	
Submitted CPOS for supervisor approval	<input type="checkbox"/>	<input type="checkbox"/>	
Discussed and distributed the Child Plan of Service with all parties	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed Form 2530 (Child's Bill of Rights) with the child (or documented why unable to do so)	<input type="checkbox"/>	<input type="checkbox"/>	
Obtained signatures from parents, child, placement, attorneys, GAL, CASA involved, indicating receipt of plan	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed the CPOS at required intervals	<input type="checkbox"/>	<input type="checkbox"/>	
Updated the CPOS within 30 days when there was a significant change in the case OR the permanency goal changed	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Family Based Safety Services

Please find the following Family Based Safety Services Competency Units of Skill Development attached. The mentor should use these as a reference in teaching each skill so the protégé, and to evaluate the protégés progress throughout CPS Professional Development.

- Face to Face Child Visit (FBSS)
- Face to Face Parent Visit (FBSS)
- Home Visit Parent Alternate Caregiver (FBSS)
- Family Strengths and Needs Assessment (FSNA)
- Family Plan of Service (FPOS)
- Safety Plan (FBSS)

Face to Face Child Visit (FBSS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Reviewed case history and notes from last visit	<input type="checkbox"/>	<input type="checkbox"/>	
Briefly visually inspected home (if at child's home)	<input type="checkbox"/>	<input type="checkbox"/>	
Took photographs of home (if given verbal permission to do so)	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke with child and caregiver together	<input type="checkbox"/>	<input type="checkbox"/>	
Talked with child (privately if possible) about things unrelated to case/concerns	<input type="checkbox"/>	<input type="checkbox"/>	
Used a tone and language that is appropriate for the child	<input type="checkbox"/>	<input type="checkbox"/>	
Talked to child about safety issues and services that are being provided	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Answered all relevant questions from IMPACT bullet points	<input type="checkbox"/>	<input type="checkbox"/>	
Used IMPACT bullet points as guide, being flexible and not too scripted within the conversation	<input type="checkbox"/>	<input type="checkbox"/>	
Talked to caregiver about how any parent-child visits are going	<input type="checkbox"/>	<input type="checkbox"/>	
Identified any measurable changes or outcomes in the caregiver's behavior through the Family Plan of Service Requirements	<input type="checkbox"/>	<input type="checkbox"/>	
Informed caregiver about exact expectations for them	<input type="checkbox"/>	<input type="checkbox"/>	
Informed caregiver about their right to appear in court	<input type="checkbox"/>	<input type="checkbox"/>	
Documented Face to Face Visit within IMPACT 2.0 within 24 hours	<input type="checkbox"/>	<input type="checkbox"/>	
Documentation matches all information obtained	<input type="checkbox"/>	<input type="checkbox"/>	
Used some system for tracking visits and documentation	<input type="checkbox"/>	<input type="checkbox"/>	
Followed up with family before visiting the following month	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Face to Face Parent Visit (FBSS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Contacted personal and professional collaterals, especially the Safety Plan monitors	<input type="checkbox"/>	<input type="checkbox"/>	
Documented collateral information thoroughly in IMPACT 2.0	<input type="checkbox"/>	<input type="checkbox"/>	
Determined if visit was to be announced or unannounced based on appropriate factors	<input type="checkbox"/>	<input type="checkbox"/>	
If unannounced visit, determined state of the home and compliance with Safety Plan	<input type="checkbox"/>	<input type="checkbox"/>	
If announced visit, contacted the parents to schedule visit	<input type="checkbox"/>	<input type="checkbox"/>	
Used preferred method of communication of family	<input type="checkbox"/>	<input type="checkbox"/>	
Turned on the Safe Signal	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Obtained verbal permission to enter the home for every instance	<input type="checkbox"/>	<input type="checkbox"/>	
Walked through the house to check for safe sleep, utilities, enough food, weapons	<input type="checkbox"/>	<input type="checkbox"/>	
Visually assessed for progress and other items that might give additional insight	<input type="checkbox"/>	<input type="checkbox"/>	
Asked if there are any new household members or anyone who is coming to the house	<input type="checkbox"/>	<input type="checkbox"/>	
Talked with parents to address Safety Plan specifically and child(ren)'s services	<input type="checkbox"/>	<input type="checkbox"/>	
Checked on safety, how services are going, what they need, and how things are going	<input type="checkbox"/>	<input type="checkbox"/>	
Took meeting as opportunity for in-home drug education or in-home parenting	<input type="checkbox"/>	<input type="checkbox"/>	
Asked parents to identify barriers to doing requested services	<input type="checkbox"/>	<input type="checkbox"/>	
Provided family with alternatives to services should obstacle arise, based on what family needs	<input type="checkbox"/>	<input type="checkbox"/>	
Paid attention to parent's verbal and no-verbal behavior	<input type="checkbox"/>	<input type="checkbox"/>	
Staffed with supervisor before leaving if there were any immediate safety concerns or violations of safety interventions	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Documented the visit in IMPACT 2.0 within 24 hours	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote out documentation clearly and uploaded any forms completed at the visit	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Home Visit with a Parent or Alternate Caregiver (FBSS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Reviewed prior case history and criminal history (if new case) or prior narrative/interactions	<input type="checkbox"/>	<input type="checkbox"/>	
Created a summary of previous case history and criminal history in narrative containing particular details	<input type="checkbox"/>	<input type="checkbox"/>	
Gathered all information to complete the Family Safety and Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
Made a physical tour of the home, checking for physical or hygiene-health hazards, sleeping arrangements, food supply, utilities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Documented information gathered during walk-through in content of face-to-face narrative	<input type="checkbox"/>	<input type="checkbox"/>	
Took photographs (if permission was granted) to document any areas of great concern	<input type="checkbox"/>	<input type="checkbox"/>	
Monitored progress with services, documenting all contacts including collaterals	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Information about progress was gathered completely enough to communicate to supervisor/others in a staffing	<input type="checkbox"/>	<input type="checkbox"/>	
Addressed each action item in the safety plan or PCSP with the family (and documented in narrative)	<input type="checkbox"/>	<input type="checkbox"/>	
Addressed each danger indicator with the family (and documented)	<input type="checkbox"/>	<input type="checkbox"/>	
Asked the family if safety interventions were working for them or if circumstances changed that required an adjustment	<input type="checkbox"/>	<input type="checkbox"/>	
If there needed to be a Safety Plan (that was not already in place), staffed with supervisor about interventions immediately	<input type="checkbox"/>	<input type="checkbox"/>	
If dealing with an alternate caregiver or PCSP, assessed the willingness to continue to care for child(ren) and associated timeframes	<input type="checkbox"/>	<input type="checkbox"/>	
If alternate caregiver expressed a need for change or help, worked with them to provide options and support	<input type="checkbox"/>	<input type="checkbox"/>	
Expressed clear expectations/information with alternate caregiver regarding timeframes, parents' progress with services, legal action	<input type="checkbox"/>	<input type="checkbox"/>	
Made contact with child(ren) privately	<input type="checkbox"/>	<input type="checkbox"/>	
For closing visit, took photographs of house and children (if permission was granted by parent or caregiver) to document changes (or lack thereof) to initial concerns	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
For closing visit, took photographs of house and children (if permission was granted by parent or caregiver) to document changes (or lack thereof) to initial concerns	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Family Strength and Needs Assessment (FSNA) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Read case history, ran background checks on all principals, and completed name/address survey and/or call out sheets from LE	<input type="checkbox"/>	<input type="checkbox"/>	
Completed the Danger/Worry Statement	<input type="checkbox"/>	<input type="checkbox"/>	
Created a goal statement, with each goal written to explain how a danger indicator will be controlled	<input type="checkbox"/>	<input type="checkbox"/>	
Identified goals that are not services but rather stated what the caregiver will do differently	<input type="checkbox"/>	<input type="checkbox"/>	
Identified timeframe that goals will need to be demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	
Gathered information for each of the domains in the FSNA	<input type="checkbox"/>	<input type="checkbox"/>	
Used solution focused questions and open ended questions and followed a conversational style	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Probed further if questioning did not result in enough information to address the full definition a given domain	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed findings with the family to allow them to play a role in own treatment	<input type="checkbox"/>	<input type="checkbox"/>	
Made sure the family knows and understands the department's expectations and how the process will go	<input type="checkbox"/>	<input type="checkbox"/>	
Addressed all domains that are regarded as Needs	<input type="checkbox"/>	<input type="checkbox"/>	
Identified areas of strength (what's working well) and praised family for them	<input type="checkbox"/>	<input type="checkbox"/>	
Completed documentation in IMPACT within 15 days of stage progression	<input type="checkbox"/>	<input type="checkbox"/>	
Documented the presence of a strength if no concern is present (rather than "N/A" or "No need")	<input type="checkbox"/>	<input type="checkbox"/>	
Documentation included all information the family discussed within each domain	<input type="checkbox"/>	<input type="checkbox"/>	
Documented client's responses verbatim, specifically what was said to support <u>why</u> something is asserted, not just <u>what</u> was asserted	<input type="checkbox"/>	<input type="checkbox"/>	
Included collateral information that supported the decision being made	<input type="checkbox"/>	<input type="checkbox"/>	
Documented reason for CPS involvement in this specific case and family's understanding of why they have a CPS case	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Identified all principals and verified correct spellings of their names and Social Security numbers	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Family Plan of Service Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Read the investigation and any prior history	<input type="checkbox"/>	<input type="checkbox"/>	
Conducted initial interview with parent	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed the Family Strengths and Needs Assessment to identify where family is and what strengths and concerns are	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed the buy-in of the family	<input type="checkbox"/>	<input type="checkbox"/>	
Determined if children on caseload are foster care candidates	<input type="checkbox"/>	<input type="checkbox"/>	
Identified the service providers and tasks family will be asked to complete	<input type="checkbox"/>	<input type="checkbox"/>	
Sent Form 2054 as soon as service provider was identified (and ensured they don't expire as time goes on)	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Consistently communicated with service providers to make sure that they meet the specific needs of family	<input type="checkbox"/>	<input type="checkbox"/>	
Submitted the plan to the supervisor within designated time period	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed the Family Plan with the family, taking steps to help family understand exactly what it entails and what it asks of them	<input type="checkbox"/>	<input type="checkbox"/>	
Provided family opportunity to identify and express options for services	<input type="checkbox"/>	<input type="checkbox"/>	
Identified any barriers to services that are present or that may arise	<input type="checkbox"/>	<input type="checkbox"/>	
Linked the steps the family is taking with the issues being addressed (“We’re asking you to do this... because of this...”)	<input type="checkbox"/>	<input type="checkbox"/>	
Filed Family Plan with the court (if CVS) and uploaded the plan into OneCase	<input type="checkbox"/>	<input type="checkbox"/>	
Continued to follow up with the family, addressing concerns and positives related to services	<input type="checkbox"/>	<input type="checkbox"/>	
Contacted service providers every 30 days	<input type="checkbox"/>	<input type="checkbox"/>	
Documented any contact with family or provider	<input type="checkbox"/>	<input type="checkbox"/>	
Completed a Risk Re-Assessment any time a there was a new safety concern or if a safety concern was mitigated	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Re-evaluated Family Plan to include new information related to concerns or progress	<input type="checkbox"/>	<input type="checkbox"/>	
Updated the visitation plan (mainly CVS) or PCSP or Safety Plan (FBSS)	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Safety Plan (FBSS) Assessment Sheet

Protégé: _____

Grader: _____

Date: _____

Required Action	Met	Not Met	If not met, briefly explain the reason
Identified and defined danger(s) clearly in documentation of case	<input type="checkbox"/>	<input type="checkbox"/>	
Included information related to any referral to prior services that attempted to address danger	<input type="checkbox"/>	<input type="checkbox"/>	
Obtained relevant information and (if possible and appropriate) family input related to dangers	<input type="checkbox"/>	<input type="checkbox"/>	
Staffed with the supervisor	<input type="checkbox"/>	<input type="checkbox"/>	
Discussed present situation with family in professional, honest, compassionate way	<input type="checkbox"/>	<input type="checkbox"/>	
Used open-ended and solution-focused questioning with family, allowing client to do most of the talking	<input type="checkbox"/>	<input type="checkbox"/>	
Monitored progress with services, documenting all contacts including collaterals	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Attempted to get agreement and partnership from family about appropriate interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Explained and documented how each intervention addresses particular dangers	<input type="checkbox"/>	<input type="checkbox"/>	
Specific timeframes were given for the interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote out a detailed and specific Safety Plan with realistic expectations	<input type="checkbox"/>	<input type="checkbox"/>	
Used action oriented language in the Safety Plan with observable steps and clear actions that the family must take	<input type="checkbox"/>	<input type="checkbox"/>	
Used family's language and phrasing to describe situations; appropriate to audience without abbreviations or text language	<input type="checkbox"/>	<input type="checkbox"/>	
Obtained all needed signatures and provide copies to participants	<input type="checkbox"/>	<input type="checkbox"/>	
Monitored the family, looking for evidence of family progress or regression	<input type="checkbox"/>	<input type="checkbox"/>	
Staffed with supervisor if family regressed or if new danger indicator presented itself	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluated the Safety Plan at a minimum of every 30 days	<input type="checkbox"/>	<input type="checkbox"/>	
Identified behavioral changes and not just completing steps or services	<input type="checkbox"/>	<input type="checkbox"/>	

Required Action	Met	Not Met	If not met, briefly explain the reason
Updated or extended Safety Plan as appropriate if safety has not been achieved	<input type="checkbox"/>	<input type="checkbox"/>	
Discussed with family about how they can continue in a good direction without CPS intervention	<input type="checkbox"/>	<input type="checkbox"/>	
Completed Safety and Risk Re-Assessments	<input type="checkbox"/>	<input type="checkbox"/>	
Communicated to family that the Safety Plan was lifted and document plan in IMPACT narrative			