

# Working with Your Own IDP in E-Track

(Revised 2/20)

## ACCESS YOUR IDP AND REVIEW OBJECTIVE DETAILS:

1. Log into E-Track (<https://e-track.teds.com/Everyone/TEDSEveryOne.jsp>) .
2. Click on the IDP tab (A) along the top of your screen.
3. Click the yellow folder to the left of your IDP title to expand its contents (B).
4. Click on an underlined objective (C) to view its details. Contact your supervisor before editing these details.

The screenshot shows the E-Track user interface. At the top, there is a navigation bar with tabs: Dashboard, Activities, IDP (labeled 'A'), Catalogs, and Profile. Below the navigation bar, the user's name 'Kathy Kelley' and a dropdown menu 'My Activities' are visible. On the left side, there is a sidebar titled 'I Want To:' with several links: Create a Development Plan, Add Objective or Activity, Close, Delete, Submit Objective, Expand All Folders, and Collapse All Folders. The main content area is titled 'IDP' and 'Current Development Plans for Kathy Kelley'. Below this title, there is a note: 'Objectives may only be added to Development Plans and Activities may only be added to Objectives.' A table lists development plans with columns for checkboxes, 'Past Due', 'Print View', 'Title', and 'Type'. The first row is 'Kathy Kelley Staff IDP' (labeled 'B') with a yellow folder icon. Below it, several objectives are listed with underlined titles (labeled 'C'): 116-04-005, 201-02-009, 201-02-012, 201-03-006, and 201-03-007.

## LOCATE/ENROLL IN INTERVENTIONS TO ADDRESS OBJECTIVES:

5. Click on the underlined competency (D) at the bottom of the objective's details.

### Objective Details for Kathy Kelley

#### Definition

Objective Title 201-02-009;  
Targeted Completion Date 11/19/16 m/d/yy  
Send Reminder 180 days prior to targeted completion date  
Notify Supervisor

#### Description

#### Completion

#### Competency

D Associated Competency [201 - Adoption and Foster Care \(Topic\) /201-02 Ability to determine the \(Competency\)](#)

6. On the resulting screen, review the list of learning intervention “Suggestions” (E) and click on any of interest to see more details:

**Dashboard** | **Activities** | **IDP** | **Catalogs** | **Profile**

Kathy Kelley  
My Activities

I Want To: [Return to Previous Screen](#)

### Competency Catalog

#### Competency Information for 201-02-009 Knows how to use the family assessment to educate and prepare prospective applicants for foster or adoptive parenting

Overview

Knows how to use the family assessment to educate and prepare prospective applicants for foster or adoptive parenting

#### General

Once completed, completion never expires for this competency.

Local Code : **201-02-009**  
 Type : **Competency**  
 Status : **Active**  
 Difficulty : **0.00**  
 Time To Train : **0.00**

#### Requirements

No requirements.

#### E Suggestions

	Local Code	Type
<a href="#">Family and Child Assessment (Assessor-Tier 1)</a>	201-A1-S	Learning
<a href="#">(CW 6 hr) Assessing, Preparing, and Supporting Adoptive Parents who Care for...</a>	201-2	Learning
<a href="#">(CW 6 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized...</a>	201-3	Learning
<a href="#">(CW 12 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized...</a>	201-11	Learning

7. If the learning intervention has sessions scheduled, you can click on “Enroll or View available dates for this Learning” (F) to review scheduled dates and locations for the learning (or skip to step 9 if you don’t see this option).

**Dashboard** | **Activities** | **IDP** | **Catalogs** | **Profile**

Christina Carter  
Manage Direct Reports

I Want To: [Add this Learning to the To Do List of my Supervisee \(s\)](#)

### Learning Details

#### Family and Child Assessment (Assessor-Tier 1) - 201-A1-S

#### Overview

##### Family and Child Assessment (Assessor-Tier 1)

This two-day module will provide workers with strategies for engaging prospective resources families of families who will have a high probability of long-term success in parenting adopted or foster child.

The *Family and Child Assessment* module will provide workers with strategies to assess the social and emotional needs of prospective adoptive parents. Finally, the workshop will present information regarding selection and match in adoption, including ***This workshop is CSWMFT Board approved for Social Work and Counselor CEUs.***

#### F [Enroll or View available dates for this Learning](#)

8. Click  to see more details about a scheduled session; click the ENROLL button to enroll in the session; or click  if none of the scheduled sessions suits your schedule/location.

Family and Child Assessment (Assessor - Tier 1)

Matching Sessions All Available Sessions

	Code	Type	Start Date m/d/yyyy	End Date m/d/yyyy	Geographic County/Start Time	Hours	Availability	Regional Training Center
<b>ENROLL</b>	OCWT00EF2E		2/20/2020	2/21/2020	Greene - Multiple Times Defined	12.00	6 seats open	 WORTC (Greene)
<b>ENROLL</b>	OCWT00EC45		2/27/2020	2/28/2020	Franklin - Multiple Times Defined	12.00	Full - 2 on wait list	 CORTC (Franklin)
<b>ENROLL</b>	OCWT00E68E		3/12/2020	3/13/2020	Clermont - Multiple Times Defined	12.00	2 seats open	 SWORTC (Clermont)
<b>ENROLL</b>	OCWT00E86F		4/2/2020	4/3/2020	Cuyahoga - Multiple Times Defined	12.00	Full - 4 on wait list	 NCORTC (Cuyahoga)
<b>ENROLL</b>	OCWT00E423		4/8/2020	4/9/2020	Summit - Multiple Times Defined	12.00	1 seats open	 NEORTC (Summit)
<b>ENROLL</b>	OCWT00E54D		6/4/2020	6/5/2020	Greene - Multiple Times Defined	12.00	13 seats open	 WORTC (Greene)
<b>ENROLL</b>	OCWT00E99C		6/4/2020	6/5/2020	Franklin - Multiple Times Defined	12.00	16 seats open	 CORTC (Franklin)
<b>ENROLL</b>	OCWT00E474		6/11/2020	6/12/2020	Athens - Multiple Times Defined	12.00	17 seats open	 SEORTC (Athens)
<b>ENROLL</b>	OCWT00EBAB		8/5/2020	8/6/2020	Summit - Multiple Times Defined	12.00	24 seats open	 NEORTC (Summit)
<b>ENROLL</b>	OCWT00D806		8/5/2020	8/6/2020	Lucas - Multiple Times Defined	12.00	22 seats open	 NWORTC (Lucas)
<b>ENROLL</b>	OCWT00E99D		8/20/2020	8/21/2020	Franklin - Multiple Times Defined	12.00	25 seats open	 CORTC (Franklin)
<b>ENROLL</b>	OCWT00E6F8		8/31/2020	10/1/2020	Guernsey - Multiple Times Defined	12.00	20 seats open	 ECORTC (Guernsey)
<b>ENROLL</b>	OCWT00EBB7		9/30/2020	10/1/2020	Summit - Multiple Times Defined	12.00	24 seats open	 NEORTC (Summit)
<b>ENROLL</b>	OCWT00E99E		10/21/2020	10/22/2020	Franklin - Multiple Times Defined	12.00	25 seats open	 CORTC (Franklin)
<b>ENROLL</b>	OCWT00E6EB		12/3/2020	12/4/2020	Greene - Multiple Times Defined	12.00	18 seats open	 WORTC (Greene)
<b>ENROLL</b>	OCWT00E475		12/10/2020	12/11/2020	Athens - Multiple Times Defined	12.00	20 seats open	 SEORTC (Athens)

[Request a New Session](#)

9. If there are currently no scheduled sessions of this learning, click on “No classes are currently available for this Learning. Submit a request for a class” at the top of the left-side menu (G) to request that a new offering of this learning intervention be scheduled to meet your need.

I Want To: 

[No classes are currently available for this Learning. Submit a request for a class](#)

[Return to the previous screen.](#)

**G Learning Details**

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*(CW 12 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized... - 201-11*

**Overview**

**(CW 12 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized Children on the Adoptive:** When a child enters a foster or adoptive home following a history of abuse, neglect, and trauma, the family *will* transformation is not positive, and the issues and challenges of maintaining the child in the home seem insurmountable. This interactive workshop addresses key issues: What does a traumatized child look like? What behavioral challenges are workers prepared to support and guide families from the pain to the other side? This workshop tackles tough and realistic issues faced by families but not often recognized by the professionals. **This workshop is CSWMFT Board approved for Social Work and Counselor CEUs.**

**Competencies addressed:**  
201-02-004, 201-02-007, 201-02-009, 201-02-010, 201-02-011, 318-01-001, 318-01-006, 318-01-013, 318-01-014, 318-01-015, 318-01-016, 318-01-017, 318-01-018, 318-01-019, 318-01-020, 318-01-021, 318-01-022, 318-01-023, 318-01-024, 318-01-025, 318-01-026, 318-01-027, 318-01-028, 318-01-029, 318-01-030, 318-01-031, 318-01-032, 318-01-033, 318-01-034, 318-01-035, 318-01-036, 318-01-037, 318-01-038, 318-01-039, 318-01-040, 318-01-041, 318-01-042, 318-01-043, 318-01-044, 318-01-045, 318-01-046, 318-01-047, 318-01-048, 318-01-049, 318-01-050, 318-01-051, 318-01-052, 318-01-053, 318-01-054, 318-01-055, 318-01-056, 318-01-057, 318-01-058, 318-01-059, 318-01-060, 318-01-061, 318-01-062, 318-01-063, 318-01-064, 318-01-065, 318-01-066, 318-01-067, 318-01-068, 318-01-069, 318-01-070, 318-01-071, 318-01-072, 318-01-073, 318-01-074, 318-01-075, 318-01-076, 318-01-077, 318-01-078, 318-01-079, 318-01-080, 318-01-081, 318-01-082, 318-01-083, 318-01-084, 318-01-085, 318-01-086, 318-01-087, 318-01-088, 318-01-089, 318-01-090, 318-01-091, 318-01-092, 318-01-093, 318-01-094, 318-01-095, 318-01-096, 318-01-097, 318-01-098, 318-01-099, 318-01-100, 318-01-101, 318-01-102, 318-01-103, 318-01-104, 318-01-105, 318-01-106, 318-01-107, 318-01-108, 318-01-109, 318-01-110, 318-01-111, 318-01-112, 318-01-113, 318-01-114, 318-01-115, 318-01-116, 318-01-117, 318-01-118, 318-01-119, 318-01-120, 318-01-121, 318-01-122, 318-01-123, 318-01-124, 318-01-125, 318-01-126, 318-01-127, 318-01-128, 318-01-129, 318-01-130, 318-01-131, 318-01-132, 318-01-133, 318-01-134, 318-01-135, 318-01-136, 318-01-137, 318-01-138, 318-01-139, 318-01-140, 318-01-141, 318-01-142, 318-01-143, 318-01-144, 318-01-145, 318-01-146, 318-01-147, 318-01-148, 318-01-149, 318-01-150, 318-01-151, 318-01-152, 318-01-153, 318-01-154, 318-01-155, 318-01-156, 318-01-157, 318-01-158, 318-01-159, 318-01-160, 318-01-161, 318-01-162, 318-01-163, 318-01-164, 318-01-165, 318-01-166, 318-01-167, 318-01-168, 318-01-169, 318-01-170, 318-01-171, 318-01-172, 318-01-173, 318-01-174, 318-01-175, 318-01-176, 318-01-177, 318-01-178, 318-01-179, 318-01-180, 318-01-181, 318-01-182, 318-01-183, 318-01-184, 318-01-185, 318-01-186, 318-01-187, 318-01-188, 318-01-189, 318-01-190, 318-01-191, 318-01-192, 318-01-193, 318-01-194, 318-01-195, 318-01-196, 318-01-197, 318-01-198, 318-01-199, 318-01-200, 318-01-201, 318-01-202, 318-01-203, 318-01-204, 318-01-205, 318-01-206, 318-01-207, 318-01-208, 318-01-209, 318-01-210, 318-01-211, 318-01-212, 318-01-213, 318-01-214, 318-01-215, 318-01-216, 318-01-217, 318-01-218, 318-01-219, 318-01-220, 318-01-221, 318-01-222, 318-01-223, 318-01-224, 318-01-225, 318-01-226, 318-01-227, 318-01-228, 318-01-229, 318-01-230, 318-01-231, 318-01-232, 318-01-233, 318-01-234, 318-01-235, 318-01-236, 318-01-237, 318-01-238, 318-01-239, 318-01-240, 318-01-241, 318-01-242, 318-01-243, 318-01-244, 318-01-245, 318-01-246, 318-01-247, 318-01-248, 318-01-249, 318-01-250, 318-01-251, 318-01-252, 318-01-253, 318-01-254, 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## INDEPENDENT STUDY OF PRINTED, VIDEO, OR ONLINE RESOURCES:

You may want to review written or digital materials at your own pace (e.g., reading sections of the Field Guide to Child Welfare). Ask your supervisor to note the independent study/research plan in the objective's "Description" box.

## COACHING:

Coaching is a very effective way for workers to master specific skills. Talk with your supervisor if you're interested in receiving coaching. If you both agree it is appropriate, your supervisor will complete the [Coaching Request Form](#) and submit to the Regional Training Center (RTC) to arrange a coaching intervention. Your supervisor will then note the details of the coaching plan in the objective's "Description" box in your IDP.

## CLOSE AN OBJECTIVE IN YOUR IDP:

10. When your knowledge/skill development need has been met, it is important to ask your supervisor to close that corresponding objective in your IDP. Your supervisor has been provided separate IDP management instructions on how to close objectives.

## ADD A NEW OBJECTIVE TO YOUR IDP:

Occasionally you may wish to add a new objective to your existing IDP to address a newly emerging agency or county initiative or a newly detected need for knowledge/skill development.

11. Contact your supervisor to request that he/she add a new objective to your IDP. Your supervisor has been provided separate IDP management instructions on how to add new objectives to existing worker IDPs.

## WHEN IT'S TIME FOR YOUR NEXT ITNA/IDP:

### REVIEW YOUR EXISTING IDP:

Before completing a new ITNA, carefully review and discuss your existing IDP with your supervisor to identify any unmet objectives (and associated competencies) that should be reselected in your new ITNA. We suggest printing an IDP summary and reviewing that with your supervisor. To do this, simply click the printer icon immediately to the left of the IDP title in E-Track. You'll see a summary view of the report appear on your screen. Select the printer icon on the top right of that summary view screen to print the IDP summary.

### COMPLETE YOUR NEW ITNA:

Go to the ITNA/IDP Homepage on the OCWTP website ([http://www.ocwtp.net/ITNA\\_IDP.html](http://www.ocwtp.net/ITNA_IDP.html)) to link to the appropriate ITNA form. Complete it in collaboration with your supervisor, being careful to include any unmet competencies from your last IDP that you and your supervisor agreed remain priorities.

### REVIEW YOUR NEW IDP:

Upon receiving your new ITNA results, your RTC will close your existing IDP and create a new IDP reflecting your new high priority development needs. When the RTC emails you that your new plan is ready, review it with your supervisor and begin identifying plans to address each objective over the next two years. (Closed IDPs can be viewed in your training history—be sure to select "view all" when searching your history.)

BE SURE TO CLICK "SAVE" WHEN YOU ARE FINISHED.