

**Committee for Public Counsel Services  
Children and Family Law Division  
Mentoring Program Manual**

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**Committee for Public Counsel Services  
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# CAFL Mentoring Program Manual

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# CAFL Mentoring Manual

## Introduction

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The CAFL Mentoring Program reflects a commitment to high quality representation for all clients. The Mentoring Program pairs private attorneys new to CAFL practice with attorneys both highly skilled and knowledgeable about the law and procedure related to CAFL practice. By doing so, the Mentoring Program supports additional CAFL goals of increasing recruitment and retention of skilled attorneys and passing on to new attorneys the accumulated wisdom and best practices of more experienced practitioners. The mentoring relationship is dynamic and fluid, changing over time in response to the mentee's evolving needs and interests.

This manual provides a general overview of the CAFL Mentoring Program, including its purpose and organizational structure, as well as the roles and responsibilities of mentors, mentees, and CAFL Trial Panel Support Unit (TPSU) Attorneys. It also provides suggested guidelines for establishing and maintaining an effective mentoring relationship.

## Mentoring Overview

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Mentoring is a process that links an experienced person (mentor) with a less experienced person (mentee) to help foster the mentee's professional growth and development. Webster's Dictionary defines a "**mentor**" as a "trusted counselor, guide, tutor or coach," and a "**mentee**" (or protégé) as a person "whose career is furthered by a person of more experience, influence or prominence."

A mentor facilitates the mentee's **personal** and **professional** growth by sharing the knowledge and insights that they have learned through the years. Through the mentoring process, the mentor and mentee work together to reach specific goals and to provide each other with sufficient feedback to ensure that these goals are reached. CAFL's Mentoring Program addresses four critical areas:

- **Program Socialization and Orientation** builds a sense of connection to the values and mission of the CAFL Division. Mentors convey the purpose and importance of CAFL work through their words and personal example. They also share their knowledge and experience about local court and agency customs, rules and practices. They introduce mentees to judges, court personnel, other lawyers and social service providers with whom they will interact on behalf of their clients. Finally, mentors provide valuable information about administrative and logistical issues related to CPCS, including such things as record keeping and billing practices.
- **Knowledge and Skill Building** increases new attorneys' competence to represent CAFL clients. Mentors help new CAFL attorneys learn substantive law, court rules and procedures and improve their legal skills through experience, instruction and feedback.
- **Confidence Building** supports new attorneys' self-esteem and self-confidence as legal professionals. Mentors also provide emotional support to new attorneys by listening to them and acknowledging the challenges inherent in CAFL practice – both in terms of what is at stake for the clients and what is required of the attorneys.
- **Professional Development** helps new attorneys identify and select legal practice goals related both to CAFL practice and their overall development as lawyers.

## Roles of Mentors

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Mentors support mentees' professional development by fulfilling a number of complementary roles – as teachers, counselors, coaches, advisors, role models and sponsors. Which roles mentors assume depends on the mentees' needs and on the nature of the relationship between mentor and mentee. On any given day or within any period of time, the mentor may fulfill one or more of these roles depending on the mentee's specific needs or interests.

As a **teacher**, the mentor helps the mentee obtain knowledge and skills necessary to represent parents and children effectively. As such, the mentor is available to provide information about specific court rules or practices or share experiences in such areas as interviewing and building trust with clients or preparing for and conducting a trial.

As a **counselor**, the mentor helps the mentee sort through case-related issues and develop problem-solving skills. For example, in this role, the mentor might help the mentee analyze case files and determine what records or expert assistance they may need to obtain before trial.

As a **coach**, the mentor helps the mentee overcome performance difficulties by providing constructive feedback. In this role, the mentor reviews and comments on the mentee's written work (e.g., motions or other pleadings) and is available after significant court events to discuss how things went. As a coach, the mentor also provides emotional support, acknowledging the challenges and pressures inherent in this kind of work and providing positive reinforcement and constructive feedback.

As an **advisor**, the mentor helps the mentee develop realistic professional development goals that outline what knowledge, skills and abilities the mentee needs to obtain in order to achieve those goals.

As a **role model**, the mentor exemplifies CAFL values, ethics and standards of practice.

As a **sponsor**, the mentor introduces the mentee to judges, court personnel, attorneys and others with whom the mentee will need to interact.

## How the CAFL Mentoring Program Works

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Through the Mentoring Program, new CAFL attorneys (mentees) are paired with experienced attorneys (mentors).

**Who are Mentors?** Mentors are experienced attorneys distinguished by their exemplary lawyering skills and their expertise in the substantive and procedural issues related to CAFL practice. Mentors are characterized by their demonstrated interest in helping new lawyers learn and grow professionally, their willingness to share their professional experience and knowledge, as well as their accessibility, empathy, and excellent interpersonal skills.

**How are Mentors Selected?** Experienced CAFL panel attorneys are encouraged to apply to be mentors. All prospective mentors must submit an application, including a statement of interest, a resume, a writing sample and the names of two references.

**Who are Mentees?** The CAFL Division assigns mentors to all attorneys who satisfactorily complete the certification training. Mentees include both relatively new lawyers as well as more experienced lawyers new to CAFL practice. While attorneys are under mentorship, they are provisionally certified to accept CAFL assignments. Provisionally-certified attorneys must work cooperatively with their assigned mentors. See CPCS Assigned Counsel Manual: Policies and Procedures.

**Duration of Mentoring Relationship.** Mentees are required to participate in the Mentoring Program until the mentee demonstrates a proficiency in handling CAFL matters. (See Requirements for Graduation from the Mentoring Program. Appendix G) Mentors will update the CAFL TPSU about the work of each of their attorneys throughout the mentoring period. The CAFL TPSU determines when the mentorship ends. It is the mentor's responsibility to recommend to the CAFL TPSU Attorney assigned to the mentor's region when a mentee is ready to "graduate" from the Mentoring Program. Similarly, mentors inform the CAFL TPSU Attorney when they are concerned that the mentee lacks the ability to adequately represent clients in CAFL cases.

If the TPSU determines that the provisionally certified attorney no longer requires a mentor, the attorney will be fully certified and permitted to take additional trial court assignments without mentor supervision. At any time during the provisionally-certified attorney's mentorship, the CAFL Trial Panel Director and TPSU may:

- i. graduate the attorney from the mentor program;
- ii. remove the attorney's certification to take new CAFL trial court assignments;
- iii. remove the attorney from the panel and have their cases reassigned; or
- iv. place caseload restrictions or impose other conditions on the attorney.

## How the CAFL Mentoring Program Works

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**Mentoring Program Coordination and Oversight.** CAFL TPSU Attorneys provide direct oversight of the mentoring program. CAFL TPSU Attorneys in consultation with the Trial Panel Director are responsible for matching mentors with mentees. Generally, matches are made based on geographic location and availability. Matches also may be made based on the needs of the mentee and the skills and knowledge of the mentor.

**Purpose and Frequency of Meetings.** Mentors and mentees are required to meet initially before mentees take on their first case assignments. Thereafter, they meet at least monthly to review cases and professional development goals. Typically, mentor pairs will meet more often in the beginning until the mentor is comfortable with the mentee's skill level and knowledge of the substantive area. Likewise, as mentees gain experience and confidence, mentoring pairs may decide that they can meet less than monthly.

**Time commitment.** On average, a mentor will spend approximately 5 hours per month with each mentee. This may vary considerably depending upon the mentee's level of experience and caseload. More time may be required at the very beginning of the relationship, and later on when assisting the mentee with their first trial. The mentoring relationship is anticipated to last around two years.

**Team Member.** Each mentor will collaborate with other mentors in their region to support fellow members of the private bar. Mentors will work collaboratively to address minor professional issues within the private bar in their region.

**CAFL Trial Panel Support Attorneys.** CAFL Trial Panel Support Attorneys work directly with mentors and the Trial Panel Director to oversee and support the Mentoring Program.

**Quarterly Regional Meetings.** The assigned CAFL TPSU Attorney will convene quarterly meetings with the mentors in their region. These meetings are a forum for mentors to share information about new case law, CPCS policy updates, systemic issues and local court developments. They also provide a forum for strengthening mentoring skills through discussion, problem-solving and training.

**Confidentiality.** Mentors are encouraged to create an open and candid relationship with their mentees. Information exchanged between mentors and mentees will be confidential to the extent that it is not related to job performance. It should also be noted that mentors are subject to attorney-client privilege and confidentiality related to all client cases discussed with the mentee. When providing peer support to each other through quarterly regional meetings, mentors should be careful to protect their mentees' confidentiality and not identify specific mentees by name or describe specific cases that their mentees are working on.

## How the CAFL Mentoring Program Works

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**Resource Attorneys.** Resource Attorneys do not oversee the mentoring relationships within their regions. The Resource Attorney's primary function is to provide advice and technical assistance to all CAFL trial panel attorneys in their regions. Resource Attorneys coordinate trainings with the CAFL Training Unit Staff and serve as a liaison between court personnel and CAFL trial panel members in their region. Resource Attorneys are expected to respond to mentee questions when mentors are not available. Resource Attorneys are expected to be available to mentors to provide educational materials and to brainstorm difficult cases. Mentors may be asked by Resource Attorneys to participate in various trainings in their region.

**CAFL Trial Panel Director.** The CAFL Trial Panel Director supervises CAFL TPSU Attorneys and, after consultation with TPSU attorneys, is responsible for final decisions related to reducing panel attorney caseloads or removing them from the panel list.

**CAFL Training Director.** The CAFL Training Director is responsible for organizing ongoing training and technical assistance related to the Mentoring Program and CAFL practice.

**Ongoing Support and Monitoring.** CAFL TPSU Attorneys have regular contact with mentors to provide support and ensure that the Mentoring Program overall and individual mentoring relationships are working effectively.

**Evaluation.** CAFL TPSU Attorneys solicit feedback from mentors, and mentees, regarding the effectiveness of CAFL's Mentoring Program and make changes in the program structure as necessary.



## Stages in the Mentoring Relationship

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The mentoring relationship has several stages.

### **Stage 1: Getting Started**

Once the mentoring pair has been assigned and before the mentee takes their first case, the mentor and mentee must have their first meeting. The main purpose of this meeting is for the mentor and mentee to get to know each other, review their expectations for the mentoring relationship and clarify how they will work together (e.g., how often and when they will meet, how they will communicate with each other between meetings). They should carefully review the roles and responsibilities of mentors, mentees and the CAFL TPSU staff as outlined in this manual. This first stage is critical in beginning to develop a foundation of trust, honesty, commitment, and respect that will ensure a successful mentoring relationship.

### **Stage 2: Direction Setting**

During this stage, the mentor and mentee assess the mentee's incoming knowledge and skills and identify specific areas to be refined and developed. The mentor and mentee should refer to the CAFL Performance Standards and "Competencies Checklist" as measures for this assessment. Sources of information useful for the mentor to assess the mentee's incoming and developing knowledge and skills include the mentee's CAFL application and writing sample, feedback from instructors at CAFL Trial Panel Training and others who have observed the mentee's performance, the mentor's observation of the mentee's performance at initial 72-hour hearings, and review of the mentee's written work (e.g., pleadings, motions, memos, other) and case files. Mentees should also independently identify what they consider to be areas of strength and challenge. Together, the mentor and mentee will work on trial skills and the mentor will provide feedback to the mentee. Approximately 60 days after receiving a mentee assignment you will receive a short questionnaire from TPSU regarding the status and/or progress of your new mentee.

### **Stage 3: Progress**

This stage constitutes the longest period of the mentoring relationship. The mentor and mentee continue to meet regularly to review both the status of the mentee's open cases as well as the mentee's progress in achieving specific professional development goals. As the mentee achieves specific goals (whether in areas of legal practice, case management or substantive knowledge), the mentoring pair identifies new issues and areas to work on. During this stage, the pair may renegotiate certain aspects of the relationship, specifically, how often they will meet.

### **Stage 4: Graduation and Closure**

During this stage, the mentor and mentee assess the mentee's achievements regarding professional development goals. The mentor will recommend to the TPSU Staff Attorney when the mentee is ready to "graduate" from the Mentoring Program. (See Requirements for Graduation from the Mentoring Program, Appendix G).

## The Mentoring Relationship – Roles & Responsibilities of Mentors & Mentees

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Expectations	Mentor	Mentee
<b>Mentoring relationship</b>	Mentors are expected to work with the mentee to foster the mentoring relationship. They are expected to make sure that the mentee understands the requirements of the Mentoring Program.	Mentees are expected to work with the mentor to foster the mentoring relationship. They are expected to seek out mentors and keep them abreast of their progress and any concerns.
<b>Initial Mentoring Meeting</b>	Mentors are expected to meet with new mentees prior to the mentee’s first case assignment. The mentor completes the “Initial Meeting” form and forwards it to CAFL.	Mentees are expected to attend an initial meeting with their mentor prior to being placed on any court list and becoming certified to take CAFL cases.
<b>Skills Assessments</b>	At this first meeting, mentors work with mentees to assess their incoming knowledge and skills and to help mentees identify both professional strengths and areas to be developed. (See “Competencies Checklist”). Prior to the first meeting, mentors are expected to review the mentee’s CAFL application and writing sample provided by TPSU staff. The mentor may request that the mentee bring an additional writing sample to the meeting.	At this first meeting, mentees are expected to begin working with their mentors to assess their incoming knowledge and skill and identify areas to be developed. If requested by the mentor, the mentee is expected to bring a writing sample to the initial meeting.

<b>Expectation</b>	<b>Mentor</b>	<b>Mentee</b>
<b>Mentoring Meetings</b>	After the first meeting, mentors are expected to meet with mentees more frequently in the beginning and then later at least monthly. The purpose of these meetings is to review the mentees' case assignments and to support and monitor their progress in achieving specific professional development goals. Depending on the mentee's needs, more frequent meetings may be required. Mentors should check in with their mentees if the mentee does not initiate meetings on the schedule agreed to by the Mentor and Mentee. Mentors are expected to be prompt and keep scheduled appointments with mentees.	After the first meeting, mentees will meet more frequently in the beginning and then later at least monthly with their mentors. Depending on the mentee's needs, more frequent meetings may be required. Mentees are expected to be prompt and keep scheduled appointments with mentors. Mentees are expected to initiate contact with their mentors regarding the scheduling of meetings.
<b>First 72-Hour Hearing</b>	Mentors are expected to help mentees prepare for their first 72 hour hearing. They are also expected to attend the hearing to provide support and feedback to the mentee.	Mentees are expected to notify their mentors immediately of their first case assignment and the time and date of their first 72-hour hearing.
<b>Trial Skills</b>	Based on information obtained through the initial Knowledge and Skill Assessment as well as from observation and other sources, mentors provide feedback and help mentees develop and improve their trial skills.	Mentees are expected to work with their mentor to develop an initial plan through which they will work on specific goals and objectives. Mentees are expected to work toward goals and objectives identified and to discuss their progress with their mentor at their monthly meetings.
<b>Feedback Generally</b>	Mentors are expected to provide constructive feedback to mentees regarding their performance and professional development.	Mentees are expected to be receptive to constructive feedback from mentors and to use this feedback as a foundation for refining and expanding their legal practice skills.

<b>Case review</b>	Mentors are expected to review mentee case assignments on a monthly basis and review and provide feedback to mentees on written work such as pleadings, pre-trial memos, briefs, findings of fact, case analyses, trial preparation and other written work.	Mentees are expected to provide their mentors with a monthly case status report in preparation for their monthly meetings. (See Sample Case Status List in the Appendix.)
<b>Caseload management</b>	Mentors are expected to monitor their mentees' caseloads to assist them in determining the appropriate number of CAFL cases to accept.	Mentees are expected to notify mentors of all case assignments within the first six months of their CAFL practice. After the first six months, mentees are expected to notify mentors of case assignments at a frequency determined by the mentor.
<b>Availability</b>	Mentors are expected to be available to mentees – between monthly meetings – to answer questions and provide necessary support. Mentors should return phone calls within a reasonable time.	Mentees are expected to seek out their mentors and keep them abreast of their progress and any issues of concern.
<b>Concerns about the mentoring relationship</b>	In the event a mentor has concerns about the mentoring relationship, the mentor is encouraged to first address the issue directly with the mentee. If that is not possible or is unsuccessful, the mentor should contact TPSU Staff for assistance.	Mentees are encouraged to communicate any concerns they have about the mentoring relationship first to the mentor. If that is not possible or is unsuccessful, the mentee should contact TPSU Staff for assistance.

## Roles & Responsibilities of Mentors, Resource Attorneys & TPSU Attorney

Expectations	Mentor	Resource Attorney	TPSU Attorney
<b>Regular contact</b>	Mentors are expected to meet with their assigned TPSU Attorney by phone, video conference, or in-person on a quarterly basis.	<p>Resource attorneys are expected to communicate regularly with the TPSU Attorney assigned to their region to update them on the status of the Resource program in the region.</p> <p>Resource Attorneys shall have contact with mentors as needed.</p>	<p>TPSU Attorneys are expected to communicate regularly with mentors regarding the status of mentees and the Mentoring Program in their region.</p> <p>TPSU Attorneys are expected to communicate regularly with Resource Attorneys regarding the needs of the private bar in their region.</p> <p>TPSU Attorneys are expected to maintain a database of all mentors and mentees and provide mentors bi-annually, or as needed, with up-to- date lists of each mentee’s open cases.</p>
<b>Regional Meetings</b>	Mentors are expected to attend quarterly regional meetings.	Resource Attorneys may meet with mentors to discuss the educational support needs of the private bar in the region. Resource Attorneys are not expected to attend quarterly mentor meetings discussing the progress of mentees unless requested to attend by TPSU Attorney.	TPSU Attorneys will attend regional mentoring meetings.

<b>Expectations</b>	<b>Mentor</b>	<b>Resource Attorney</b>	<b>TPSU Attorney</b>
<b>Responding to Mentees</b>	<p>Mentors should make arrangements with other mentors in their Region to be available to mentees when they are not able to be available due to case conflict, vacation, etc.</p> <p>Mentors are expected to notify TPSU when they will be unavailable to their mentees for a period of time that exceeds two weeks.</p>	<p>Resource Attorneys are expected to respond to mentee questions when mentors are not available.</p>	<p>TPSU Attorneys are expected to provide support and respond to mentee questions when neither the mentor nor the Resource Attorney is available.</p>
<b>Support for Mentors</b>	<p>Mentors are expected to solicit support from Resource Attorneys regarding legal practice issues within their region.</p>	<p>Resource Attorneys are expected to respond to practice questions from mentors and others and to provide them with practice resources such as sample, motions, information, forensic resources, etc.</p> <p>Resource Attorneys are expected to be available to mentors to brainstorm difficult cases.</p>	<p>TPSU Attorneys are expected to provide sample motions and other practice resources to mentors and Resource Attorneys. They are also expected to be available to mentors to brainstorm difficult cases.</p>

<b>Expectations</b>	<b>Mentor</b>	<b>Resource Attorney</b>	<b>TPSU Attorney</b>
<b>Concerns about mentoring relationships</b>	In the event of concerns about a mentoring relationship, mentors are encouraged to first talk directly with their mentees. If that is not successful, mentors should then seek help from the TPSU Attorney assigned to their region.	Resource Attorneys are not responsible for assisting with concerns involved in mentoring relationships.	TPSU Attorneys are expected to work with mentors and mentees to address concerns and resolve problems within the mentoring relationship. However, TPSU Attorneys should first encourage mentors and mentees to address their concerns together, if they have not already done so.
<b>Quality assurance</b>	Mentors are expected to inform the TPSU Attorney when they have concerns about the quality of a mentee's legal representation of clients.  Mentors have the authority to limit a mentee's caseload and to restrict the courts where the mentee may accept assignments.	Resource Attorneys may be consulted about their observations of the quality of a mentee's legal representation of clients.  Resource Attorneys are not responsible for directly addressing any concerns with the mentee directly.	TPSU Attorneys and mentors will confer regarding issues with the quality of a mentee's legal representation of clients.

<b>Expectations</b>	<b>Mentor</b>	<b>Resource Attorney</b>	<b>TPSU Attorney</b>
<b>Provisional Certification</b>	If the mentor has concerns about the mentee's performance such that they do not believe the mentee is making progress towards graduation or is considering recommending removal from the panel, the mentor should communicate those concerns to the TPSU Attorney as early as possible, preferably no later than 12 months after assignment of the first case.	No responsibilities.	TPSU Attorneys will determine whether the attorney will (a) be certified and permitted to take additional assignments without supervision of a mentor; (b) be certified and permitted to take additional assignments with continued mentor supervision; (c) be permitted to continue to take cases with a limitation on the number of cases allowed and/or type of cases assigned; or (d) be removed from the panel and have their cases reassigned.
<b>Mentee Graduation</b>	Mentors are expected to recommend to the TPSU Attorney when a mentee is ready to graduate. To graduate, a mentee must demonstrate proficiency in each of the areas listed in the "Graduation Requirements."	No responsibilities.	TPSU Attorneys are expected to work with mentors to decide when a mentee is ready to graduate.



## APPENDIX A

### CAFL Competencies – Legal Skills Check List

Mentee Name: \_\_\_\_\_

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Establish and maintain effective working relationship with parent client</b>	<ul style="list-style-type: none"> <li>· Get to know client, including family history, strengths</li> <li>· Explain role to client, including nature of confidential relationship</li> <li>· Explain nature of legal proceedings, client’s rights and responsibilities, likely sequence of events</li> <li>· Ascertain client’s goals or position</li> <li>· Present and discuss alternative strategies for achieving client goals</li> <li>· Enable client to make decisions by offering information and advice</li> <li>· Assess need for and work with interpreter and/or culturally competent advisor</li> <li>· Assess need for and work with social worker and/or lived expert/parent partner as part of legal team.</li> <li>· Identify and respond to conflicts of interest</li> <li>· Correspond with client, including initial letter, confirming letters, case status reports</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner’s Guide on representing parents</li> <li>· Review CAFL Performance Standards 1.1-1.9</li> <li>· Practice initial client meeting with mentor or another attorney</li> <li>· Review training materials and timeline for C&amp;P case</li> <li>· Attend seminars and/or review literature on client communication</li> <li>· Attend seminars and/or review literature on working with particular populations (e.g., clients with mental illness; clients with substance use disorder; clients from diverse cultural, linguistic and racial backgrounds)</li> </ul>	
<b>Working with child clients</b>	<ul style="list-style-type: none"> <li>· All of the above and</li> <li>· Communicate with child clients in a developmentally appropriate manner</li> <li>· Identify important relationships such as siblings, grandparents, teachers, family friends</li> <li>· Determine child client’s position in accordance with CAFL Performance Standards</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner’s Guide on representing children and child development</li> <li>· Review CAFL Performance Standards 1.5 and 1.6</li> <li>· Review Rules of Professional Conduct 1.14</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Working with child clients con't</b>	<ul style="list-style-type: none"> <li>· Communicate effectively with child's caregivers and service providers</li> </ul>		<ul style="list-style-type: none"> <li>· Attend seminars and/or review literature on communicating with and representing child clients</li> <li>· Attend seminars and/or review literature on child development related topics</li> </ul>	
<b>72 Hour Hearings</b>	<ul style="list-style-type: none"> <li>· Protect the client's right to 72-hour hearing</li> <li>· Obtain all papers filed with court as well as others DCF will introduce, especially 51B report</li> <li>· Review probation record, intake, etc.</li> <li>· Analyze admissibility of documents</li> <li>· Obtain/summons other documents, police reports, medical and educational records, photographs</li> <li>· Develop theory for hearing</li> <li>· Prepare witnesses, including client, for 72-hour hearing</li> <li>· Conduct 72-hour hearing</li> <li>· Assess whether to appeal decision</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner's Guide on 72-hour hearing, Evidence, Privilege &amp; Confidentiality, Experts</li> <li>· Review CAFL Performance Standards 2.1-2.3</li> <li>· Observe other 72-hour hearings</li> <li>· Review strategy with mentor</li> <li>· Invite mentor to observe hearing</li> </ul>	
<b>Discovery Planning &amp; Practice</b>	<ul style="list-style-type: none"> <li>· Develop discovery plan</li> <li>· Conduct informal discovery including interviews with client, DCF, other counsel, and collaterals; attendance at foster care reviews and other meetings</li> <li>· Request DCF records in writing</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner's Guide on discovery, Privilege and Confidentiality and the Next 90 Days</li> <li>· Review CAFL Performance Standards 3.1-3.2</li> </ul>	

<b>Discovery Planning &amp; Practice con't</b>	<ul style="list-style-type: none"> <li>· Conduct formal discovery including interrogatories, expert interrogatories, and depositions</li> <li>· Draft motions for discovery, oppositions, sanctions, motions for protective orders</li> </ul>		<ul style="list-style-type: none"> <li>· Review applicable rules of procedure</li> <li>· Discuss discovery strategy with mentor</li> <li>· Review sample motions and other pleadings</li> <li>· Prepare drafts for mentor's review</li> <li>· Attend seminars on discovery topics</li> <li>· Observe deposition</li> </ul>	
<b>The Court Investigator and/or Guardian ad Litem.</b>	<ul style="list-style-type: none"> <li>· Explain investigator's role to client</li> <li>· Protect client confidentiality and privileges</li> <li>· Prepare client for interview</li> <li>· Attend interview with client</li> <li>· Communicate effectively with court investigator to advance client's position, including identifying collaterals to be interviewed</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner's Guide on Court Investigators and GALs; Privilege and Confidentiality</li> <li>· Review CAFL Performance Standards 4.4 and 1.8</li> <li>· Review Juvenile Ct. Guidelines for Court Investigators</li> <li>· Review Juvenile &amp; Probate Ct. qualifications for GALs and court investigators</li> <li>· Talk to mentor about working with court investigators and GALs</li> <li>· Talk to court investigators and GALs for tips</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Case Analysis, Planning &amp; Preparation</b>	<ul style="list-style-type: none"> <li>· Investigate the facts</li> <li>· Conduct legal research</li> <li>· Evaluate strengths and weaknesses of client's case</li> <li>· Evaluate opponent's case</li> <li>· Develop a theory of the case</li> <li>· Identify potential legal and non-legal means for achieving client goals</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in CAFL Practitioner's Guide on Adjudication and Disposition</li> <li>· Draft opening memo for mentor's review</li> <li>· Review relevant statutes and case law</li> <li>· Discuss case strategy with mentor</li> <li>· Educate self on clinical issues by reading literature Internet research</li> </ul>	
<b>Client Services, Placement &amp; Family Time</b>	<ul style="list-style-type: none"> <li>· Advocate for culturally appropriate &amp; trauma-sensitive services, medical care and education</li> <li>· Advocate for appropriate placement (e.g., placement with kin, siblings, family foster care)</li> <li>· Advocate for family time (including parent child contact, sibling contact, grandparents &amp; other kin)</li> <li>· Advocate to ensure child's identities are promoted and preserved while in placement (e.g., cultural, racial, linguistic, religion, gender, etc.)</li> <li>· Advocate through: <ul style="list-style-type: none"> <li>· Negotiation of action plans</li> <li>· Other informal advocacy</li> <li>· Foster Care Reviews, Permanency Hearings and other court events</li> <li>· Motions for court orders</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in CAFL Practitioner's Guide on Services, Placement and Family Time; Education; and Medical Care</li> <li>· Review CAFL Performance Standards 4.1-4.3</li> <li>· Review DCF regulations</li> <li>· Review DCF policies and procedures</li> <li>· Consult with social worker or other hired expert</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Motion Practice</b>	<ul style="list-style-type: none"> <li>· Draft motions in limine to exclude evidence</li> <li>· Draft other motions, supporting affidavits, opposition to motions, proposed orders, and legal memoranda</li> <li>· Effectively argue motions in court</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in CAFL Practitioner’s Guide on Trial Preparation; Services, Placement &amp; Family Time; Evidence; Privilege &amp; Confidentiality</li> <li>· Review sample motions</li> <li>· Prepare drafts for review by mentor</li> <li>· Attend writing seminars</li> <li>· Invite mentor to observe in court and give feedback</li> </ul>	
<b>Working with Experts</b>	<ul style="list-style-type: none"> <li>· Identify need for expert (including social worker and lived expert/parent partner)</li> <li>· Locate and hire expert</li> <li>· Prepare expert engagement letter</li> <li>· Secure funds for expert under the Indigent Court Costs Act</li> <li>· Work effectively with expert to advance client’s goals</li> <li>· Conduct discovery and research to challenge opponent’s experts</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner’s Guide on Experts and the ICCA</li> <li>· Review CAFL Performance Standard 4.7</li> <li>· Discuss need for expert with mentor</li> <li>· Discuss with mentor avenues for locating expert</li> <li>· Review Indigent Court Costs Act</li> <li>· Review sample engagement letters</li> <li>· Review sample motions</li> <li>· Review ICCA toolkit</li> </ul>	

<b>Interlocutory Appeals</b>	<ul style="list-style-type: none"><li>· Consider interlocutory appeal after adverse rulings</li><li>· Draft pleadings, docket and pursue appeal as appropriate</li></ul>		<ul style="list-style-type: none"><li>· Review chapter in Practitioner's Guide on Interlocutory Appeals</li><li>· Review CAFL Performance Standard 4.6</li><li>· Review sample pleadings</li><li>· Draft pleadings for review by mentor</li><li>· Rehearse oral argument with mentor</li><li>· Request mentor from CAFL appellate panel support unit</li></ul>	
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Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Foster Care Reviews</b>	<ul style="list-style-type: none"> <li>· Create account on DCF attorney portal to receive notice of reviews</li> <li>· Prepare self and client for FCR</li> <li>· Request interpreter and/or accommodations as needed</li> <li>· Arrange for attendance of child client if desired</li> <li>· Pursue any needed follow up, including appeal</li> <li>·</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner’s Guide on the DCF Administrative Process</li> <li>· Review DCF policy and regulations on foster care reviews</li> <li>· Review info and videos on navigating the DCF attorney portal</li> <li>· Attend training on foster care reviews</li> </ul>	
<b>Permanency Hearings</b>	<ul style="list-style-type: none"> <li>· Ensure client’s right to meaningful hearing</li> <li>· Prepare objection to permanency plan</li> <li>· Request interpreter and/or accommodations as needed</li> <li>· Arrange for attendance of child client if desired</li> <li>· Prepare for and conduct contested hearing</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner’s Guide on Permanency &amp; Trial Prep and Conduct</li> <li>· Review CAFL Performance Standards 5.1-5.3</li> <li>· Review G.L. c. 119, §§ 29B &amp; 29C, C&amp;P of Walt, Rashida</li> <li>· Review Trial Court Rules governing permanency hearings</li> <li>· Draft objection to plan for mentor’s review</li> <li>· Observe contested permanency hearing</li> </ul>	

<b>Negotiation &amp; Settlement</b>	<ul style="list-style-type: none"> <li>· Advise client about options, risks and benefits of settlement</li> <li>· Negotiate favorable result for client (e.g., action plan, family time, placement, custody)</li> <li>· Settle part or all of a case in accordance with the client's wishes and interests</li> <li>· Utilize mediation services where available and appropriate</li> <li>· Draft settlement documents such as agreements and stipulations</li> <li>· Document client's rationale in file</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner's Guide on Settlement</li> <li>· Review CAFL Performance Standard 7.</li> <li>· Review statutes/case law governing post-termination and post-adoption contact and guardianships</li> <li>· Discuss settlement strategy with Mentor</li> <li>· Draft stipulations and proposed orders for Mentor review</li> <li>· Attend seminar on permanency mediation</li> <li>· Review literature and/or attend seminar on negotiation skills</li> </ul>	
<b>Trial Preparation</b>	<ul style="list-style-type: none"> <li>· Update legal research</li> <li>· Update theory of the case</li> <li>· Prepare "Trial Notebook"</li> <li>· Interview and prepare witnesses to testify, including the client, if appropriate</li> <li>· Secure the presence of witnesses</li> <li>· Secure documentary evidence favorable to the client</li> <li>· File pretrial motions, including motions in limine to exclude evidence, sanctions for failure to comply with discovery</li> <li>· Draft proposed findings and conclusions of law</li> <li>· Prepare for cross-examination of witnesses</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner's Guide on Trial Preparation and Conduct, Experts, Adjudication and Disposition, Evidence Privilege and Confidentiality, CRAs if this is a CRA adjudication</li> <li>· Review CAFL Performance Standard 6.1</li> <li>· Review procedures for service of subpoenas, habeas corpus orders, introduction of hospital records</li> <li>· Discuss trial preparation activities with mentor</li> <li>· Attend Preparing for Trial training</li> </ul>	



Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Trial Preparation con't</b>	<ul style="list-style-type: none"> <li>· Request court interpreter as needed</li> <li>· Identify and request accommodations as needed for client or other witnesses</li> </ul>		<ul style="list-style-type: none"> <li>· Draft motions for review by mentor</li> <li>· Draft proposed findings and conclusions of law for review by mentor</li> <li>· Review local court's pretrial conference protocols and/or orders</li> </ul>	
<b>Trial Advocacy</b>	<ul style="list-style-type: none"> <li>· Examine lay and expert witnesses on direct and cross-examination</li> <li>· Introduce evidence, make offers of proof if evidence excluded</li> <li>· Make objections to exclude evidence</li> <li>· Make effective opening and closing statements</li> <li>· Preserve the record for appeal</li> </ul>		<ul style="list-style-type: none"> <li>· <i>Consult all chapters listed for Trial Preparation</i></li> <li>· Review CAFL Performance Standard 6.2</li> <li>· Consult <u>Modern Trial Advocacy</u> by Lubet, or other trial skills hornbooks</li> <li>· Observe other trials</li> <li>· Draft direct and cross for review by mentor</li> <li>· Draft opening and closing statements for review by mentor</li> <li>· Attend trial practice, evidence seminars</li> <li>· Invite mentor to observe and give feedback</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Oral Advocacy</b>	<ul style="list-style-type: none"> <li>· Advocate persuasively in the trial court</li> <li>· Develop effective negotiation skills with DCF attorney and other counsel</li> </ul>		<ul style="list-style-type: none"> <li>· Observe motion sessions</li> <li>· Plan offensive and defensive arguments</li> <li>· Rehearse oral arguments with Mentor</li> </ul>	
<b>Written Advocacy</b>	<ul style="list-style-type: none"> <li>· Write clearly and persuasively</li> </ul>		<ul style="list-style-type: none"> <li>· Prepare drafts for mentor's review</li> <li>· Attend seminar on writing skills</li> <li>· Review samples of good writing</li> <li>· Consult books on legal writing</li> </ul>	
<b>Appellate Practice</b>	<ul style="list-style-type: none"> <li>· File an appeal of an adverse final judgment and request for stay</li> <li>· Secure the appointment of appellate counsel, if appeal from final judgment</li> <li>· Represent the client on the appeal until appellate counsel files appearance</li> <li>· Work cooperatively with appellate counsel</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner's Guide on Post Judgment Representation</li> <li>· Review CAFL Performance Standard No. 8.2</li> <li>· Review Rules 3, 6, 8(b)(2) of Appellate Procedure</li> </ul>	
<b>Post-Judgment Relief</b>	<ul style="list-style-type: none"> <li>· File post-judgment motions</li> <li>· Assert the client's right to statutory reviews</li> <li>· Prepare for and conduct post-judgment hearings</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner's Guide on Post-Judgment representation</li> <li>· Review CAFL Performance Standard 8.2</li> <li>· Read applicable Rules of Civil Procedure, e.g. 59, 60</li> <li>· Research relevant case law</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Business Basics</b>	<ul style="list-style-type: none"> <li>· Develop system for organizing case files, including maintaining running notes, copies of pleadings, correspondence, etc.</li> <li>· Create calendar system and back up</li> <li>· Create tickler system for deadlines, discovery, trial preparation</li> <li>· Create system for maintaining contemporaneous time records</li> <li>· Submit bills in a timely and appropriate fashion</li> <li>· Exercise good judgment about reasonable caseloads and commitments</li> <li>· Give attention to maintaining balance in life and setting appropriate boundaries</li> <li>· Plan for the worst - professional back-up</li> </ul>		<ul style="list-style-type: none"> <li>· Review requirements and procedures of CPCS Assigned Counsel Manual</li> <li>· Attend seminars on establishing and maintaining a law practice</li> <li>· Review mentor's organizing, calendaring and conflicts systems</li> <li>· Attend seminars on boundaries and self care</li> </ul>	

**CAFL Competencies – Legal Knowledge Check List**

**Mentee Name:** \_\_\_\_\_

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<p><b>Constitutional principles</b></p>	<ul style="list-style-type: none"> <li>· Knowledge of basic constitutional principles governing state intervention in the family</li> <li>· Understanding of specific due process protections afforded parties in state intervention proceedings (e.g., notice, right to rebut evidence, right to be present in court).</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner’s Guide on Due Process; Adjudication and Disposition; Trial Preparation and Conduct</li> <li>· Review significant U.S. S. Ct. cases (e.g., Stanley v. Illinois; Santosky v. Kramer)</li> <li>· Review relevant Mass cases</li> </ul>	

<p><b>Statutory framework</b></p>	<ul style="list-style-type: none"> <li>· Working knowledge of G.L. c. 119, 210, 190B including being able to:</li> <li>· Identify sections relevant to particular types of cases (C&amp;P, 23(a)(3), CRA, guardianship)</li> <li>· Identify particular provisions relevant to issue or stage of case (72-hour hearing, sibling visitation, review and redetermination, termination of parental rights, post-adoption contact)</li> <li>· Standing of the parties</li> <li>· Understanding of policies embodied in statutes (e.g., family preservation, reasonable efforts, safety, permanency)</li> <li>· Working knowledge of related state statutes including G.L. c.209A (abuse prevention), 209B (jurisdiction) &amp; c. 209C (parentage); Working knowledge of related federal laws and compacts including ICWA, ICPC, ADA, &amp; Title VI of the Civil Rights Act</li> </ul> <p>Attain working knowledge of DCF regulations</p>		<ul style="list-style-type: none"> <li>· Review relevant statutes</li> <li>· Review chapter in Practitioner’s Guide on Statutory Overview</li> <li>· Review other chapters of Practitioner’s Guide depending upon type of case and issue (e.g., CRA, Probate Court proceedings, guardianship; ICWA; ICPC; permanency hearings)</li> <li>· Review 110 Code Mass. Regs.</li> </ul>	
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Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>DCF Administrative Structure and Procedures</b>	<ul style="list-style-type: none"> <li>· Understanding of DCF administrative structure, roles and responsibilities of DCF personnel</li> <li>· Understanding of 51A and 51B process (including DA Referrals &amp; Central Registry)</li> <li>· Understanding of policy and procedures governing assessments, provisions of services, placement decisions and family time</li> <li>· Understanding of administrative review procedures including foster care reviews, fair hearings, grievances</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner's Guide on 51As and 51Bs; DCF Administrative Process; Services, Placement &amp; Family Time</li> <li>· Discuss with mentor roles and responsibilities of various DCF staff in area and regional offices where attorney practices</li> <li>· Review G.L. c. 119, §§ 51A-51F</li> <li>· Review DCF regulations and policies</li> </ul>	
<b>Rules of Procedure &amp; Court Rules</b>	<ul style="list-style-type: none"> <li>· Knowledge of applicable rules including Juvenile &amp; Probate Court Rules &amp; Time Standards, Rules of Civil Procedure, Trial Court Rules</li> </ul>		<ul style="list-style-type: none"> <li>· Review applicable rules</li> <li>· Discuss with mentor application of rules in specific situations (e.g., discovery, pre-trial conferences, post-trial relief)</li> </ul>	
<b>Legal Standards</b>	<ul style="list-style-type: none"> <li>· Understanding of legal standards that apply at various stages of a C&amp;P, guardianship &amp; CRA case including <ul style="list-style-type: none"> <li>· initial removal</li> <li>· 72-hour hearing</li> <li>· motions</li> <li>· intervention</li> <li>· care and protection adjudication</li> <li>· termination of parental rights</li> <li>· parent and sibling contact</li> <li>· review and redetermination</li> </ul> </li> <li>· Understanding of legal standards governing administrative hearings</li> </ul>		<ul style="list-style-type: none"> <li>· Review particular chapter in Practitioner's Guide depending on issue</li> <li>· Review relevant statutes and case law</li> <li>· Discuss legal standards with mentor</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Statutory &amp; Common Law Rules of Evidence</b>	<ul style="list-style-type: none"> <li>· Understanding of rules governing admission of documents including court investigator reports, DCF records, official records, business records, medical records</li> <li>· Understanding of rules governing admission of testimony including foundation, hearsay, and opinion</li> <li>· Ability to research evidentiary questions</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner's Guide on Evidence</li> <li>· Review relevant cases depending upon issue (e.g., Luc, Michel, Astrid, Doretta)</li> <li>· Review relevant statutes (e.g., child sexual abuse hearsay, hospital, therapy &amp; substance use treatment records)</li> <li>· Assist mentee in foundation questions</li> <li>· Observe contested hearings</li> <li>· Attend seminars on evidence</li> <li>· Review sample motions in limine</li> <li>· Discuss evidentiary issues with mentor</li> </ul>	
<b>Privilege &amp; Confidentiality</b>	<ul style="list-style-type: none"> <li>· Understanding of rules governing testimonial privileges including the social worker and psychotherapist privileges</li> <li>· Understanding of rules governing confidentiality including social worker and psychologist confidentiality, confidentiality of proceedings &amp; court records, attorney-client confidentiality, DCF records, medical records, school records, substance use treatment records</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner's Guide on Privilege &amp; Confidentiality</li> <li>· Review relevant statutes &amp; case law</li> <li>· Attend seminars on privilege &amp; confidentiality</li> <li>· Discuss issues with mentor</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Ethical Rules</b>	<ul style="list-style-type: none"> <li>· Knowledge of ethical rules including rules governing conflicts, confidentiality, communicating with represented and unrepresented parties, impaired clients, candor</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner’s Guide on representing children and parents</li> <li>· Review CAFL performance standards 1.1, 1.4, 1.8</li> <li>· Review applicable rules of professional conduct and related case law</li> <li>· Discuss ethical issues with mentor</li> <li>· Attend seminars on ethics</li> </ul>	
<b>Medical &amp; Clinical Knowledge</b>	<ul style="list-style-type: none"> <li>· Knowledge of specific medical and clinical issues including trauma, intimate partner violence, substance use, child development, mental illness &amp; medication, physical &amp; sexual abuse, social work practice</li> <li>· Know how to seek out information through library research, internet, consulting with experts</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner’s Guide on Child Development</li> <li>· Review literature and attend seminars on particular topics</li> <li>· Consult with expert</li> </ul>	
<b>Education</b>	<ul style="list-style-type: none"> <li>· Knowledge of education issues including school stability, special education, access to school, student discipline, school records, early intervention</li> <li>· Understanding of roles/responsibilities of counsel, GAL ed advocates, educational surrogate parents, DCF</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapters in Practitioner’s Guide on Education</li> <li>· Attend seminars and review literature</li> <li>· Discuss school issues with mentor</li> <li>· Consult with Edlaw and other experts on education issues and education law</li> </ul>	



<b>Resources &amp; Services for Clients</b>	<ul style="list-style-type: none"> <li>· Knowledge of available resources and services for client in area where practice</li> <li>· Know how to find services for client</li> </ul>		<ul style="list-style-type: none"> <li>· Talk to mentor and Colleagues</li> <li>· Hire/consult social worker</li> <li>· Research services through internet, published directories</li> </ul>	
<b>Medical Treatment Decisions for Children</b>	<ul style="list-style-type: none"> <li>· Understanding of who may consent to medical treatment when child is in DCF custody</li> <li>· Knowledge of what constitutes extraordinary medical treatment</li> <li>· Knowledge of regulations, case law and court procedures governing judicial consent to administer extraordinary medical treatment</li> </ul>		<ul style="list-style-type: none"> <li>· Review chapter in Practitioner's Guide on medical treatment decisions</li> <li>· Attend mandatory CAFL seminar on medical treatment decisions</li> <li>· Review relevant cases</li> <li>· Review literature on antipsychotic medication</li> <li>· Discuss case strategy with mentor</li> <li>· Review pleadings including GAL report and physician's affidavit</li> <li>· Observe hearing</li> </ul>	
<b>Cultural Issues</b>	<ul style="list-style-type: none"> <li>· Understanding of different cultures and the impact of particular cultural issues on the case (e.g., child rearing practices, family dynamics, interactions with authority figures; discrimination)</li> </ul>		<ul style="list-style-type: none"> <li>· Talk with clients</li> <li>· Review literature and attend seminars</li> <li>· Consult with experts</li> </ul>	

Legal Practice Area	Specific Competencies	Incoming Skill Assessment	Suggested Action Steps & Resources Needed	Ongoing Skill Assessment
<b>Immigration Issues</b>	<ul style="list-style-type: none"> <li>· Understanding of immigration law and how immigration status can impact the case (e.g., access to services, placement with kin, ability to remain in U.S.)</li> <li>· Understanding of SIJS (special immigrant juvenile status) and other pathways to permanent legal status</li> </ul>		<ul style="list-style-type: none"> <li>· Review relevant sections of representing children and representing parents chapters in Practitioners Guide</li> <li>· Consult with CPCS Immigration Impact Unit</li> </ul>	
<b>Racism &amp; Discrimination</b>	<ul style="list-style-type: none"> <li>· Understand the history of racism in the child welfare/family regulation system and how it manifests today</li> <li>· Understand how racism impacts our clients and their cases</li> <li>· Understand how other forms of discrimination impact our clients and their cases including discrimination based on ability, language, religion, immigration status, gender, gender identity and sexual orientation</li> <li>· Understand how our own implicit biases impact our work</li> </ul>		<ul style="list-style-type: none"> <li>· Review relevant sections of representing children and representing parents chapters in Practitioners Guide</li> <li>· Attend training programs and read books and articles on racism, implicit bias and other forms of discrimination</li> <li>· Take Harvard's Implicit Association Test at <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> </ul>	

## APPENDIX B

### First Meeting with Mentee – Check List

Get to Know your Mentee – Skills, Knowledge, Experience

Calendar system, system for keeping track of child client contact, time keeping system, understanding Ebill

Review Administrative Resources – CAFL website, DCF Attorney Connect Portal, MyGideon, EdLaw, IIU, Forensics

Describe roles and responsibilities – Mentor not Supervisor

Introduce mentee to Court personnel

Explain how they get cases

Expectations – How often will you meet (at least once a month)

Best form of communication

What to do in emergency if you cannot reach your mentor

Do not schedule first 72 HH without informing your mentor

Obtain notice from mentee of new case assignments

Caseload – What is reasonable

Confidentiality – Mentor and Mentee

Accommodations/Discrimination/Concerns – Does mentee have a disability needing accommodations? Experiences with racism or other forms of discrimination in legal system?



## APPENDIX C1

### Sample Case Status List

#### C&P Cases

Client Name	Party Type	Opened	Court	Status	Next Date & Event	Last Client Contact
Smith, J.	child	9/30/23	Worcester	PreAdjud	3/05/24 PTC	2/4/24 (1 week ago)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Client 3 y o, client misses Mom and wants to go home, mom arrested and lost housing</li> <li>● <i>Next steps:</i> Rashida motion to increase family time and DCF referrals for housing</li> </ul>						
Jones, S.	child	4/17/23	Worcester	PostAdjud	11/21/24 R&R	6/2/24 (1 month ago)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Client 10 y o, wants adoption, DCF cust, PA is adoptive resource, DCF to reduce visits from weekly</li> <li>● <i>Next steps:</i> Rashida motion to maintain visits status quo until R&amp;R trial, discuss open adoption terms</li> </ul>						
Johnson D.	child	8/12/23	Worcester	PostAdjud	11/20/24 FCR	5/1/24 (2 months ago)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Client 16.5 y o, perm DCF custody, likes cong care placement, goal change to APPLA</li> <li>● <i>Next steps:</i> Advocate for pre-IL placement, client needs VPA and DCF must file PYA</li> </ul>						
Rodrigues, C.	child	10/21/23	Worcester	TPR	8/21/24 Father's Trial	5/13/24 (2 months ago)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Client 1.5 y o, Mother TPR'd with post-termination contact</li> <li>● <i>Next steps:</i> Discuss potential open adoption agreement for Father, file post-termination visits motion with Father, ensure client continues to have access to his native language of Spanish DCF/pre-adoptive parent</li> </ul>						
Bird, K.	father	10/21/23	Fitchburg	PreAdjud	8/21/24 PTC	5/16/24 (2 months ago)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Father of newborn baby. Dad not with Mom, has housing in RI</li> <li>● <i>Next steps:</i> Parentage, request expedited ICPC since lost 72hr hearing, file Rashida motion for family time</li> </ul>						

Brown, A.	mother	8/25/23	Worcester	PreAdjud	7/12/24 PTC	4/17/24 (3 months ago)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Mother of 5 y o child, Mom reports received SPED in school &amp; DCF says Mom currently slow to process what DCF tells her to do during visits</li> <li>● <i>Next steps:</i> File Rashida motion for more visits &amp; parent aide, request DCF disability accommodations meeting; hire expert to assess mom</li> </ul>						
Garita, T.	mother	7/17/24	Worcester	PreAdjud	7/27/24 72 Hr Hring	7/17/24 (yesterday)
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Mother of infant born substance exposed, case delayed 10 days to find more counsel</li> <li>● <i>Next steps:</i> File for immediate 72 hour hearing, obtain client's Plan of Safe Care from hospital or provider, discuss potential kinship options with client; attempt to hire expert to discuss harms of removal</li> </ul>						

**CRA Cases**

Client name	DOB	Assigned	Type	Petitioner	Status	Next Date	Custody
Hanson, T.	8/01/2009 (15)	8/25/23	Stubborn	Mother	PreAdjud	7/12/24 IA	Mother
<ul style="list-style-type: none"> <li>● <i>Current status:</i> Mother reports child stays out overnight, recently received delinquency summons for A&amp;B on mom</li> <li>● <i>Next steps:</i> Seek out YAD help for delinquency, obtain school records, file Ex-parte Motion for Funds for a social worker</li> </ul>							
Morton, J.	8/20/2007	5/17/24	Truancy	Lowell High	PreAdjud	9/10/24 FFH	Mother
<ul style="list-style-type: none"> <li>● <i>Current status:</i> High school filed truancy in last quarter before summer, school officials off for the summer</li> <li>● <i>Next steps:</i> File motion to dismiss for lack of jurisdiction on 17 year old for truancy, file Ex-parte Motion for Funds for a social worker, obtain school records</li> </ul>							

## APPENDIX C2

### Blank Case Status List

#### C&P Cases

Client Name	Party Type	Opened	Court	Status	Next Date & Event	Last Client Contact
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>						
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>						
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>						
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>						

**CRA Cases**

**Client name                      DOB                      Assigned                      Type   Petitioner                      Status                      Next Date                      Custody**

<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>
<ul style="list-style-type: none"><li>● <i>Current status:</i></li><li>● <i>Next steps:</i></li></ul>



## APPENDIX D

### Mentoring Styles\*

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Mentors provide different levels of support to mentees depending upon the individual's readiness level to perform particular tasks or take on particular responsibilities.

**MR** ----- **MR/me** ----- **MR/ME** ----- **mr/ME**  
Directive                      Guiding                      Collaborative                      Confirming  
Style 1                              Style 2                              Style 3                              Style 4

<p><b>Style 1</b> <b>Directive</b></p>	<p><b>Style 2</b> <b>Guiding</b></p>
<p><b>Style 4</b> <b>Confirming</b></p>	<p><b>Style 3</b> <b>Collaborative</b></p>

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\* Adapted from William A. Gray, Mentor-Protégé Relationship Model (1984)

## Definitions for Mentoring Styles

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**Style 1: Directive Mentoring Style** - is appropriate when ME needs a lot of information and direction to handle unfamiliar or highly crucial situation where mistakes must not be made:

- MR Self-Discloses how he/she (mis)handled a situation similar to ME's – to impart subtle lessons about what works.
- MR Describes how the ME's colleagues (mis)handled a similar situation to impart subtle lessons about what works.
- MR Teaches important concepts and principles so ME understands what to do and why.
- MR Explains important dos and don'ts, procedures, policies, customs, unwritten rules.
- MR Praises ME's behaviors to provide positive feedback and to motivate these behaviors reoccurring.
- MR Advises (gives wise counsel on) what he/she would do in a situation like the ME's.

**Style 2: Guiding Mentoring Style** - is appropriate for mentees who have some experience and ability to handle a particular situation but need mentor guidance to be successful or to avoid making mistakes:

- MR Suggests what ME could do (options to consider in implementing, but not imposing in any way).
- MR Confronts what ME does or says to bring to awareness (does not confront the ME personally).
- MR Persuades or convinces ME to employ a particular suggestion, or think in new way (new perspective).
- MR Coaches acquisition and development of new skills (demonstrates or models these behaviors).
- MR Asks Leading Questions to guide ME's thinking in a certain direction or influence a new perspective.
- MR Probes (via comments/questions) to get ME to think more deeply – instead of reacting emotionally to a situation.
- MR Gently Pushes ME to initiate action when ME is capable but reluctant to do so.

**Style 3: Collaborative Mentoring Style** - represents a Transition Point midway between mentee's dependence on mentor's wise counsel and being capable of handling difficult situations independently. This style is appropriate for mentees with enough experience and ability to work collaboratively with the mentor.

- MR & ME Two-Way Dialogue.
- MR & ME Jointly Contribute ideas.
- MR & ME Collaborate to solve problems.

**Style 4: Confirming Mentoring Style** - empowers mentees to take more initiative and responsibility to handle situations. A highly capable mentee just needs mentor confirmation to achieve success:

- MR is Sounding Board for ME's ideas and plans. (MR listens silently and acknowledges what ME communicates).
- MR Paraphrases (listens and reflects back) ME's ideas and feelings.
- MR Summarizes (listens/reflects back) key points ME communicates so MR & ME identify and keep track of them.
- MR Clarifies ME's ideas, decisions, and action plans when these are unrealistic or vague.
- MR Encourages ME's ideas that are likely to succeed.
- MR Affirms ME's competencies.



## APPENDIX E

### Giving & Receiving Feedback

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**1. Purpose of feedback:** The purpose of providing feedback to your mentee is (a) to reinforce positive behaviors; (b) to change negative behaviors; and (c) to coach mentees to improve upon the skills they have already learned.

**2. Importance of providing effective feedback:** Giving effective feedback is one of the most important skills in the mentoring role. If done well it can help to develop an open and trusting relationship. If done poorly it encourages attacking and defensive behavior and undermines the mentor-mentee relationship. Effective feedback also helps to reinforce what the mentee learns at training programs and serves to improve their representation of clients.

**3. Feedback must be constructive:** It is not sufficient to simply praise positive behaviors or point out where the mentee made a mistake. Positive feedback is constructive when you explain with specificity why what they did was successful so they can repeat it and make it part of their regular practice. Negative feedback is constructive when you develop a plan with the mentee to improve a skill or change a negative behavior.

**4. Timing of feedback:** It is important to consider the timing of feedback. Sometimes feedback must be immediate, for example, where there is a need to correct a behavior in court and the client's interests are at stake. Other times, particularly if emotions are high, it is better to delay providing immediate feedback. But do not wait too long. Memories fade and your mentee may remember things differently if too much time has passed. It is also important to provide feedback regularly. Your mentee will be more likely to listen and respond positively if you don't limit feedback to big mistakes or problems in their performance.

**5. Steps for giving feedback:** When structuring your feedback sessions try the following:

■ **Start-up:**

- Set comfortable tone; begin with something positive (if possible).
- Express empathy, especially if something went poorly and you know the mentee is upset
- Praise time and effort

■ **Context:**

- State problem/issue succinctly: why was it positive, or why was it a problem; with specific factual description; what is the impact of the mentee's action/inaction on the client
- Focus on critiquing the performance, not the person

■ **Dialogue:**

- Invite comments/questions - does mentee see the situation differently?

■ **Problem-solving:**

- Invite mentee to suggest steps to take to address problem, make improvements
- Offer suggested steps for improvement
- If providing feedback on positive behavior, discuss concrete steps to incorporate into practice
- Reach agreement on steps

■ **Confirm agreements:**

- Including who will do what, by when
- Express continued confidence in the mentee

■ **Follow up:**

- Check in that the mentee did what they agreed to
- Make sure you follow through with any agreed on steps
- Let them know when you see improvement

**5. Tips for Providing Inclusive Feedback**

- Recognize power dynamics
- Check your bias
- Understand impact of culture & background
- Be respectful of culture and approach when communicating negative feedback

**6. Receiving Feedback**

- Invite feedback
- Be open
- Don't be defensive

**Additional Resources on Giving & Receiving Feedback**

- SBI Feedback Model: The SBI™ (situation, behavior, impact) feedback tool outlines a simple method for delivering effective “on-the-spot feedback.”  
<https://www.mindtools.com/ay86376/the-situation-behavior-impact-feedback-tool>
- “How to Give Effective Feedback,” Harvard Business School Online  
<https://online.hbs.edu/blog/post/how-to-give-feedback-effectively>
- “How to Give Effective Feedback in the Workplace,” DDI World  
<https://www.ddiworld.com/blog/effective-feedback-in-the-workplace>
- “5 Tips for Giving Better Feedback,” The Management Center  
<https://www.managementcenter.org/resources/five-tips-for-giving-better-feedback/>
- “Strategies for More Inclusive and Effective Feedback,” Executive Network  
<https://www.shrm.org/executive-network/insights/strategies-inclusive-effective-feedback>
- “Giving Feedback: 5 Elements of a More Inclusive Approach,” Forbes  
<https://www.forbes.com/sites/hannahart/2021/05/13/giving-feedback-5-elements-of-a-more-inclusive-approach/?sh=29230afb37fa>

**APPENDIX F**

***Committee for Public Counsel Services  
Children and Family Law Division***

*75 Federal Street*

*6<sup>th</sup> Floor*

*Boston, Massachusetts 02110*

*Phone: (617) 482-6212, Fax: (617) 988-8455  
caflattorney@publiccounsel.net*

**INITIAL MENTOR MEETING CERTIFICATION**

Attention: Rita Caso

I, \_\_\_\_\_, have met with my mentor,

\_\_\_\_\_, on \_\_\_\_\_.

\_\_\_\_\_  
[mentee]

\_\_\_\_\_  
[mentor]

Please scan and email to [rcaso@publiccounsel.net](mailto:rcaso@publiccounsel.net).





## APPENDIX G

### COMMITTEE FOR PUBLIC COUNSEL SERVICES CHILDREN AND FAMILY LAW DIVISION

#### Requirements for Graduation from the CAFL Trial Panel Mentoring Program

To graduate from the mentoring program, the attorney must demonstrate proficiency in each of the following categories:

1. **Understand the substantive law of care and protection, CRA and termination of parental rights cases, including the relevant statutes, case law, regulations and court rules.** Does the attorney understand how the case is going to progress? Do they know what the standards and burdens of proof are at each stage? Do they know what options are available at each stage? Do they know what forms of relief are available at a given time in the case and how to seek them?
2. **Basic organization.** Is the attorney able to maintain case files in an organized fashion? Are they able to bill properly, keep up with insurance and CLE requirements, and otherwise comply with CPCS administrative requirements? Are they reasonably available and responsive via telephone, mail, email, fax? Do they show up when and where they are supposed to for court and other appointments? Can they maintain an appropriate caseload?
3. **Writing and research.** Is the attorney able to conduct legal research? Are they a reasonably capable legal writer? Do they conduct research and draft and file pleadings when they should? Do they know the important legal precedents?
4. **Establish and maintain effective working relationship with clients.** Does the attorney keep in contact with clients, or make reasonable efforts to keep in contact with clients? Do they clearly articulate the attorney's role, status of the case, anticipated next steps, legal strategy, short and long-term goals, etc.? Do they answer the client's questions appropriately? Does the attorney show an ability to relate to clients of different backgrounds? Do their own biases and prejudices hinder their ability to represent certain kinds of clients? For child clients, are they able to interact with clients of different ages, abilities, etc.? Do they identify and respond appropriately to conflicts of interest among clients?
5. **Zealous advocacy on behalf of client.** Is the attorney a zealous advocate for the client? Do they file motions? Do they hire experts? Do they protect the clients' rights to due process, privilege and confidentiality? Are they willing to challenge DCF, GALs, court investigators, experts, judges? Are they an effective negotiator? Do they consistently comply with the CAFL performance standards?

6. **Determine and advocate for the child client's position.** Does the attorney determine and advocate for the child client's position in accordance with the CAFL performance standards? Is the attorney an independent advocate for the child or are they a rubber stamp for DCF or the parents? Do they pursue alternate forms of relief on behalf of child clients (e.g., propose alternate custodians)?
7. **Professionalism.** Does the attorney conduct themselves in a professional manner in court, in meetings, with clients, with opposing counsel, with service providers? Do they maintain proper boundaries?
8. **Trial preparation and conduct.** Does the attorney understand the rules governing the admission of evidence? Is the attorney reasonably able to introduce and prevent introduction of evidence? Are they capable of delivering persuasive legal arguments? Are they able to maintain composure in contested proceedings? Are they willing and able to prepare properly for trial? Are they afraid of going to trial?
9. **Strategic legal thinking.** Is the attorney able to develop legal strategy for accomplishing the client's goals? Do they show creativity? Are they able to formulate a theory of a case? Do they display initiative for problem solving on their own prior to seeking assistance from the mentor?
10. **Understanding of clinical and medical issues.** Does the attorney make an effort to educate themselves on clinical and medical issues as presented by their cases (e.g., domestic violence, substance use, mental illness, physical and sexual abuse)? Do they display an ability to understand the various issues clients might have and how that affects their interaction with the attorney?



**Committee for Public Counsel Services  
Children and Family Law Division**

75 Federal Street 6th Floor, Boston, MA 02110  
Tel: (617) 482-6212 - Fax: (617) 988-8495

**Recommendation for Graduation from the CAFL Mentor Program**

**Mentee:**

**Mentor:**

I recommend that this attorney graduate from the CAFL Mentor Program for the panel selected below:

CAFL Trial Panel

CAFL CRA Panel

CAFL Guardianship Panel

The attorney demonstrates proficiency in the following categories (*check all that apply*):

1. The substantive area of law, including the relevant statutes, case law, regulations and court rules.
2. Basic organization.
3. Writing and research.
4. Effective working relationship with clients.
5. Zealous advocacy on behalf of client.
6. Determining and advocating for the child client's position.
7. Professionalism.
8. Trial preparation and conduct.
9. Strategic legal thinking.
10. Related clinical and medical issues.

Comments (*optional*):

I certify that I have observed this mentee participate in at least one contested evidentiary hearing.

Signature of Mentor

Date

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Approved by TPSU Attorney

Date

Required Trainings for Graduation (*CAFL Trial Panel only*):

Attendance Date Preparing for Trial

Attendance Date Rogers

**APPENDIX I**  
**Assigned Counsel Manual Link**

<https://www.publiccounsel.net/assigned-counsel-manual/>

## APPENDIX J

### MENTOR/MENTEE CASE WORKSHEET

<b>Mentee Name:</b>	<b>Assignment Date:</b>
<b>Client(s) Name(s):</b>	<b>Party:</b>
<b>If Represent Child, Age(s):</b>	
<b>Court:</b>	<b>Judge Assigned:</b>
<b>Scheduled Court Dates:</b>	
<b>Other Counsel/Party:</b>	
<b>Affidavit Allegations:</b>	

**Case Review Checklist**

<b>Client</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Initial contact with client			
Last contact with client			
Case opening letter sent			
Service on Client			
Parentage			
Language Need for Interpreter			
Immigration Status			
ICWA			
ICPC			
Jurisdiction			
Prior DCF History			
Prior C&P			
Other court proceedings (CRA, C&P, Delinquency, Criminal Matter, Probate)			
Antipsychotic medications			
Competency/capacity Issues			
ADA			
Releases signed by client			
Providers/collaterals identified by client			
Obtain provider/collateral records			
Parenting time (frequency, location, supervision, etc.)			
<b>Child Clients</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
90-day contact tracking system			
Current placement information/DCF Attorney Portal			
Client's position			
If substituted judgement, why?			
Placement and/or contact with siblings			
Possible conflicts among siblings			

Family time (frequency, location, supervision, etc.)			
Special needs (medical, educational, ed surrogate, etc.)			
Rogers order?			
Education Issues (school stability, IEP, discipline)			
Identify providers/collaterals working with client			
Federal Benefits (SSI/Social Security)			
Birth certificate/immigration status			
<b>DCF</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Case opening letter sent			
DCF record requested			
DCF record received			
Releases Revoked/Limited Releases Signed			
Established account on DCF Attorney Portal			
Action Plan Developed and signed by client			
Written/oral communication & services in client's language			
ADA accommodations/request for ADA meeting			
Need for Rashida or other motion related to family time			
Need for Rashida or other motion related to services			
Need for motion related to placement or change of custody			
<b>Court Investigation</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Sent request to schedule/be present for interview			
Court Investigation interview completed with client			
Court Investigation filed/received			
<b>Experts</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Assess need for expert (social worker, bonding, etc.)			
Identify/retain necessary experts (engagement letter sent)			
Motion for Funds filed/allowed			

**Administrative and Judicial Proceedings**

<b>Administrative Reviews</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
6 Week Placement Review			
Foster Care Review			
Internal PPC			
Other?			
<b>Judicial Reviews</b>	<b>Yes</b>	<b>No</b>	<b>Next Step</b>
Status Conference			
Pretrial Conference			
Permanency Hearing			
Trial Readiness Conference			
Trial scheduled			
Post-trial Rule 19 review hearing			
Review & redetermination			

**Pre-Trial Conference Checklist**

<b>Procedural Items</b>	<b>Yes</b>	<b>No</b>	<b>Next Step</b>
Service of process completed			
Parentage established			
Child(ren) identified			
Is ICWA an issue			
Is jurisdiction an issue			
Is ICPC or home study of out of state parent an issue			
Termination of parental rights requested			
Notice of Intent filed			
Guardianship petition needed?			
DCF Case Record produced			
Motion to Compel filed (if needed)			



DCF Action Plan developed and signed by parties			
PTC Memo drafted and filed (including witness/exhibit list)			
Exhibit list provided by DCF			
Exhibit list provided by parties			
Preliminarily Marked Exhibits offered by DCF			
Preliminarily Marked Exhibits offered by Parties			
Witness list provided by DCF			
Witness list provided by parties			
Expert witnesses identified			
Motions In Limine Filed			
Opposition to M/L Filed			
<b>Settlement</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Discuss potential settlement with client			
Discuss potential settlement with opposing counsel (if appropriate)			

***Trial Preparation Checklist***

<b>Discovery</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Request updated DCF Case Record (if needed)			
Other needed discovery, formal or informal?			
Prepare and provide updated witness/exhibit list			
Request updated witness/exhibit list from DCF/other parties			
Request any proposed exhibits yet to be provided			
Filed Motion to Compel if needed			
File motions for protective orders if needed			
Review records subpoenaed to Court			
Prepare additional Motions in Limine (if needed)			
<b>Trial Notebook</b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Organize client's exhibits (e.g., documents, photos, charts)			

Organize opposing counsel exhibits			
Organize other records, dictation, documents you may need			
Motions in Limine			
Witness exam outlines			
Timeline of important case events			
Relevant case law/statutes/DCF policies			
Trial Skills Cheat Sheets (foundations, objections, etc.)			
Draft initial findings of fact			
<b><i>Preparing for Witness Testimony</i></b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Subpoenas, if necessary			
Schedule preparation sessions			
Review information necessary to qualify expert witness			
Prepare cross examination outlines including references to relevant records			
Prepare direct examinations of experts or other witnesses			
<b><i>Preparing your Client</i></b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Review theory of the case and trial strategy			
Explain mechanics/process of trial			
Prepare client for testifying (including cross)			
Review potential outcomes			
<b><i>Preparation for Potential Appeal</i></b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
Drafting Notice of Appeal			
Draft Motion for Fees and Costs Related to the Appeal			
Draft Motion for the Appointment of Appellate Counsel			
Draft Motion for Stay (or other necessary post-trial motions)			
Current Affidavit of Indigency signed by client			
<b><i>Post Trial</i></b>	<b>Yes</b>	<b>No</b>	<b>Next Steps</b>
File Proposed Findings of Fact			
File necessary appellate motions (listed above)			
Obtain copies of allowed motions			

Complete and forward Appellate Assignment Intake form to CAFL  
APSU

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