

SUPERVISOR TRAINING PROJECT 2013

Topic: Professional Development

Opportunities for Child Welfare Supervisors beyond those offered through ongoing training

About the Supervisor Training Project

In response to an increasing interest in child welfare supervision, the National Child Welfare Resource Center for Organizational Improvement (NRCOI) collected information on what States are doing to train and support Child Welfare Supervisors. Information on the current approaches that States are taking has been compiled, along with any available curricula and materials. This project was made possible by state child welfare training leads that participated in a telephone interview. Original interviews were conducted in 2011, with new states being added in subsequent years. The NRCOI attempts to reach out to participants and update all of the information on an annual basis; however, please note some information included in this document may not have been updated since the original interview in 2011. The main interview topics included: pre-service training, ongoing training, professional development, and supports for supervisors. To view individual state summaries, with complete information and updates, please visit the NRCOI Supervisor Training Project website at www.nrcoi.org/supervisionproject.htm.

Please contact Laura Dyer with any questions, concerns, or revisions related to this document: ldyer@usm.maine.edu, 207-228-8343.



STATE	Professional Development Opportunities for Child Welfare Supervisors
Alaska	There is no formal system for completing training needs assessments in Alaska.
Arizona	<p>Numerous courses are available through CWTI to all child welfare workers, though none currently are specific to supervision. Many of these courses are available online. IV-E funding is available for those interested in pursuing a Master’s degree in social work. Arizona is currently considering the possibility of adding a part-time MSW program.</p> <p>Arizona holds an annual Supervision Conference. Each conference offers a keynote speaker, workshops and an opportunity for networking. Continuation of this conference may be compromised by budget-restraints in future years.</p> <p>Training needs assessments are sent to all child welfare workers on an annual basis. Results are consulted when considering the development of new trainings. Additionally, professional development plans are used as part of the performance evaluation process.</p>
Arkansas	<p>Each of the 10 Area Directors (responsible for managing field practices) receive support from within the academic partnership and may request specific training for supervisors. An academic partner coordinator or lead trainer meets regularly with Area Directors to discuss what their training needs are and what they need to support their staff. The DCFS Training Manager also participates in these meetings at least on a quarterly basis.</p> <p>Supervisors use the state’s Supervisory Practice Model (another product of the MPCWIC initiative) as a tool to help assess what the training needs are relevant to their area.</p> <p>Supervisory Practice Model</p> <p>UALR/MidSOUTH also offers continuing education workshops as part of their contract with the state. They structure these around some of the supervisor level competencies as well as feedback they receive from previous training evaluations. One of the newer continuing education programs is Managing Across Multiple Generations. These are generally voluntary and may not be specific to only DCFS staff.</p> <p>Arkansas holds an annual three-track multidisciplinary child abuse conference. The tracks consist of investigative (law enforcement, DCFS investigators, first responders, etc.), mental health, and case management (juvenile court, CASAs, teachers, etc.). They are partnering with the Children’s Trust Fund to add a child abuse prevention track for 2014. Supervisors are able to attend this conference, which generally includes close to 400 people.</p> <p>UALR/MidSOUTH also provides 35 tuition waivers/scholarships to DCFS staff to attend summer school classes on substance abuse. All of the partner Universities also sponsor staff to attend various conferences related to program development.</p> <p>With support from Casey Family Programs some field staff and central office staff have attended different external trainings related to permanency, differential response program development, and team decision making.</p> <p>Supervisors are also able to attend a host of annual conferences offered by partner agencies, such as the annual CASA conference, parenting network conference, or national regional protection center. Supervisors can submit a formal application request to their Assistant Director for any conference they wish to attend.</p>

<p>California</p>	<p>Numerous training and professional development opportunities are offered by the counties and RTAs/IUC of California. Generally, professional development opportunities are aimed at supporting supervisors in applying the skills they learn in Core and ongoing training. Training materials are typically available and can be shared by the regions. Following are several examples:</p> <ul style="list-style-type: none"> • Central Academy has a Field Based Trainer Program (FBT). FBTs employed by the RTA work with child welfare supervisors on an ongoing basis to provide mentoring in the day to day work of being a supervisor as well as for professional development. FBTs attend Supervisor Core training to provide support, and then facilitate mastery of the competencies taught in Core. An FBT manual has been created that describes the program, including the role of FBT in working with supervisors. FBT is also being explored by other regions. <p>Field-Based Trainer Handbook Field-Based Trainer Handbook Appendix Field-Based Trainer Handbook Tools</p> <ul style="list-style-type: none"> • Central RTA also has the SPIN Project. SPIN USA is based out of Massachusetts, and has created a program to assist supervisors in skill development. Unit meetings and individual supervision sessions are videotaped, and certified SPIN instructors provide six to eight months of ongoing coaching and guidance to improve supervisory practice skills. • Southern RTA is developing two eLearning modules for supervisors in fiscal year 11/12. • Bay Area RTA offers quarterly transfer of learning (TOL) sessions for supervisors who have completed Supervisor Core. These sessions, facilitated by a Supervisor Core trainer, provide ongoing support for applying skills learned during the Core training. • Northern RTA offers New Tools for Supervisor Excellence (discussed in the Ongoing Training section). <p>At the State level, the California’s Outcomes and Accountability System systematically examines outcomes and identifies strategies (including training) to address needs. The RTAs/IUC participate in this process with the counties and the California Department of Social Services (CDSS), and regional and statewide training needs are systematically identified for supervisors as well as other staff.</p> <p>At the county level, supervisors’ training needs are assessed on an ongoing basis by their managers, utilizing performance evaluation processes that are unique to each county. Individual needs assessments are used to guide supervisors in choosing which training they will complete as part of their ongoing training requirements. The RTAs/IUC assist with this by teaching about the importance for ongoing training as part of supervisor and manager core. Additional supports are also provided. Central RTA’s FBT program, for example, provides support for supervisors to develop action plans with their managers for training and professional development.</p> <p>The use of formal professional development plans varies by county.</p>
--------------------------	--

Connecticut	Connecticut offers an internship program for qualified child welfare workers who are interested in pursuing a degree. The Master of Social Work Field Education Program allows supervisors to complete their field placement at their current agency, rather than having to travel to a new location. Supervisors are assigned a consultant who oversees their fieldwork and helps to develop the supervisor’s clinical skills using cases already present in his/her agency.
DC	Supervisors in DC have participated in training needs assessments via focus groups or surveys. This information has been used to develop or revise training curriculum. Professional development plans are included as part of the supervisor’s performance evaluation and may include some elective training.
Delaware	<p>The Child Protection Accountability Commission (CPAC) offers a child welfare conference in Dover each year. The CPAC is an independent agency made up of professionals in the field that acts as an advocate for child welfare in Delaware. The conference hosts a number of different presenters and emphasizes cutting edge topics in child welfare. Supervisors can elect to attend this conference.</p> <p>Delaware uses informal needs assessments to measure the training needs of supervisors. Additionally, professional development plans are used for supervisors and reviewed on an annual basis.</p>
Florida	<p>Florida partners with seven schools in the School of Social Work consortium.</p> <p>Florida's annual statewide Dependency Summit is an opportunity for child welfare professionals to share best practices and continue the advancement of child welfare practice in Florida. Approximately 2,200 professionals attend each year. The event is structured to allow for multidisciplinary workshops, meetings by profession, and planning sessions for local child welfare representatives. The Center for Child Welfare keeps an online database of videos and materials from each summit.</p> <p>2010 Dependency Summit Videos and Materials</p> <p>Currently, training needs assessments and professional development plans are not utilized at the state level in Florida but the Office of Child Welfare within the Department of Children and Families is developing long-term training goals to include both these efforts.</p>
Georgia	<p>Recently, Georgia partnered with the Butler Institute to pilot Learning Circles for their supervisors. In order to participate, a supervisor must have completed the Putting the Pieces Together training. This has helped to incent participation in the training for veteran supervisors. At present, Georgia has six active circles, with an average of 12 supervisors in each. The State plans to split circles as they gain in popularity. ETS is in the process of creating a website for learning circles which will provide online access to those who live far from meeting locations. The goal is to make the learning circles self-sustaining, so that the State can eventually remove itself from facilitation responsibilities.</p> <p>Learning Circle Competencies Learning Circle Goals and Objectives Learning Circle Principles</p>

	<p>Currently, Georgia is using Individual Training Needs Assessments (ITNAs) for their caseworkers. The ITNAs have been adapted from Ohio and tailored to fit Georgia’s needs. ITNAs for supervisors are now under development. During the ITNA, supervisors will work with their worker to identify weaknesses and make a training plan for the upcoming year. The ITNA is then included in the worker’s Performance Management Plan.</p> <p>Supervisor Summits are held bi-annually in Georgia. These are organized regionally and provide an opportunity for supervisors to meet, collaborate and receive training, if needed.</p>
Idaho	<p>Social Worker (SW) IIIs who have demonstrated excellence in their position and have shown interest in further developing their skills are provided the opportunity to shadow a supervisor. Often, if the supervisor is out of the office, the SW III will perform the supervisor’s duties. During this period some SW IIIs complete the pre-service training in preparation of applying for a supervisory position.</p> <p>A Certified Management Program is available for supervisors through the State of Idaho Department of Human Resources. The program is completed over a 24-36 month period and includes five modules with seven competencies unique to public management. This program is not child welfare-specific.</p> <p>Training needs of supervisors are identified during Quality Assurance reviews. Additionally, the Child Welfare Sub-Committee, made up of regional chiefs who supervise child welfare supervisors, are polled on the training needs of supervisors each year.</p>
Indiana	<p>There are annual two-day meetings held in Indianapolis that are mandatory for supervisors. Topics are determined by supervisors and staff, and obtained via a survey distributed using SurveyMonkey. A committee is formed to review the survey results and make a plan for each conference.</p> <p>Sample Agenda for Annual Conference</p> <p>Currently, training needs assessments are not utilized in Indiana. However, each agency worker has an annual work profile created (facilitated through Human Resources). The training department can sometimes assist supervisors with professional development plans, but it’s more so individualized with each supervisor responsible for his/her own development plan.</p> <p>FCM Work Profile and Performance Appraisal Report</p>
Iowa	<p>The Service Supervisory Webinars are a monthly series of topical calls. The calls provide a forum for supervisors to share their experiences in implementing improved child welfare practices, as well as learn about trends and policy changes. Presentations from expert persons are followed by open discussion in order for all participants to ask questions and enrich the conversation. Recent topics include several of the NRCOI-sponsored webinars: “Supervision as Leaders of Practice Change,” “Leading Efforts to Identify and Address Disparities: A Response to Disproportionality” and “Collaborating with Courts to Reduce and Eliminate Disparities.” Supervisors are encouraged to use the Webinar Discussion Guides following each call.</p> <p>Iowa utilizes an Individual Learning Needs Survey and Individual Learning Plan to assist in the development of ongoing learning opportunities for the Iowa Department of Human Services Child Welfare Social Work Staff.</p>



Kansas	The Children’s Alliance is contracted to complete two all-staff Individual Training Needs Assessments (ITNAs) per year. The ITNAs are not specific to supervisors; however the survey asks several questions related to supervisory training needs. Results from the ITNAs are used when considering revisions and/or additions to the State training schedule.
Louisiana	<p>DSS works closely with State universities to bridge the gap between BSW/MSW program content and State child welfare training content. The goal of DSS is to decrease overlap of curricula and streamline the process for students transitioning into State agency positions.</p> <p>As part of Louisiana’s PIP, supervisors will engage in learning circles in certain areas in the State.</p> <p>In 2009, DCFS partnered with LCWCWP to conduct a statewide training system assessment. Information was gathered through surveys and focus groups to produce a summary of findings and recommendations. Click here for a summary of the findings from this assessment!</p>
Maryland	Maryland completed a general needs assessment of all child welfare workers in 2010. The results of this assessment are being used to develop a new supervision model. Professional development plans for supervisors are also being developed as part of this new model.
Massachusetts	<p>Massachusetts offers a series of post-graduate certificates at several different colleges. Simmons College offers a one-year intensive Trauma Certificate Program which typically attracts a large number of supervisors.</p> <p>Massachusetts does not use formal training needs assessments; however, feedback and surveys are gathered from learning circles and consulted when considering future training opportunities. The State’s employee performance review system addresses training needs for supervisors, though the system is not connected to the Massachusetts Child Welfare Institute.</p> <p>The Supervisor Professional Development Program (<i>see Ongoing Training</i>) uses a Professional Portfolio to record each supervisor’s professional growth. The portfolio includes documentation of the supervisor’s career, self-assessment and professional goals, and serves as a record of the supervisor’s experiences during their learning circle work.</p>
Michigan	The Leadership Academy helps the agency develop a pool of high potential candidates who are prepared and ready to step into leadership positions. Using an accelerated development model, academy members are trained in a broad range of leadership competencies rather than groomed for particular positions. For two consecutive years (2007 and 2008), the Leadership Academy was selected as one of the top 50 programs in the "Innovations in American Government" award, sponsored by Kennedy School of Government at Harvard University. Additionally, the Leadership Academy has won national recognition from the American Society for Training and Development. This "Excellence in Practice" citation is for "outstanding contributions and achievements in advancing learning and performance in the workplace."
Minnesota	<p>Minnesota offers IV-E funding to those workers interesting in pursuing a Master’s degree. The State would like to partner with some universities to create a Bachelor’s degree in social work program. Ideally, the State training curriculum would be added to the BSW program so that students will be work-ready when they graduate.</p> <p>Minnesota does not currently use training needs assessments. This is an area the State has identified as needing development.</p>



<p>Missouri</p>	<p>Missouri offers IV-E funding for those interested in pursuing a Master’s degree through a part-time program. The University of Missouri Columbia and Washington University’s School of Social Work both offer child welfare-specific courses, though none noted were supervisory specific.</p> <p>Missouri used training needs surveys in the past; however, they found that most surveys produced generic responses. The State has since begun using focus groups of frontline supervisors and trainers to gather feedback on training needs. Employee development plans are completed annually through Missouri’s PERFORM appraisal system.</p>
<p>New Hampshire</p>	<p>Annual Individual Training Plans (AITPs) are used to identify the trainings needs of each supervisor. AITPs are designed around supervisor competencies and focus on cultivating specific supervisor skills. For example, if a trend/problem has been identified within Children and Families Services, and specific knowledge is needed to address this issue, a plan to train on this knowledge will be added to each AITP. Training on new protocols and procedures are also included in the AITP. The State has partnered with the University of New Hampshire’s Center for Professional Excellence in Child Welfare to help facilitate the AITPs. University of New Hampshire (UNH) training liaisons meet directly with staff within each District Office on a regular basis and maintain ongoing contact by phone and email. The training liaisons utilize AITPs to guide training programs, as well as to process individual training requests from staff members. The State has also partnered with UNH to create online trainings for child welfare staff.</p> <p>The Organizational Learning Council is a statewide group that works with DCYF training contractors, community providers/stakeholders, youth and parents, and a few supervisors, to advise on the training needs of supervisors and staff. The council is comprised of five subgroups: technology, training evaluations, curriculum development, trainers and needs assessments. Quarterly meetings are held.</p> <p>Supervisor Needs Assessment Action Plan</p> <p>Several child welfare workers in New Hampshire have now completed the National Child Welfare Workforce Institute’s (NCWWI) Leadership Academy for Middle Managers. The State intends to use NCWWI’s Leadership Academy for Supervisors in the future.</p> <p>New Hampshire’s Department of Health and Human Services offers a Supervisory Certification Program which covers all of the skills needed to supervise within the State system. Topics include personnel systems, managing within a public agency, administrative duties, etc. Most supervisors will have completed the pre-service child welfare training prior to participating in this program. The child welfare training group has worked with DHHS to ensure that training topics are not duplicated in either program. The program is not child welfare-specific; however, it is designed for workers in Health and Human Services.</p> <p>Many supervisors in New Hampshire are trained as trainers. Trainer’s Day is an annual six-hour training that endeavors to teach supervisors how to be effective trainers. The training is optional. Those who participate are then eligible to facilitate State trainings and are typically assigned one per year.</p> <p>New Hampshire’s Division for Children, Youth and Families hosts an annual one-day conference. Typically, workshops for supervisors are held during this conference. Several other conferences</p>



	<p>available to supervisors include the Attorney General’s Conference, Casey Family Services Diversity Conference and the Substance Abuse Conference.</p> <p>In past years, New Hampshire has seen strong participation in IV-E funded higher education programs. Unfortunately, this funding has been recently cut due to budgetary issues. The State hopes to see this program restored in the near future.</p>
<p>New Jersey</p>	<p>New Jersey offers various professional development opportunities for child welfare supervisors.</p> <p><u>Master Supervisor Program</u> New Jersey’s Office of Training and Professional Development offers a newly created Master Supervisor Program. This certificate program is designed to provide supervisors with the opportunity to grow and develop their skills. There are 10 courses that must be taken within two years of starting the program (and passed with a grade of 80% or higher) to obtain certification.</p> <p>These courses include:</p> <ul style="list-style-type: none"> • Domestic Violence and Child Maltreatment: Helping Workers Develop Skills to Help Families • Supervisory Issues in Sex Abuse Cases • First Responders for Supervisors • Coaching the Challenged Employee • Building Resiliency in Casework staff/Counter Transference • Social Work-DCF-Case Practice Model Values * • Supervisors and Data – understanding and using data to manage * • Safe Measures for Supervisors* • Supervising Case Workers on Reunification-The Importance of Resource Parents • Supervisors and the transfer of Learning Process <p><i>*In development</i></p> <p>Supervisors are nominated by their local office manager for participation in this program. Upon acceptance, the Office of Training and Professional Development will look at each participants training record for the last two years and apply any of the above courses that were already taken to their certificate. Participation in this training also counts toward the mandated 40 hour annual requirement. Once this program is well established the state would like to select a few supervisors to assist in co-training the pre-service Supervisory Practices in Child Welfare Training. These supervisors would act as expert speakers and share the benefit of their knowledge and experiences with the new supervisors.</p> <p><u>MSW Program</u> New Jersey has an MSW program that is open to supervisors and casework supervisors. Utilizing</p>

	<p>three New Jersey based Universities that offer clinical MSW programs (Rutgers University, Richard Stockton College of New Jersey, and Monmouth University) approximately 80 child welfare staff members can be participating in the program at a given time. Participants are approved for time off to attend classes, and can complete the program in 1-4 years. These participants will learn clinical-based skills with a focus on supervision. The full cost of tuition in this program is paid for by DCF. Staff has to apply and be approved by the local office and then further screened and ranked by central office staff. After approval at the central level they must apply and be accepted by the schools they apply to.</p> <p><u>Training Supervisors</u> Supervisors have the opportunity within child welfare to be designated as training supervisors (one training supervisor is established in each office). These supervisors are responsible for managing and developing new caseworkers. All new workers will first go to the training supervisor’s team. Once on that team, the training unit supervisor will help reinforce their learning and hone their skills before they are transferred to other units.</p> <p><u>Professional Development for Trainers</u> Trainers in New Jersey are performance reviewed every 6 months. There is also an annual professional development event where the Office of Training and Professional Development and University Partnership trainers come together to talk about a specific training. They are planning on having the next focus be on creating a trauma-informed expert trainer. Monthly there are also professional development days which are generally focused on training the trainers. In-class evaluation are performed by the training unit supervisor four times a year. Two are planned and two are unannounced.</p> <p><u>Supervisor Performance Reviews</u> Local office units engage in performance reviews every 6 months (in February and August). The course calendar is scheduled around these events so that, theoretically, supervisors are able to sit down with their workers to discuss their training needs for the next 6 months. They’re then able to go online immediately and sign up for whatever courses they discussed.</p>
New Mexico	<p>There are opportunities for training through the schools of social work throughout the State; however, these opportunities are not coordinated through CYFD Protective Services.</p> <p>New Mexico has a statewide Supervisor Association. Membership is optional and tends to vary quite a bit. Meetings typically include training topics in addition to organizational topics. At present, meetings are not held on a regular schedule.</p> <p>The State partners with New Mexico State University for all of their training needs. Several years ago, the University offered a course on Clinical Supervision. Though it was well-received, the facilitator has since left and the program has not recommenced.</p>
New York	<p>New York provides support for local department of social services supervisors to pursue their Master’s degree in Social Work. The OCFS Bureau of Training and the Division of Child Welfare and Community Services partner to conduct ongoing s training needs assessments with local departments of social services and agency service providers The Office of Children and Family Services’ (OCFS) Regional Offices work closely with the districts and agencies to identify or address training needs as they arise. These may be specific to case practice issues, organizational issues and emerging needs, such as using logic models and data to establish goals and track performance.</p>



<p>North Carolina</p>	<p>North Carolina offers IV-E funding for supervisors interested in pursuing a Bachelor’s or Master’s degree in social work.</p> <p>All child welfare staff is able to create individual Training Portfolios online. This program helps staff to make thoughtful and appropriate plans when considering their future training schedules.</p> <p>North Carolina, in collaboration with the Jordan Institute, publishes several newsletters for their child welfare staff and supervisors:</p> <ul style="list-style-type: none"> • Fostering Perspectives: provides insightful articles, poetry, and information for and by foster and adoptive families. A special section called "Kids' Pages" displays the talents of North Carolina's foster children. Published twice a year. • Children's Services Practice Notes: provides information on current research, recommended practices, and initiatives for child welfare workers in North Carolina. Published four times a year. <ul style="list-style-type: none"> ○ Sample Practice Notes Newsletter • Training Matters: provides information on the training offered by the N.C. Division of Social Services for North Carolina's child welfare professionals. Published four times a year. <ul style="list-style-type: none"> ○ Sample Training Matters Newsletter • MRS!: provides key information to county departments of social services as they put into practice the strategies and principles of the Multiple Response System (MRS), North Carolina’s ongoing child welfare system reform effort. Published quarterly. <p>Some supervisors will use the Children’s Service Practice Notes newsletter to train their staff.</p>
<p>North Dakota</p>	<p>Statewide supervisor meetings are held on a quarterly basis. During these meetings, supervisors work with the Training Center Director to discuss training areas they would like to focus on in the future. The Training Center often provides a training opportunity at one of the four meetings each year.</p> <p>Regional supervisors also meet with one another on a regular basis. These meetings include regional supervisors, caseworker supervisors, and caseworkers. Regional trainings often take place at these meetings. Additionally, the meetings provide an opportunity for sharing policy updates and troubleshooting.</p>
<p>Ohio</p>	<p>The Annual Public Child Welfare Association of Ohio (PCSAO) Conference is available to all supervisors and managers, as well as other child welfare staff. The conference provides workshops, panel discussions and networking opportunities. The OCWTP is considering hosting a Supervisor Reception at the 2013 conference to recognize supervisors and the important role they play in the child welfare system.</p> <p>For the several years, two RTCs have hosted annual supervisor conferences. These conferences, offered primarily for supervisors within the training region, are also open to other supervisors across the state.</p>

<p>Oklahoma</p>	<p>Oklahoma University offers a Child Welfare Professional Enhancement Program. This program provides IV-E funding to child welfare staff interested in pursuing a Master’s degree in social work. Supervisors are strongly encouraged to take advantage of this opportunity.</p> <p>For child welfare workers who are interested in becoming supervisors, CWTP offers Level III courses. These courses allow workers to “get their feet wet” and better understand what would be expected of them as supervisors. Participation is optional and staff must gain approval from their supervisor to enroll.</p> <p>Oklahoma places liaisons in each area of the State (six total areas with three liaisons per area) for supervisors to consult regarding training needs. Liaisons speak with supervisors on a daily basis and report their findings back to CWTP. CWTP is then able to use this feedback to design future trainings for supervisors. The Field Office develops professional development plans for supervisors; however, these are not overseen by CWTP.</p>
<p>Oregon</p>	<p>IV-E funding is available for supervisors who would like to pursue their Master’s degree. PSU’s curriculum includes several supervision courses. Additionally, PSU is the recipient of the Culturally Responsive Leaders Traineeship grant, a five-year program funded by the National Child Welfare Workforce Institute and the Children’s Bureau. The purpose of this project is to create a specialized MSW pathway for culturally competent and responsive emerging leaders in public, tribal, and community-based child welfare systems. Students selected for the program receive financial assistance, specialized curriculum in leadership, and field placement experiences to support the development of culturally responsive management skills and practices in child welfare.</p> <p>Oregon’s Department of Human Resources offers a leadership academy for supervisors. This training is broad based and not child welfare specific.</p> <p>A two-day Statewide Supervisory Conference was hosted by Oregon’s DHS this year, which they hope to continue in subsequent years. Several partnership trainers attended and provided trainings on various topics. Prior to the conference, a survey was disseminated to collect information on topics supervisors were interested in discussing.</p> <p>Quarterly meetings are held in five different locations for supervisors. Quarterlies are mandatory for supervisors and are periodically combined with the child welfare managers’ meeting. Historically, meetings have been administrative in nature; however, the partnership is now working to develop a training component for each meeting. These trainings are being designed to build on the pre-service supervisory training.</p> <p>The partnership’s Supervisory Instructor, Dan Garris, attends some of the quarterly meetings to gather input on the training needs of supervisors. The partnership works hard to create a relationship with supervisors in order to encourage open communication between the two. Supervisors are polled at the end of the pre-service training to gather information about additional training needs.</p>
<p>Pennsylvania</p>	<p>Pennsylvania offers two university programs, Child Welfare Education for Leadership (CWEL) and Child Welfare Education for Baccalaureates (CWEB). The CWEL program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, the Pennsylvania Child and Youth Administrators and eleven accredited schools of social work in Pennsylvania. Its goal is to strengthen public child welfare services in</p>

	<p>Pennsylvania by providing educational opportunities at the graduate level for public child welfare personnel. Qualified persons who are admitted to any of the approved schools on either a full- or part-time basis may receive substantial financial support in return for a contractual obligation to continue employment with the sponsoring agency following their studies. Pennsylvania has graduated over 1036 students from the CWEL program to date. The CWEL program is similar to CWEL, but is offered to those pursuing a Bachelor’s degree.</p> <p>Some counties have recently begun using the National Child Welfare Workforce Institute’s Leadership Academy for Supervisors. Transfer of learning activities have also been developed to assist supervisors in overseeing their caseworkers’ acquisition of new skills.</p> <p>Individual training needs assessments (ITNAs) are completed following the Supervisory Training Series, and completed every three years on the county-level thereafter. Training needs are also regularly measured through evaluations given at the close of employee workshops. All information collected from ITNAs is maintained in a database from which reports are run on a regular basis. Available trainings are reviewed to ensure that all competencies are being met. If needs are not being met, the training group will investigate how to satisfy the need (e.g. add new trainings, conferences, outside agency trainings). Pennsylvania recognizes the importance of professional development plans and is committed to improving their use of them.</p>
<p>Rhode Island</p>	<p>Rhode Island is not able to offer regular professional development opportunities because of limited funding; however, members of the provider community and some sister agencies open their training opportunities and conferences up to DCYF staff periodically.</p> <p>Rhode Island offers a limited educational leave program for State staff. Currently, DCYF’s Family Services Unit provides one full-time educational leave award for a worker pursuing an MSW (half of the tuition is paid by the State and the employee’s salary is paid while they are on leave from work) and two part-time educational leave awards for workers interested in any degree program (the employee is given one day paid leave from work each week).</p> <p>Currently, training needs assessments are not utilized in Rhode Island; however, the State plans to add a training needs component to the Learning Lab unit under development. At present, Rhode Island reaches out to supervisors on an informal basis to ask what they need for training. The State also collects evaluations from all regular in-service trainings.</p> <p>The State used an Individual Learning Needs Survey & Individual Learning Plan Tool in conjunction with the CORE Training to develop a learning plan for supervisors. It is utilized three times during a new supervisor’s 6-month probationary period: at the beginning of the probationary period (pre-caseload); at the three-month mark; and at the six-month mark to create an on-going learning plan. Following the probation period there is no system for the State to track professional development plans; however, supervisors and caseworkers are encouraged to review their learning plans on a regular basis.</p>
<p>South Dakota</p>	<p>Supervisors are encouraged to attend any state conferences that are offered, as well as any training outside of CPS that they interested in. For instance, some supervisors participate in trainings provided by the Unified Judicial System or the Child Voice Training (which is South Dakota’s forensic interview system). Supervisors are also able to receive reduced tuition for college courses. Full details on the reduced tuition program are available on the South Dakota Board of Regents website.</p>

	<p>Currently, training needs assessments are not utilized in South Dakota. However, the state does send out supervisor surveys. This survey includes questions focused on training, asking supervisors if the training they're receiving is adequate, and asks what areas they feel they need more training in. They also ask supervisors at the end of every Management Team Meeting what training they would like to have in the future.</p> <p>In November of 2011 South Dakota had a Comprehensive Safety Intervention (CSI) fidelity review. Following this review, each supervisor was required to write a professional development plan based on the results of those competencies. These concluded in the fall of 2012. Another fidelity review is underway, which may include additional professional development plans as a result. All supervisors also participate in annual ACES evaluations with their regional managers. If anything is noted as below expectation a professional development plans is created.</p>
Vermont	<p>At the state level, Vermont's learning center, The Summit, hosts a nine-day Supervisory Development Program. This program is available for all supervisors in state government and is therefore not child welfare specific. Each participant has his/her own development plan and takes courses appropriate to his/her plan. Courses cover the following topics: Effective Communication; Enhancing Productivity; Interviewing and Hiring; Managing Your Time; and The Universe of Labor Relations.</p> <p>Each year, the CWTP works with supervisors and managers to assess training needs for supervisors and offer training to meet those needs.</p> <p>Vermont uses the curriculum "Building a Model and Framework for Supervision" for individual training sessions with supervisors. The National Resource Center for Family-Centered Practice and Permanency Planning and the National Child Welfare Resource Center for Organizational Improvement created this document to examine the responsibilities and needs of supervisory staff and develop an organizational framework to support effective child welfare supervision. Supervisors in Vermont use this curriculum to self-study and then meet with a mentor to review the materials and ask questions.</p> <p>Additionally, the training coordinator assigned to each district discusses training needs with supervisors on an individual basis and makes recommendations for available trainings, as well as provides the opportunity to review pertinent training materials with the supervisor. The training coordinator also serves as a mentor and coach to the supervisors in his/her region.</p>
Virginia	<p>Training needs assessments are not currently used in Virginia, but there are plans to create these assessments along with professional development plans.</p>
Washington	<p>Washington offers courses that supervisors may take in order to specialize in their position; available in Child Protective Services, Intake, Adoption, Department of Licensing Resources and the FRS program.</p> <p>Supervisors are strongly encouraged to participate in IV-E funded Master's degree in Social Work program. Additionally, Washington has just begun working with Partners for Children to build a relationship with the University of Washington and Eastern Washington University. The goal of this partnership is to provide more training and coursework for state social workers and supervisors. This project also includes funding for research.</p>

<p>Wisconsin</p>	<p>The University of Wisconsin - School of Social Work facilitates a program called Child Welfare Dialogues. This program features lectures by child welfare experts for supervisors and/or caseworkers.</p> <p>Wisconsin’s Quality Service Review process is used to identify training needs locally. Professional development plans developed with local agencies are not used statewide; however, some counties have elected to use them if they have the same identified needs.</p> <p>Part of Wisconsin’s Program Improvement Plan (PIP) focuses on developing better training and more resources for supervisors. The State has integrated portions of the National Child Welfare Workforce Institute’s Leadership Academy for Supervisors (LAS) as part of their leadership series offered voluntarily. Additional activities and trainings have been developed to supplement the training. Also part of their PIP, Wisconsin has developed a Leadership Development Program which is available to those interested in moving into management positions. This includes a learning communities model of mentorship with new directors. The directors meet quarterly and spend half the day learning a particular child welfare topic and the second half day, discussing leadership implications of that topic.</p>
<p>Wyoming</p>	<p>Wyoming offers several opportunities for professional development to supervisors. There is a Recruitment and Retention effort in the State which is offering the National Child Welfare Workforce Institute’s Leadership Academy for Supervisors. The Casey Foundation has been facilitating regional roundtables which focus on training supervisors to overcome barriers to permanency. Additionally, the Signs of Safety training has been offered in two counties. Wyoming’s Program Improvement Plan (PIP) group is working to update the State’s manual for supervisors as the current manual is out-of-date.</p> <p>Currently, training needs assessments are not utilized in Wyoming. During the 2006 “Putting the Pieces Together” training, ITNAs were introduced; however, their use has not been maintained. Wyoming is not currently using competencies for their supervisors; this is another area that the PIP group has been examining. Wyoming does offer annual performance appraisals for all child welfare staff.</p>