SUPERVISOR TRAINING PROJECT

Georgia
Interview with Sheila Blanton, Program Administrator, Education & Training Services (ETS)

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Supervisor Requirements
Georgia has a certification process for all Social Services Case Managers and Supervisors. In order to become eligible for certification, one must hold a Bachelor’s Degree in social work or a related field. Program certification in the area(s) of responsibility (CPS, Foster Care and Adoption) is required before supervisory certification may be granted. Certification is mandatory for all new supervisors and strongly encouraged for veteran supervisors. In order to maintain certification, supervisors must complete a minimum of 20 hours of ongoing professional development training per year.

Pre-service Training
Georgia has adapted the Butler Institute’s Putting the Pieces Together curriculum for their Supervisory Capacity Building Series (note: Program Announcement as a WMV file). The training begins with a teleconference orientation led by the training co-instructors and is followed by facilitation of the University of Kansas’ Results Oriented Management (ROM) training. Following ROM, supervisors are trained on Units I, II & III, each lasting three days. Skill-building activities are assigned in between each unit and supervisors are expected to complete these activities before attending the next unit. Learning journals are used as a way for supervisors to record their reflections during the training. In-class trainings are held at various locations around the state and are co-instructed by Education & Training Services staff.

Following are course descriptions of each training series component:

- **Family Centered Case Practice for Administrators and Supervisors:**
  This course is designed to provide management’s approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are seven standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of Services; Information Systems; Agency Coordination within the Community and Quality Assurance.

- **Results Oriented Management (ROM) Online Training:**
  This course designed by the University of Kansas School Of Social Welfare, provides information on outcome measurement in child welfare, and provides practical approaches to the three major factors that affect the usage of data: Effective management reports; essential skills in interpreting data and taking management action and how to develop a results-oriented organizational culture.

- **Putting the Pieces Together Classroom:**
  This nine - day supervisor core training series, Supervisory Training: Putting the Pieces Together was originally developed by Charmaine Brittain, MSW, Ph. D., and Butler Institute for Families at the University of Denver. This training is divided into three 3-day segments: Unit 1: Supervisor as
Manager; Unit 2: Supervisor as Coach; Unit 3 Supervisor as Team Leader. The training was designed to bring together the latest research and practical application within an engaging format for maximum learning by supervisors. It was adapted for Georgia DFCS in 2009. Supervisors attending this course must be certified in their program area.

- **Skill Building/Mentoring:**
  A series of four units with activities related to each Unit of Putting the Pieces Together. They are designed to enhance the transfer of learning from the classroom to the workplace. Each new supervisor is assigned a trained peer mentor who provides guidance, coaching and monitoring for the Skill Building activities.

  **Skill Building: Administrative Supervision**
  **Skill Building: Educational Supervision**
  **Skill Building: Supportive Supervision**
  **Skill Building: Classroom Preparation**
  **Skill Building: Mentor Documentation**
  **Mentor Workbook**

  During this training period, each supervisor is assigned a mentor who has already been through the training and has previous supervisory experience. Mentors are trained prior to assuming their role. Mentoring is offered via web, phone, and/or in-person and participants are encouraged to continue the relationship for at least six months post training. Some mentors attend the class with the participants. Mentors are responsible for reviewing their mentee’s skill-building activities, and must sign off on them in order for the supervisor to receive certification.

- **Day to Day Supervision with GA SHINES:**
  This is a two day hands-on training. It is designed to provide new and veteran supervisors with basic knowledge and skills surrounding supervisory functions when using GA SHINES. Supervisors will engage in a variety of interactive activities to promote their understanding of their day to day role for using GA SHINES to achieve safety, permanency and well-being for the children and families that we serve.

In conjunction with the Supervisory Capacity Building Series training, Georgia uses the National Child Welfare Workforce Institute's Leadership Competency Framework. This framework contains indicators of proficiency in caseworkers, supervisors, managers, and executives.

**Ongoing Training**

The Professional Excellence program is a collaborative partnership between Education & Training Services (ETS) and Georgia State University, School of Social Work. The program provides training that promotes advanced knowledge and enhances the practice skills of child welfare professionals. The program’s goal is to provide skill-based training that reflects the latest research and best-practice, is responsive to the needs of agency staff, and that assists staff in meeting the “real-world” challenge of front line casework.

Additionally, trainings are developed for supervisors and caseworkers when the State implements new policies and/or procedures.
PEAS and KAROTS is a new program of mini-modules designed for supervisors. Supervisors receive training on a mini-module and are then responsible for training their own staff on the topic. Typically, one module is trained each month. Most topics have been designed around the CFSR. Supervisors must report back to ETS on the success of the training.

Sample PEAS and KAROTS Curriculum Module
Visit the PEAS and KAROTS Website

Additionally, ETS offers many professional development courses, two of which are supervision-specific: Documentation and Child Visitation.

Professional Development
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.

Learning Circle Competencies
Learning Circle Goals and Objectives
Learning Circle Principles

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.

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.

Supervisor Supports and Partnerships
A statewide meeting of all upper-level administrators is held monthly. Supervisors attend, however, the meeting is not tailored for supervisors specifically.

The State has an Educational Consortium comprised of 12 universities with schools of social work. The group meets every other month and promotes participation and coordination of their IV-E-funded educational programs.

Additional Information
Georgia plans to develop a new training curriculum for each of the concentrated areas within supervision.