

SUPERVISOR TRAINING PROJECT 2013

Topic: Ongoing Training

Training that is available for all supervisors regardless of tenure in the position

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	Ongoing Training
Alaska	<p>A five-day general supervisory training is also available for supervisors. This training is not child welfare specific, but covers many of the administrative skills, i.e. payroll, hiring, time sheets, etc. Additionally, ongoing trainings are offered on an as-needed basis.</p>
Arizona	<p>Arizona has recently begun a new program for supervisors and Assistant Program Managers (APMs) based on the medical model, Grand Rounds (i.e. presenting a problem case to doctors/interns and then discussing diagnosis and treatment). In Arizona’s model, a content expert is brought in to present a specific teaching point (e.g. Safety Planning, Behavioral Case Planning). After 45 minutes of training on the topic, a difficult case is presented and participants are asked to discuss and analyze the case. Application of the teaching point is emphasized and discussion points are provided to help facilitate conversation. In the future, Arizona plans to create a follow-up activity for participants in order to help with the transfer of learning. This training is mandatory for all supervisors and APMs and is held regionally. Each grand round is three hours in length and is conducted in the classroom. Thus far, Arizona has used content experts from some of the T/TA Network resource centers.</p> <p>Additionally, the State is currently working with Arizona State University to create an Advanced Training Academy. The purpose of this academy is to provide more ongoing and advanced training opportunities for supervisors and APMs.</p>
Arkansas	<p>Arkansas has numerous ongoing training opportunities for supervisors. In conjunction with the Mountains and Plains Child Welfare Implementation Center (MPCWIC), Arkansas focused on improving supervisory supports and tools within their system. As part of these efforts the state implemented a Learning Circle (LC) process tool. The Division, in partnership with MidSOUTH, currently provides initial Learning Circle training to supervisors. This two day class focuses on the principles of an effective learning circle and general facilitation skills, followed by a day of practicing facilitating a learning circle. Supervisors who have completed the LC training are expected to implement (within 45 days) the LC process with their teams.</p> <p>University partners provide coaching support to supervisors to help maintain fidelity to the learning circle model. As a part of the coaching role, the coach attends the practice portion of the Learning Circle training. The Academic Partnership provided a separate, coaching training designed to help prepare them for their role as a coach.</p> <p>Supervisors are reporting they’re seeing teams grow stronger as a result of the Learning Circle process, and are discovering things about their team members they were surprised to learn.</p> <p>The Learning Circle training, along with other child welfare focused trainings, can be used to help satisfy the 24 hour annual training requirement.. Because Arkansas has some very small offices that don’t necessarily lend themselves to supporting learning circles well, this training may not be mandated for all supervisors. All supervisors, however, will have the opportunity to have more training in facilitation skills.</p> <p>Charmaine Brittain, formerly with the Butler Institute for Families, modified her learning circle training materials that are being used in Arkansas.</p> <p>Charmaine Brittain’s 2011 Introductory Manual to Learning Circles is available here: http://www.nrcoi.org/rcpdfs/LCManualMay2011Final.pdf.</p> <p>Arkansas also contracts with Hornby Zeller Associates, Inc. to provide training on a structured decision making process. This process has been adopted by the Division to help create a more consistent model of decision making regarding safety of children throughout the state. This training series is called “Structured Decision Making or SDM” and uses varied focuses depending on the target audience (investigators, case managers and supervisors).</p>

	<p>As a part of the on-going training evaluation process, the Division requested the development of a SDM training specific to supervisory practices aligned to support the safety assessment process being taught. The first round of this training was completed this past fall, and will be continued and mandatory for all supervisors to complete.</p> <p>Arkansas has also partnered with the University of Arkansas for Medical Sciences (ARBest - University of Arkansas for Medical Sciences) to provide a trauma informed awareness training. The focus for supervisors was to begin to think about how they help their staff consider actions and decisions and the trauma impact these actions may have on the child and family. This training initiative is a continued effort through UAMS and the academic partnership. The first wave of training was conducted in person, with subsequent training sessions being provided in a blended learning environment.</p> <p>Dr. Kramer, UAMS-AR BEST Program, conducts webinars for the blended training format from Little Rock. The webinars are broadcast to five different learning groups across the state. Dr. Kramer presents information and interacts with participants for the first 45 minutes. Field trainers, who are in each of the five learning groups, then facilitate discussion using a guided discussion tool to work with the learning group on transfer of knowledge and to help process what they just heard. This training is mandated for all staff, so supervisors are participating with their workers. The state is legislatively required to provide one hour of training each year on grief and loss, and have adapted this to have more of a trauma-focus. Materials from the National Child Traumatic Stress Network (NCSTN) are utilized for this training.</p> <p>Another mandatory training for supervisors is Managing Difficult Encounters. This training focuses on communication skills that help de-escalate violence and difficulty when working with families. One academic partner developed training including a video of staff talking about the encounters they've had. This is also offered through the academic partnership and supervisors take this course with their caseworkers.</p> <p>Arkansas has partnered with the Consortium for Children to provide training on conducting a structured family home assessment. This training includes two days of basic training, with an additional one-day course specific to supervisors. This is offered quarterly and is mandatory for all supervisors to take.</p> <p>Consortium for Children</p>
<p>California</p>	<p>Each region offers a comprehensive array of ongoing and advanced training for supervisors. Generally, specific ongoing training topics for supervisors are not required, although counties may require specific trainings as needed. Needs assessments are conducted regionally, and Regional Training Academies (RTA) and the Inter-University Consortium (IUC) use these to meet their unique needs. RTAs/IUC and counties also add trainings for supervisors as needed to reflect new legislation or other changes in practice. Below are examples of ongoing and advanced trainings.</p> <p>Central RTA:</p> <p>The Central California Training Academy (Academy) offers the Advanced Leadership Development for Supervisors (ALDS) Program providing a comprehensive leadership program utilizing training and a skill-building coaching model to increase and apply advanced supervisory leadership skills in the organization to improve child and family outcomes.</p> <p>This training series is grounded in the belief that good leadership is built on positive, strong and cooperative relationships with the team to maximize performance in the workplace. Leaders who engage their team members utilizing a variety of in-person training and follow-up coaching skills are</p>

more successful in building commitment to the organization's goals. The overarching goal of ALDS is to enhance the leadership skills of supervisors throughout public child welfare services to advance leadership attitudes, knowledge and skills.

ALDS provides training and skill based coaching for child welfare services supervisors in the public child welfare services. Participants are those that have the support and commitment of organization and are recognized as future leaders within the organization, seeking the opportunity for their own professional growth and development. The secondary population for ALDS is the direct supervisor who oversees the participant, usually in a middle manager position. It is critical that the participants, alongside their direct supervisor, identify the skill development needs that will enhance their own professional development and support and advance the organization's vision, mission and goals.

The ALDS program provides opportunities for instruction, practice, transfer of learning, application, peer networking and feedback. The processes for these opportunities include the following:

- Group consultation
- Structured classroom experiences
- Facilitated discussions
- One-on-one practice opportunities
- Group and individual coaching sessions

A series of five bi-monthly classroom trainings are offered with subsequent group and individual coaching sessions. These coaching sessions are conducted between the coach and the participants to promote the transfer of learning and skill development. The intent of the coaching session is to strengthen skill development and support the work of the participant and supervisor in the application of training concepts, support the organization's mission and, ultimately, improve outcomes for children and families. The classroom training, in conjunction with the coaching sessions, assists participants to develop well-balanced work behavior that improves leadership, teamwork, communication, conflict resolution, goal setting and planning.

Examples of additional ongoing courses available include:

- Data & Outcomes
- Outcomes & Accountability
- SDM Structured Decision Making (safety and risk assessment tool)
- Supervisory Strategies to Support Workplace and Time Management Effectiveness
- Supervisory Support for Effective Case Consultation
- SafeMeasures™ (data management tool)

Southern RTA:

The Manager Core Curriculum is offered to supervisors who may be interested in a management position. Examples of additional ongoing courses available include ([website](#)):

- [Advanced Skills for Supervisors: Performance Issues](#)
- [Advanced Skills for Supervisors: The Rest of the Story \(Supervisory "Comeback" Day\)](#)
- Advanced SDM for Supervisors
- [Data 101: Measuring Outcomes in Child Welfare](#)
- Division 31 Regulations: The Reason Behind the Rules
- [Effective Project Management](#)
- Executive Child Welfare Services Management Practice



- [Facilitating Change and Overcoming Resistance Using Motivational Interviewing Techniques](#)
- [Handling Difficult Communications](#)
- [Implementing Concurrent Planning: Advanced Training for Supervisors and Managers](#)
- [Making Meetings Work for You](#)
- [Managing for Results](#)
- [Management Transition Training: Together Everyone Achieves Milestones](#)
- [Pre-Supervisory Appointment: A One-Day Training Experience for Prospective Supervisors](#)
- [Strength-Based Supervision: A Tool for Retaining Competent Staff](#)
- [Supervising, Coaching and Accountability \(County Specific\)](#)
- [Supervising a Multi-Generational Workforce](#)
- [Teaching Time Management: A Workshop for Supervisors](#)
- [The Art of Mentoring](#)
- [The Politics of Being a Manager](#)
- [The Worker-Supervisor Formula for Applying Learning in the Field \(TOL\)](#)

Northern RTA:

[New Tools for Supervisor Excellence](#) is a comprehensive professional development program designed to provide support, skill building and networking opportunities for supervisors in child welfare. This program builds on a research, development and implementation model that supports leadership development in child welfare. Central to the program are the best-practice approaches that have proven to support supervisors in their daily work. Examples of additional courses available include:

- Master Series for Supervisory Excellence
- Advanced Analytics and “Data Slams”
- So you want to be a Supervisor
- Ongoing coaching for supervisors and county leaders

LA/IUC:

This past year, mandatory ongoing supervisor training has focused on case coaching, case conferencing and enhanced skills-based training related to a recent court settlement. Modules include Strengths/Needs Practice (1-day), Engagement (1-day), and Teaming (1-day). Supervisors that have also been designated as office coaches attend Coaching for Child Welfare Professionals (3-days) and either Connecting Coaching to the Work (for continuing services supervisors) or Coaching towards ER Best Practice (for emergency response supervisors). Examples of additional courses available include:

- Domestic Violence Assessments
- Secondary Trauma, Grief and Loss
- SDM Refresher
- Supporting Lesbian, Gay, Bisexual, Transgendered and Questioning Youth

Colorado

All supervisors are required to complete a minimum of 40 hours of in-service training each year. A minimum of 16 of the required training hours must be supervision-specific. The Colorado Child Welfare Training System provides the following courses for supervisors:

- **Creating Communities of Practice:** This non-traditional training is designed to give supervisors a chance to build a community of practice among their fellow workers and (1) learn the latest best-practice approaches, (2) apply the techniques to their practice, and (3) build an enduring circle of talented and skilled supervisors to call on. Each session will begin with a



presentation of concrete information on the day's main topic. Then through the use of the "World Cafe", supervisors will discuss and brainstorm how to best put it to immediate use back in the office. Additionally, using the "Learning Circles" technique, supervisors will build a community of practice which will follow supervisors back to the field.

- **Back to Basics: A Refresher for Seasoned Supervisors:** This training is designed to examine the concepts learned back in New Supervisor Academy - and then give supervisors the opportunity to apply them to their real-life job experiences. During the training, they will be relating skills and concepts to their current practice.
- **Compassion Fatigue – Supervisor's Training for Coping:** This training will provide important knowledge and skills for you to help you and your caseworkers manage burnout and trauma in order to help avoid the very real compassion fatigue experienced in this profession.
- **Leading from 2 Steps Behind:** This two-day skills based training will guide you through applying Solution-Focused & Motivational Interviewing elements in supervision so that you can focus on improvement and best practice. You will have the opportunity to learn and practice various techniques that will enable you to work collaboratively with your staff on both cases and practical issues.
- **Leading Positive Change:** Like waves on the sand – change constantly floods child welfare. Lead your workforce through the tidal shifts of policy and practice. Understand your own reaction to change. Recognize why you and your staff may be immune to change. Appreciate the dynamics and stages of change. Develop coping strategies for you and your workers.
- **AFCAR's Improvement Plan for Supervisors**
- **Leading the Way for Child Protection**
- **Worker Safety: Enhancing Safety through Supervision**
- **Enhancing Worker Development through Supervision**

These courses are taught by contracted providers, university staff, or private/non-profit agency staff. All courses are designed using Ohio's Institute for Human Services' CORE competencies. Pre and post tests are administered to all participants.

Building upon the Governor's Child Welfare Master Plan, in July 2013, the Colorado Department of Human Services (CDHS) contracted the Kempe Center, for the Prevention and Treatment of Child Abuse and Neglect to serve as the Central Management Organization (CMO) for the Child Welfare Training System (CWTS). As the CMO, the Kempe Center is responsible for managing the day-to-day operations of the Colorado Child Welfare Training System in an effort to realize the State's vision for having the nation's best Child Welfare Training System. This is achieved through the use of continuous quality improvement processes.

The CMO is currently executing a Regional Training Needs Assessment as well as an audit process of all written and live training materials being delivered throughout the state. Once all relevant data have been collected, the CMO will respond accordingly in an effort to integrate cultural responsiveness, adult learning methods, and technology into all of the state's training materials.



	<p>The contract between CWTS and the CMO includes the opportunity to fulfill the need for coaching as a primary resource for learning transfer and skill development for child welfare staff across levels. It is projected that in 2014, the CMO will launch the state’s first ever coaching pilot.</p>
Connecticut	<p>The Training Academy offers Advanced Supervisory Courses. These courses are competency-based and can be taken to satisfy a supervisor’s annual training requirement.</p>
DC	<p>As part of meeting the requisite in service training hours, supervisors may also elect to participate in training offered by the District of Columbia HR Department. These trainings aren’t specific to child welfare but are focused on management and general supervisory skills (i.e. what is a supervisor’s role?). Between all training offered supervisors gain administrative and clinical/casework supervision skills.</p> <p>The Child Welfare Training Academy offers a depth and breathe of training courses. The academy also partners with DC’s Department of Behavioral Health and other community organizations so child welfare supervisors have opportunities to participate in those trainings relevant to professional growth and advancement of supervisory skills.</p> <p>Trauma Systems Therapy (TST) training is now being offered. This is a new initiative that was provided to out-of-home program managers and supervisors first. The training includes a book review of approximately four sessions followed by a two day in-person training and actual case staffing. The intent is that this will be mandatory training for all child welfare caseworkers and supervisors; it is currently being rolled out to in-home supervisors. Supervisors and their caseworkers take the training simultaneously and have experts on hand during their case consultations.</p> <p>Another new initiative is around deliberate focus on teamwork– Review Evaluate Direct (RED) Team Framework. This framework optimizes a team approach to case practice issues so as to ensure that all persons involved or likely to be involved in case practice are participative in the review and decision-making processes.</p>
Delaware	<p>In 2013 Delaware added several training/mentoring/coaching programs for supervisors in the Division of Family Services (child protection, adoption, foster care, child care licensing). They are outlined below.</p> <p>February 26-28, 2013 & September 9-11, 2013: DFS Supervisors self-selected to attend a deeper overview of Safety Organized Practice elements including using the Three Questions to organize their practice, how to elicit the voice of the child, using solution focused inquiry, writing harm and danger statements, safety mapping a case, developing safety goals, safety planning and identifying safety networks.</p> <p>June 19, 2013: DFS supervisors attended a one day training entitled Facilitative Supervisor which focused on utilizing 6 key Facilitative Supervisor practices: thinks critically, structures supervision, coaches learning, manages relationships, adapts approaches and promotes accountability.</p> <p>August 13-15, 2013: Supervisors self-selected to attend the Coaching Institute which focused on how to integrate the best skills, theories and abilities of coaching into a solid evidence-based coaching strategy. The Coaching Institute will provides intensive learning opportunities for coaching in the field of child welfare practice. It examines coaching skills, enhancing understanding of coaching, how organizations can support coaching, as well as common coaching dilemmas and challenges. Topics include:</p>



	<ul style="list-style-type: none"> • Tenets of coaching • Child welfare coaching framework • Foundational coaching theories and approaches • Coaching Skills • Coaching modalities (peer/group coaching) • Coaching to support implementation of new programs • Ethics and legal considerations in coaching <p>Also in 2013, all DFS supervisors attended a one day training on using an evidenced based, structured framework in case consultation and for information sharing.</p> <p>All Supervisors were trained in Family Search and Engagement including the elements of FSE group consultations with the support of the Annie E. Casey Foundation. These consultations will be ongoing as a means to sustain and maintain fidelity to the practice.</p> <p>With the support of the Annie E. Casey Foundation, selected supervisors and their staff who are designed facilitators attended a three day skill building training in the Considered Removal -Team Decision Making (TDM) process and those supervisors and Facilitators participated in the first TDM group consultation. These consultations will be ongoing as a means to sustain and maintain fidelity to the practice.</p> <p>To support ongoing understanding, integration, fidelity and sustainability of new practices training modules will be delivered to all staff using peer trainers offering training onsite monthly. Supervisors who select to be peer trainers of the 12 Safety Organized Practice modules will received one day training focused on training adult learners followed by two days of content/process to deliver in information. The initial modules are scheduled to begin by December 2013.</p>
<p>Florida</p>	<p>As noted previously, all of Florida’s case management has been outsourced to community-based lead care agencies or their subcontracted providers. These agencies are responsible for providing ongoing training to their staff. In order to fund these trainings, the majority of training dollars are used at the local level, rather than the state level.</p> <p>In addition to the pre-service training curriculum and the Supervising for Excellence curriculum mentioned earlier, Florida’s Center for Child Welfare also offers 400+ hours of free video trainings for child welfare staff, including several for supervisors. All local trainings are recorded and posted on the Center’s website. The Center is funded by Florida’s Department of Children and Families, and aims to support child welfare staff by providing useful resources and access to training. The Center also offers annual regional workshops for child welfare staff. Approximately 1,000 workers attend this one-day workshop. The Center maintains a database of videos from these trainings.</p> <p>Click here to access the training videos database!</p>
<p>Georgia</p>	<p>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.</p> <p>Additionally, trainings are developed for supervisors and caseworkers when the State implements</p>

	<p>new policies and/or procedures.</p> <p>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.</p> <p>Sample PEAS and KAROTS Curriculum Module Visit the PEAS and KAROTS Website</p> <p>Additionally, ETS offers many professional development courses, two of which are supervision-specific: Documentation and Child Visitation.</p>
Idaho	<p>Idaho does not offer any specific ongoing supervision trainings; however, many of the State’s in-service trainings offer pre- or post-training “pull-out” sessions for supervisors to discuss the training topic from a supervisory point of view.</p> <p>Additionally, teleconferences are held for supervisors when the State rolls out a new policy or procedure. These calls are typically held before the State has implemented the change; this allows supervisors the opportunity to provide feedback and ask questions prior to implementation.</p>
Indiana	<p>Indiana, in conjunction with The National Child Welfare Workforce Institute (NCWWI), has implemented a statewide training approach to the Leadership Academy for Supervisors (LAS). The 2nd class completing this series graduated in May of 2012. The 26 individuals who completed the course were selected through an application process (51 applications were received). These individuals then participated in the entire academy which included 4 webinar sessions and 2 classroom training days facilitated by Indiana trainers. In addition, each of the individuals participated in one of three designated Statewide Change Initiatives. Several of the worksheets completed as part of the academy were reviewed for application and thoroughness by a team of their immediate supervisor and Professionals at the Indiana University School of Social Work. A follow-up evaluation survey by the IU School of Social Work is currently being developed to assist with defining the parameters moving forward, however, there are plans to start a 3rd cohort in September of 2012.</p> <p>Click here to view a PowerPoint presentation prepared by Indiana for a presentation to NRCOI's Peer Training Network regarding the LAS!</p> <p>Indiana also has a Supervisor Workbook Series that is designed to be used in formal training and/or self-study. Working with Judy and John McKenzie, Indiana modified Michigan State University’s (MSU) Supervisory Workbook Series (six workbooks) to fit with their practice model. They also provided six days of training to Indiana’s staff on the workbooks. Every new supervisor receives a set of the workbooks, and they are also available electronically on the Supervisor Sharepoint. Each workbook training is a half day training provided online and via webinar. Staff Development trainers, assisted by MSW graduates, provide the training with the assistance of other subject matter experts as appropriate. Quarterly workshops are held for supervisors on these workbooks using videoconferencing. The topics for each workshop are chosen by the supervisors. A trainer or presenter is present on each call, and there are facilitators or presenters at each of the sites where the videoconference is held (small sites consolidate, 18 regional sites total). Activities, discussion and feedback follow the presentation. The aim of the videoconferences is to have supervisors comfortable with using the workbooks to problem solve. Participation in the Workbook Series Workshops is mandatory for supervisors. The Workbook Series consists of the following:</p>

	<ul style="list-style-type: none"> • Workbook 1 – The Role of Leaders in Staff Retention: provides information, tools and methods for leaders to use to support supervisors in creating and sustaining a positive culture for staff retention. • Workbook 2 – The Practice of Retention-Focused Supervision: provides research information and supervisory competencies for retaining effective staff, including self-assessment and planning tools. It includes methods and tools for setting objectives, structuring the supervisory process and managing stress in the workplace. • Workbook 3 – Working with Differences: provides understanding, methods and tools for tailoring supervision to the diverse characteristics, learning and behavioral styles and professional development needs of staff. • Workbook 4 – Communications Skills: provides specific information, tools and activities to adapt communication skills to the supervisory relationship. • Workbook 5 – The First Six Months: provides a structure, methods and tools for orienting, supporting and training new staff during their first six months on the job, with particular attention to helping staff cope with and manage the stressors of the job. • Workbook 6 – Recruiting and Selecting the Right Staff in Child and Family Service: provides information on promising practices and tools for recruiting and selecting front line staff; includes profiles of desirable qualities needed in front-line supervisors and staff and methods for developing effective collaborations with universities.
Iowa	<p>“Improving Recruitment and Retention in Public Child Welfare” was a five-year project of the University of Iowa’s School of Social Work in collaboration with the Iowa Department of Human Services (IDHS) aimed at developing, implementing, and evaluating statewide training for supervisors. The project developed a multi-phased supervisory curriculum designed to engage supervisors at all career stages in honing their skills as reflective practitioners in organizational leadership and supervision. Curriculum modules provide theoretical foundations and concrete applications, and emphasize the improvement of client outcomes through enhanced organizational effectiveness. Each module includes accessible suggested readings that support participant learning and provide resources to share with staff:</p> <ul style="list-style-type: none"> • Module I: Contemporary Child Welfare Supervisory Practice • Module II: Developing Human Resources through Supervision • Module III: Case Practice Supervision • Module IV: Clinical Practice Supervision <ul style="list-style-type: none"> - Clinical Supervision Issues - Substance Abuse - Domestic Violence - Child Abuse - Adult Mental Health - Child Mental Health • Module V: Promoting Safety and Resilience <ul style="list-style-type: none"> - Research on Recruitment and Retention - Stress and Resilience - Secondary Trauma



- Critical Incidents
- Worker safety
- **Module VI: Leadership Skills for Child Welfare Supervision**
 - Leading Positive Change
 - Managing Public and Community Relations

Additionally, several workshops were created through the “Improving Recruitment and Retention in Public Child Welfare” project:

- **Employment Interviewing for Success in Public Child Welfare**
- **Supervisor as Teacher:**
 - Understanding Learning Styles
 - Designing In-Service Programs
- **Cultural Competence:**
 - Managing a Diverse Workforce
 - Supervising Intergenerational Dynamics
 - Supervising Culturally Competent Practice
 - Managing Underperforming/Impaired Workers
- **Professional Writing for the Child Welfare Professional**
- **Critical Thinking for Safe Case Closure**

The project also developed the [Supervisor Developmental Planning and Support Toolkit](#), a set of tools and templates which help child welfare supervisors create their own formal child welfare supervision program. The toolkit includes the following:

- Worker competencies and task analyses provide a framework for supervisors to assess workers' individual educational needs across five domains (Human Relations, Case Practice, Clinical Practice, Managing Stress/Safety and Adapting to Change).
- Individual and unit development plans help supervisors find additional resources for worker education within the team and to decide whether to address education needs through individual or group methods.
- The Developmental Planning and Support tool explains Iowa’s Developmental Model of Supervision explicitly; describing characteristic worker behaviors along a continuum (Trainee-Novice-Professional-Advanced Professional) and suggesting supervisory strategies for developing workers.
- The [Supervision Manual](#) provides formats for reflective questions, various types of group supervision, including brief case presentation and focused supervision, and live observation, and a template for creating effective in-service programs.

Additionally, the curriculum manual contains: a flowchart for assessing worker underperformance or impairment, staff activities around diversity, a brief worker self-assessment for secondary trauma, a workshop for assessing learning styles, and tools for case management with substance affected families. Trainings are led by subject matter experts and state staff.



<p>Kansas</p>	<p>Kansas’ Department of Social and Rehabilitation Services contracts with outside agencies to provide all training to their Family Preservation, Foster Care and Adoption departments. The Children’s Alliance of Kansas oversees the contracted agencies.</p> <p>The State contracted with the University of Kansas to develop a new Child Welfare Supervision Training Series. The CW Supervision Training Series is competency-based and begins with a half day foundations course, followed by four one-day training sessions. Conference calls are held after each session and serve as an opportunity for supervisors to discuss their learning experience and troubleshoot any difficult material. Professional development plans are also completed at the close of each session. This series is offered in two different locations. The complete Supervision in Child Welfare Series includes:</p> <ul style="list-style-type: none"> • Foundations: Introductory Topics • Performance Improvement (Session A): Using Data & Outcomes for Performance Improvement; Learning Organizations; Individual Development; Reward Based Environment. • Promoting Effective Practice (Session B): Emotional Intelligence/Self-Aware Supervision; Parallel Process; Critical Thinking in Supervision; Professionalism; Time Management. • Achieving Results as a Team (Session C): Motivating Staff to Achieve Results (Motivational Theory); Key Facilitation Skills; Conflict Management. • Creating a Positive Work Environment (Session D): Supportive Supervision and Retention; Compassion Fatigue; Culturally Responsive Supervision and Service. <p>The training series also offers a Trainer of Trainers (TOT) component. After delivery of the TOT, agency trainers are able to provide training to their staff that is consistent for all child welfare supervisors across the State. Trainers learn a truncated (1/2 day) version of the Supervision Training Series lessons. Two TOTs will be developed per contract year. The State has already completed TOTs for Group Supervision and Having Difficult Conversations.</p> <p>Additionally, online supervision training is currently being developed. It is expected to roll out in Spring or Summer 2011.</p>
<p>Louisiana</p>	<p>In 2008, Louisiana State University School of Social Work (LSU), in partnership with the State of Louisiana Department of Children and Family Services, (DCFS) and the Louisiana University Child Welfare Alliance established the Louisiana Child Welfare Comprehensive Workforce Project (LCWCWP) with funding from the Children’s Bureau. The purpose of this project is to improve safety, permanency, and well-being outcomes for children and youth by building the capacity of Louisiana’s child welfare professionals and by improving the systems in the State that recruit, train, supervise, manage, and retain them. A primary goal of this project has been to improve training and support systems for supervisors. One of its initiatives was a statewide Supervisory Teleconference Series, where supervisors in each of the ten Regions participated in monthly calls hosted by LCWCWP Project Director, Gary Mallon. The calls engaged over 170 participants from around the State and featured key speakers in the field. The initial teleconferences covered a broad range of supervisory issues; later, teleconferences shifted their focus to clinical supervision and discussion of real-life cases.</p> <p>In 2010, DSS hosted “Clinical Supervision Training,” a one-day training in three subject areas aimed at assisting first line supervisors in building clinical decision-making skills in their workers. Eleven cohorts, each of 25 supervisors, received on-site training from a nationally recognized trainer/consultant, and then participated in a teleconference for post-training discussion. The topics</p>

	<p>included:</p> <ul style="list-style-type: none"> • Golden Thread- Coaching to Promote Critical Thinking - co-trained by Marsha Salus, MSW and Lorrie Lutz, MPP\ • Domestic Violence - trained by David Mandel, LLC • Sexual Abuse Victims- trained by Kathleen Faller, Ph.D., A.C.S.W., L.M.S.W. <p>In September 2011, LCWCWP will roll out the National Child Welfare Workforce Institute's Leadership Academy for Supervisors in two regions of the State. Supervisors with more than one year experience in their position will participate. Once the training has commenced, LCWCWP staff will meet on a quarterly basis to evaluate progress. LCWCWP’s evaluator will complete a formal evaluation of the program at the close of the training. LCWCWP plans to train three more regions on LAS in the following year.</p> <p>Gary Mallon developed a graduate level supervision course, Advanced Practice Certificate Program in Child Welfare Supervision and Leadership. This course was designed for Louisiana’s Office of Community Services (OCS) supervisors. The course is trained ten days over a nine month period and includes the following session topics:</p> <ul style="list-style-type: none"> • Overview: History, Roles, Styles and Stages • The Transition to Supervision • Organizational Context • The Administrative Functions of Supervision • The Educative Functions of Supervision • The Evaluative Functions of Supervision • The Supportive Functions of Supervision • Identifying Commonalities and Distinctions between Clinical Supervision and Supervision in Community Practice Settings • The Challenges of Diversity • Leadership <p>Course Announcement Course Syllabus</p>
<p>Maryland</p>	<p>The Training Academy offers several continuing education courses, some of which are specific to supervision. As part of Maryland’s contract with the Training Academy, the Department of Human Resources funds some child welfare training through the Continuing Professional Education Program at the University of Maryland’s School of Social Work. One of the courses available:</p> <p>SWOA 722—Supervision in Social Work [3 credits]</p> <p>This course is available as an elective to clinical students who have completed the Foundation Curriculum. Students are introduced to the historical development of supervision within social work. They acquire and apply knowledge of three primary supervisory tasks: administration, education, and support of supervisees. The course also covers different supervisory approaches and techniques and considers supervisory issues that arise in various practice settings.</p>

<p>Massachusetts</p>	<p>Massachusetts offers a Supervisor Professional Development Program which uses learning circles to train and support supervisors. This program is designed around a self-directed learning process. The program is competency-based and each competency is designed to align with a supervisor’s development (i.e. more advanced supervisors will have more advanced competencies). Competencies are divided into the following categories:</p> <ul style="list-style-type: none"> • Foundation Practice • Child Driven • Family Centered • Strengths Based • Community Focused/Connected • Committed to Continuous Learning • Culturally Competent/Committed to Diversity <p>The program consists of a series of at least six facilitated learning circles which create a reflective and mutual learning space for supervisors. To structure and focus the initial dialogues, participants utilize a self-assessment tool to consider the strengths of their practice and their hopes for growth and development. The self-assessment process asks supervisors to identify their goals for learning and orients the group dialogue towards common goals for growth based on clear competencies for child welfare supervision. The learning circle develops a learning plan as a group and then implements this plan with the support of in-service training, reference materials and articles, or topic experts asked to present to the group. As the learning circle participants work together to advance their skills, knowledge and confidence, they have the option of continuing their facilitated group meetings indefinitely. Learning circle groups that decide to stay together and meet regularly beyond the initial six sessions are supported and facilitated by the Massachusetts Child Welfare Institute (MCWI).</p> <p>Each circle includes 12-15 supervisors and is facilitated by a staff member of the MCWI. This program is not mandatory; however, it is strongly encouraged that all participate. The program is designed to last approximately eight months and includes six face-to-face meetings. There are approximately 100 supervisors participating in learning circles currently.</p> <p>Click here for a reflective overview of the first two years of the Professional Development Program in Massachusetts!</p> <p>One-day, In-Service workshops are available to all supervisors in the agency and serve to support ongoing, topic specific training for participants in the learning circles. Workshops are usually trained by MCWI staff; however, if a non-agency trainer/expert is brought in, a MCWI staff person will co-train the workshop. Past workshop topics include: Performance evaluation/Personnel dialogues; Core elements of Practice Model; Trauma-informed practice; and Integrated Workshop on Domestic Violence, Substance Abuse and Mental Health.</p>
<p>Michigan</p>	<p>Michigan State University (MSU) has created a Supervisory Workbook Series that was designed to be used in formal training and/or as a self-study. MSU offers supervisors the opportunity to attend workbook sessions for in-service training credits. MSU awards a certificate to all supervisors who complete three workbook trainings and complete the required electives. The Workbook Series consists of the following:</p> <ul style="list-style-type: none"> • Workbook 1 – The Role of Leaders in Staff Retention: provides information, tools and methods for leaders to use to support supervisors in creating and sustaining a positive culture for staff retention.

	<ul style="list-style-type: none"> • Workbook 2 – The Practice of Retention-Focused Supervision: provides research information and supervisory competencies for retaining effective staff, including self-assessment and planning tools. It includes methods and tools for setting objectives, structuring the supervisory process and managing stress in the workplace. • Workbook 3 – Working with Differences: provides understanding, methods and tools for tailoring supervision to the diverse characteristics, learning and behavioral styles and professional development needs of staff. • Workbook 4 – Communications Skills: provides specific information, tools and activities to adapt communication skills to the supervisory relationship. • Workbook 5 – The First Six Months: provides a structure, methods and tools for orienting, supporting and training new staff during their first six months on the job, with particular attention to helping staff cope with and manage the stressors of the job. • Workbook 6 – Recruiting and Selecting Staff in Child and Family Service: provides information on promising practices and tools for recruiting and selecting front line staff; includes profiles of desirable qualities needed in front-line supervisors and staff and methods for developing effective collaborations with universities. <p>Management Support Program This program is designed to provide on-going development and support to new and existing managers once initial training has been completed. The goal of the Management Support Program (MSP) is to offer “Just in Time” training on management skills topics through a webinar format.</p>
Minnesota	Minnesota uses a modified version of Ohio’s Institute for Human Services supervisor training. This Leadership CORE training has six modules: Meaning and Mission; Leading People; Situational Leadership; Staff Development; Team Building; and Sustaining Human Action. Each module is trained over two days in the classroom. There is an additional training session (optional) that is tailored to each supervisor’s specific needs. The State reported that many supervisors form strong bonds with one another during this training which often continue after the training is completed.
Missouri	Missouri’s Human Resources Center provides a large catalogue of supervisor and management related courses which may be used to satisfy the annual training requirement. Trainings are not child welfare specific, but do cover topics relevant to agency work (e.g. Interviewing Skills, The Art of Negotiation, Flexible Thinking, Emotional Intelligence, Managing Change, etc). External training opportunities may also be approved to meet annual training requirements.
New Hampshire	New Hampshire utilizes Peter Senge’s personal mastery concept of The Five Disciplines of a Learning Organization for its’ ongoing training model.
New Mexico	<p>New Mexico is working with the Mountains and Plains Child Welfare Implementation Center (MPCWIC) on the Piñon Project, a three-year initiative to define a framework for engaging and working with children, youth, families, and stakeholders to create an environment that focuses on the safety, permanency, and well-being of children and their families. As part of this project, a one-day course on Coaching and Mentoring for supervisors has been developed. This training is mandatory for supervisors in each of the State’s ten implementation zones. It was originally trained by a consultant; however, future trainings will be led by Protective Services staff trainers. The Piñon Project’s training and technical assistance group is looking to develop more supervision training and technical assistance opportunities in the future.</p> <p>Piñon Coaching and Mentoring: Participant Manual Piñon Coaching and Mentoring: Trainer Guide Piñon Coaching and Mentoring: PowerPoint</p>



New Jersey

New Jersey's Child Welfare Training Academy and University Partnership (Rutgers University, Montclair State University and Richard Stockton College of New Jersey) have a training catalog with over 125 courses that are actively taught. There are over 3,500 days of training offered in a given year. These courses can be used to meet the required 40 hours of annual training supervisors must obtain. There is a special track offered with supervisory level courses, though supervisors are able to participate in any training of interest. Many courses have a related supervisory series that is regularly offered. For example, they are offering a course on child sexual abuse and there is a second course specific to supervisory issues in child sexual abuse cases. New Jersey makes a concentrated effort to challenge both new and senior supervisors by continually offering new courses. Examples of supervisor specific courses include: Difficult Conversations: A Survival Guide for Supervisors, First Responders for Supervisors, Handling Vicarious Traumatization: Supervisors Building Resiliency, and Supervisory Training: Helping Child Welfare Professionals Build Resiliency. Some of the training offered may be mandatory for supervisors depending on the decisions made by leadership. For example, human trafficking training is going to be mandatory for all staff to complete in preparation for the 2014 NFL Super Bowl.

View the [Winter/Spring 2014 Course Catalog](#) for more information on the training opportunities offered.

All of these trainings are taught within the central training facility, though there is flexibility for them to be taught wherever needed. Trainers within the Office of Training and Professional Development and the University Partnership conduct the training with approximately 120 trainers dedicated to delivering classes. Supervisory level courses are taught by those with a master's degree in either social work or education that possess specific supervisory skills and knowledge. There is a Train the Trainer program for trainers that will be teaching supervisory level courses. The Master Trainer provides training to these staff members on the subject matter that they will be facilitating prior to them teaching on their own. These trainers are also paired up with a mentor when they provide their first in person training. These mentors serve as supports for the trainers and ensure that the training the supervisors are receiving is top notch.

Training is designed based on input and suggestions from the Quality Review unit, local offices, area directors, and staff. A group comprised of training staff, including the Office of Training and Professional Development Director and the University Partnership, work together to focus on what the needs of staff are and devise course offerings and curriculum based on that. They have a customer service oriented process that often includes conducting focus groups and obtaining feedback.

The vast majority of these trainings are offered in a classroom based setting. The state had previously tested web-based training, but due to system limitations these did not get rave reviews. Participants have regularly indicated that they prefer the in-person training and enjoy the experience of coming to the training site and working with the dynamic trainers.

An additional ongoing training opportunity that supervisors can participate in is the DCF Data Fellows Program provided in partnership with Casey Family Programs and Public Catalyst. This Data Fellows Program offers the opportunity for staff to attend an extended seminar series focused on utilizing data to improve case practice and outcomes.



<p>New York</p>	<p>New York State has a comprehensive selection of generic courses for supervisors, including but not limited to, Conflict Resolution, Managing Difficult Employees, Fundamentals of Supervision, and Providing Effective Feedback. Some of these courses are offered using a distance learning format. The State offers a Clinic on the Skill of Engagement for Supervisors and Senior Caseworkers, which aims to strengthen supervisors’ awareness of their practice and to improve their ability to engage workers. New York also offers Supervisory Critical Thinking: Decision-Making in Child Welfare. . Also, New York City Administration for Children’s Services (ACS) provides its own core training for CPS caseworkers and CPS supervisors through its James Satterwhite Training Academy. After each delivery, the supervisors of the trainees are brought together for a seminar on the NYC OJT Guide for Supervisors to become familiar with the guide and to focus on the learning base for caseworkers.</p> <p>As a support to ACS’ Improving Outcomes for Children Initiative, during which ACS delegated case management of foster care, adoption and most preventive services to its contracted agencies, OCFS developed and supported the provision of Applying Critical Thinking Skills in Child Welfare to caseworkers and supervisors in the contracted agencies. This training is provided upon request to local district supervisors and caseworkers.</p> <p>Trainers Guide: Cover Page Morning Session CPS Session Foster Care Sessions</p> <p>In 2007, the State enacted legislation to implement a family assessment response (FAR) practice as an alternative means of addressing child maltreatment reports. New York contracted with the American Humane Association to train its caseworkers and supervisors on the new practice. Since 2012 the FAR training has been provided by the Butler Institute for Families. FAR supervisors attend three training courses along with their staff. In addition, a specific training for supervisors was created, titled Supervising a Practice Shift to FAR. Coaching sessions are provided to help supervisors to use group supervision and to assist their staff in implementing the practices in the field. Twenty-five counties and one ACS zone have elected to implement this alternative response to CPS investigation in accordance with their individual screening criteria.</p>
<p>North Carolina</p>	<p>North Carolina offers one ongoing training course specific to supervision. Staying Power! A Supervisor’s Guide to Coaching and Developing Child Welfare Staff was recently revised by the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work, and was originally created as part of NC’s Recruitment and Retention Project. The course is trained over three days, and teaches supervisors how to improve their ability to orient new hires, support existing staff, recognize and respond appropriately to signs of worker disengagement and burnout, and support staff as they cope with the trauma inherent in child welfare work.</p>
<p>North Dakota</p>	<p>Training plans for supervisors are developed annually through a collaborative effort by supervisors, the State and the Children and Family Services Training Center. Because North Dakota has a very low supervisor turnover rate (approximately two or three supervisors per year), there are rarely large training classes. As a result, North Dakota must be creative in offering effective and cost efficient trainings. Every few years, a more extensive supervisor training will be offered. The State has contracted with Marsha Salus several times to train supervisors in one-week sessions; the most recent training was titled, “Managing and Leading Change.”</p>

<p>Ohio</p>	<p>A variety of Specialized and Related training topics are available for supervisors through Ohio’s RTCs). As with the CORE training, workshops and trainers must be approved by the OCWTP. Each RTC offers workshops on a quarterly basis, based on the needs or requests of their constituents. Most workshops are six hours in length and taught in the classroom. The Supervisor Specialized and Related trainings are competency-based.</p> <p>Specialized Training Competencies Related Training Competencies</p> <p>Examples of some of the Specialized or Related training topics include:</p> <ul style="list-style-type: none"> • The Art of Listening and Confronting Conflict for Caseworkers and Supervisors • Coaching Emotional Intelligence for Supervisors • Cultural Competence for Supervisors • Ethics, Confidentiality, Boundaries and Responsibilities • Professional Ethics and Culture • Keys to Developing a Professional Staff • Coaching Staff for Effective Documentation • The Art of Strategic Persuasion • Managing Difficult Conversations • So You Want to Be a Supervisor • Your Role as a Managerial Supervisor <p>OCWTP collaborates with other agencies and organizations to address certain training topics, new initiatives, etc. Ohio child welfare staff may also attend training offered by outside public or private agencies, as approved through their respective agencies.</p>
<p>Oklahoma</p>	<p>The Child Welfare Training Program (CWTP) at OU offers several courses specific to supervision, including:</p> <ul style="list-style-type: none"> • How to be a Good Clinical Supervisor in Child Welfare • Supervisory Issues in Child Sexual Abuse • High Performance Team: Creating Teamwork in the Workplace • Ethical Issues for Lead Workers • Safety Planning for Supervisors • Beyond Listening to the Employee • Supervisors' Conference • Effective Leadership • Art of Constructive Confrontation • Ten Tips for Supervisors • Supervising for Retention • Developing Worker Competency • Making the Transition to Supervisor • Packaging Your Communications Skills • Evidence-Based Practice • Hiring Child Welfare Workers • Your Well-Being for their Well-Being <p>These courses are optional and can be used by supervisors to satisfy the annual training hour requirement. Individual instructors write the curriculum for each course and most are taught in one</p>

	to two days. Recently, a five-day course on Safety Planning for Supervisors was offered to those with two or more years of experience and approval from a county director.
Oregon	Oregon does not offer a specific ongoing training program; however, specialized trainings are provided for supervisors on an as-needed basis. The training partnership provides a Self Sufficiency Training for all supervisors, in addition to a Wrap Around training, which orients supervisors to the wrap around approach.
Pennsylvania	<p>The Child Welfare Resource Center offers approximately 45 specialized and related supervisors courses which are available to supervisors after completion of the pre-service training. These courses are used to satisfy the annual training requirement. Most courses are 6-12 hours in length and are trained by contractors at the regional level.</p> <p>Available curriculum and materials online include:</p> <ul style="list-style-type: none"> • <i>501: Writing Effective Performance Standards</i> • <i>501: The Employee Performance Review Process</i> • <i>521: Coaching Grammar and Case Documentation</i> • <i>521: Strength-Based, Solution-Focused Supervision</i> • <i>522: Supervisory Issues in Child Sexual Abuse</i> • <i>542: Leadership and the Parallel Process</i> <p>Additionally, supervisor training events are held on the regional level. These events are offered approximately twelve times per year. These serve as opportunities to provide legislative updates, deliver workshops based on need, and network.</p> <p>Transfer of learning support sessions are provided to supervisors by request. These services support supervisory skill development to support and coach caseworkers in applying knowledge and skills from ongoing training. Although transfer of learning support sessions can be delivered to support any workshop, transfer of learning support is most often provided for <i>204: In-Home Safety and Management Process</i>, <i>301: Engaging Clients From a Strength-Based, Solution-Focused Perspective</i>, and <i>305: Engaging Absent Fathers</i>.</p>
Rhode Island	<p>In 2004, following the completion of Rhode Island’s CFSR, the State decided to create a mandatory <u>CORE Supervisory Training Program</u>. A group of supervisors and administrators formed a team to brainstorm ideas and develop curriculum for the CORE training. After completing focus groups and compiling data, the team created the <u>Standards and Competencies</u> for Supervisors and the CORE curriculum. From 2005-2008, the curriculum was trained to five diverse cohorts of supervisors, each from different levels of experience and service areas. Following this period, data from evaluations was collected and used to amend the curriculum. The CORE Supervisory Training administered by Rhode Island today is a combination of the original amended curriculum and some new units related to the State’s initiative to introduce a new System of Care to the State’s practice.</p> <p>The CORE Supervisory Training consists of 16 units (three to six hours in length) organized into three modules. Each of the modules and units can be trained separately thereby allowing the State to mix and match units as needed. Most of the units are trained by trainers from the University of Rhode Island’s Center for Human Services; however, a few are trained by specialists in the field (e.g. University Professor, experienced DCYF supervisor, State staff). Following is an outline of the CORE modules and units:</p>

	<p>Module I: Leadership Supervision</p> <ul style="list-style-type: none"> • The Supervisory Role • Supervisory Practice Standards • Strength-based Supervision • Technology to Support Supervision, Data Analysis and Reporting • Managing for Performance and Personnel Issues • Modeling Systems of Care Principles and Meeting Practices (Under development) • Quality Assurance: Ensuring Best Practice • Change Leadership <p>Module II: Education Supervision</p> <ul style="list-style-type: none"> • Building Positive Relationships with System of Care Partners • Values Clarification • Ethics, HIPAA and Confidentiality • Building Healthy Relationships in the Workplace <p>Module III: Supportive Supervision</p> <ul style="list-style-type: none"> • Employee Assistance Program • Legal Issues • Managing in a Multicultural Environment • Supervising a Multigenerational Workforce <p>Rhode Island is currently developing a learning lab unit to be added to this CORE training. Learning labs will provide an opportunity for supervisors to work together within DCYF as well as an opportunity to collaborate with outside community supervisors. Currently, all CORE units are trained in the classroom; however, the State plans to add an online component to the learning lab unit.</p> <p>As a result of Rhode Island’s low supervisor turnover rate, the CORE training is not offered on a regular basis; rather, State administrators request that a new training cohort be organized whenever they anticipate hiring a new group of supervisors.</p>
<p>South Dakota</p>	<p>Within the past year South Dakota has greatly expanded the ongoing training available to CPS supervisors. These efforts include: Supervisor Development Training, Live Meeting Training, Supervisor Safety Decision Making Training, Management Team Meeting Training and Initial Family Assessment Consultation Training.</p> <p>The Supervisor Development Training is new and was recently implemented. Lead by Cara Beers, CPS Ongoing Services and Training Program Specialist, and Regional Manager, Dawn Johnson, this training is focused on supervisor case consultation, leadership skills and working on adaptive challenges.</p> <p>Participating in small groups, all supervisors will have completed this training as of September, 2013. This training is not curriculum-specific and is instead tailored to each group of supervisors. The facilitators work with supervisors on getting back to the basics of consultation, helping them to address challenges, look at the bigger picture, and step out on the “balcony”. Each supervisor shares two of their own cases to be reviewed as a group. All participants are asked to read the cases prior to attending the training. Supervisors present their cases, and as a group they think critically through</p>

	<p>each piece. They hone in on whether or not practice is being followed, if the critical questions are being asked by the supervisor, and also focus on case documentation and whether or not the documents supported the decision making. They discuss questions that could be asked of the workers and the best approaches for doing so.</p> <p>Sample Agenda for the Supervisor Development Training</p> <p>Supervisors are also required to attend various Live Meeting (web-based) trainings. Topics for these trainings vary and are scheduled based on need. A previous training focused on active efforts, with Cara Beers and the Legal Department discussing what active efforts look like and how to document them. A second training focused on psychotropic medication.</p> <p>Supervisor Safety Decision Making (SSDM) is a training that South Dakota CPS supervisors also participated in, led by the National Resource Center for Child Protective Services (operated by ACTION for Child Protection, Inc.). This was an intense training program that eleven distinct supervisors were selected to go through. Consultants from ACTION lead the first training, training six SD CPS supervisors. These supervisors then trained five of their peers. The full training was hard to sustain due to its intensity and the time commitment required of supervisors. South Dakota has since taken smaller pieces of the SSDM training and trained on those pieces individually.</p> <p>The SD CPS Management Team meets twice per year. These meetings, which all supervisors attend, have one to two days dedicated to ongoing training. Topics for these trainings are often based on new policies or practices or the SSDM training. Various people train during these meetings based on the topics and their particular expertise. A Supervisor Development Trainers Team, comprised of supervisors and program specialists, was newly created and charged with identifying topics that will be trained on during the management meetings for 2014.</p> <p>South Dakota is also developing training for supervisors that supervise initial family assessments. The Initial Family Assessment Consultation training will also be attended by regional managers and the Initial Family Assessment Specialty Worker training will also be attended by supervisors.</p>
<p>Vermont</p>	<p>Because Vermont has a very low supervisor turnover rate and small supervisor population, there is rarely opportunity for large training classes. As a result, Vermont must be creative in offering effective and cost efficient trainings. The State has developed a holistic framework in their approach to supervisory training and support. Trainings opportunities are organized at the state, agency and division level. Vermont’s model supports the idea that group training fosters more effective learning; therefore, supervisors and their staff are trained together.</p> <p>All employees who are new to the divisions, including supervisors and managers, complete the same Foundations and Core training as social workers. The State develops trainings for all child welfare staff when a new practice or policy is implemented. Separate training sessions for supervisors are often provided to teach how to supervise the new change.</p> <p>Over the last two years 24 of our 26 eligible supervisors have completed the Leadership Academy for Supervisors. Vermont supervisors complete the Leadership Academy for Supervisors on-line as a cohort. Learning Networks are provided by the CWTP to bolster learning and leadership throughout the program.</p> <p>Each year, the CWTP works with supervisors and managers to assess training needs for supervisors and offer training to meet those needs. In FY 2013, the following courses were provided:</p>

Course	Syllabus
Teaming and Group Supervision Skills for Supervisors	Deepen group supervision skills in the context of a teaming approach to the assessment of safety and risk, case planning, child placement, permanency planning and case management.
Exploring Transformative Supervision	Designed to assist supervisors to explore and practice skills for supporting caseworkers to develop capacity for solution focused and family centered child welfare practice.
Supervisor Learning Circles	Six days per year, CWTP supports this self-directed learning process for supervisors. Topics for each learning circle are identified by supervisors. Planned topics include: Developmental Trauma and Brain Development; Transformative Supervision skills; Strengthening Families.
Supporting Safe Practice: Preventing Professional Dangerousness	This course introduces the concepts of professional dangerousness, how supervisors can recognize these thinking errors in their supervisees, and how to address.

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.

Virginia	<p>There is currently no on-going training offered to supervisors that is child welfare specific. Supervisors are offered the opportunity to attend a generic supervisory training for all state employees, but this is not specific to child welfare.</p> <p>Virginia’s training center system is designed around Ohio’s model (as they had contracted with Ohio 20 years ago to develop this). Virginia also contracted with the Institute for Human Services to teach their CORE supervision training to supervisors in the fall of 2010. Their goal is to learn this training, and then re-write it to fit Virginia’s needs. The initial goal is to develop competencies for the CORE training, and then eventually develop specialized and related competency based training.</p> <p>Virginia is looking to move away from a reactive approach toward a more proactive approach with training for supervisors. Initially, the State will focus on supervisors and then on to caseworkers. The State is also focused on bringing workers in from the field and giving them more of a voice in creating a system for training that best meets their needs.</p> <p>Virginia is also interested in developing subject matter expert courses with one or two day focused workshops. The curricula developed by these experts will be owned by the contracted training center, but will continue to benefit future child welfare supervisors within the State.</p>
-----------------	---

Washington	Annual training requirements for supervisors can be satisfied through online trainings, regional trainings, University courses, conferences, etc. Training contact persons are located in each of Washington’s six regions and are responsible for assisting staff with finding appropriate trainings to satisfy the annual requirement. Additionally, Washington conducts trainings bi-annually to update supervisors on policy changes and/or updates.
Wisconsin	<p>Wisconsin offers a Lunch and Learn program that features monthly teleconferences on child welfare topics. The program is open to all staff and sometimes features supervisor-specific topics. Topics are chosen based on a needs survey sent to all child welfare staff.</p> <p>Regional university partnerships offer trainings for supervisors regularly, typically in response to a change in practice or policy. Additionally, many caseworker trainings will include an additional day of training for supervisors to learn how to supervise around the training topic.</p>
Wyoming	<p>For supervision-specific training, the State offers the Wyoming Introductory Supervisory Education Program (WISE). The first two days of the training focus on Wyoming-specific administrative topics (e.g. performance appraisals, executive orders, personnel policy), and the following three days offer leadership skills (e.g. time management, program management, conflict resolution). A three-day WISER class is a follow-up training to WISE which looks specifically at case studies and uses role play to practice techniques taught in the WISE training. Additionally, the State offers “Managing at a Distance” which is a two-day course designed to provide skills to improve management styles. The aforementioned trainings cover broad supervision skills and are not child welfare specific.</p> <p>Wyoming’s Department of Family Services trains the Child Welfare League of America’s (CWLA) “Supervising for Success” curriculum. This curriculum was first trained in 2009 and is now considered the agency’s supervisory training model. Currently, a CWLA staff person is training the curriculum; however, Wyoming hopes to develop a Train the Trainer program in the future. Thus far it has been difficult to implement the program as a result of the small population of supervisors in Wyoming.</p> <p>Wyoming has also used the Butler Institute’s “Putting the Pieces Together” curriculum; however, the State has not offered it since 2006 as a result of budget restraints, delivery challenges, and low supervisor turnover.</p>

