

SUPERVISOR TRAINING PROJECT 2013

Topic: Supervisor Supports

Support systems and programs that are available to all child welfare supervisors

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!

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STATE	Supports for Supervisors
Arizona	<p>Arizona has recently developed a Retention Toolkit for Supervisors, and recently updated their Field Training Manual for Supervisors.</p> <p>Regional leadership meetings are held on a monthly basis. This is an opportunity for supervisors to network and discuss cases with one another.</p>
Arkansas	<p>The University of Arkansas has created a new web based platform known as “Knowledge Net.” The vision of Knowledge Net is to foster the development of a community of knowledge throughout the state. While much more work is needed to fulfill this vision, Tommy Milford, UAF, has already helped Arkansas begin to make these connections through the use of Learning Circle tools, discussion forums, automated newsletters and a library of resources and RSS feeds from sources such as the Child Welfare Information Gateway. Another long range goal for the state is to create a community of service website to connect staff and supervisors to local resources.</p> <p>Knowledge Net became a valuable tool in the distribution of valuable products associated with the MPCWIC project including:</p> <ul style="list-style-type: none"> • A guide for supervisors on how to conduct regular team meetings with their staff. • An online supervisory handbook that organizes critical areas of information that is helpful to supervisors. • A hiring guide and Realistic Job Preview Video to help supervisors screen for and hire family service workers more prepared for the challenges faced by child welfare professionals. <p>The Division also produces an employee newsletter, which is distributed on a quarterly basis. This newsletter is shared with staff and external stakeholder groups and is designed to share Division specific accomplishments and progress related to program improvement activities.</p> <p>DHS DCFS Newsletters and Publications</p> <p>The Assistant Director and other Executive Staff and stakeholders meet quarterly with supervisors across the state. These meetings generally target some type of skill or development activity. Investigative supervisors meet with one another on a quarterly basis as do Differential Response supervisors and staff.</p> <p>There is an expectation for Area Directors to meet with county supervisors on a monthly basis. Several Area Directors also meet with all of their area staff on a quarterly basis.</p> <p>The Division Director has also made a commitment to travel the state to meet in person with area staff at least twice per year, if not more often. She has also put aside time to shadow workers in the field to increase her understanding of what is happening and directly incorporates the lessons gained from these experiences into her leadership.</p>
California	<p>Counties have various opportunities for supervisors to meet together, and these vary according to county structure and size.</p> <ul style="list-style-type: none"> • RTA Supervisor Cores have an ongoing cross-county collaboration element; since more than one county participates, this creates a peer learning environment. • Bay Area Academy offers monthly facilitated consultation sessions for some of their counties. These allow supervisors to meet together and to share ideas and build skills.

	<p>Central RTA had a similar program, but is reorganizing it to be part of the Advanced Leadership Development Program for Supervisors (ALDS).</p> <ul style="list-style-type: none"> • Los Angeles has monthly case conferencing for Emergency Response (ER) supervisors and monthly Coaching to Practice support groups for Continuing Services (CS) supervisors. For ER, these are supported and facilitated by university staff and office-based coaches. For CS, these are supported by county training section coaches, university staff and office-based coaches. <p>Southern RTA developed a Transfer of Learning Tool to assist supervisors in helping their new child welfare workers following completion of their Core training.</p> <p>Central RTA supervisors receiving coaching through the Academy's Advanced Leadership Development for Supervisors Program. Through the ALDS Training Program three supervisors attend a bi-monthly in-person training; in between these training modules the supervisors receive formal coaching from the ALDS coaches in both group and individual coaching sessions. Informal coaching comes in when a supervisors participating in the program seeks out the coach via telephone or email requesting what we are referring to as "spot coaching".</p>
Colorado	<p>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> <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>Connecticut offers a mentoring program for their child welfare caseworkers and supervisors, which was developed in cooperation with Fordham University. The program pairs supervisors with high-level agency administrators for a one-year period. During this time, mentors are expected to meet with their mentees one to two times per month to discuss their personal and professional development. This program allows supervisors to shadow upper level positions that may interest them in the future. Over 200 mentees have gone through the program since its inception seven years ago.</p> <p>Connecticut does not have any formal meetings for supervisors; however, local offices have informal groups that meet regularly.</p>
DC	<p>Supervisors in DC attend staff meetings where supervisors from in-home, out-of-home, and child protective services come together to meet with leadership teams. They meet quarterly and often discuss training opportunities and have even used these meetings as a training venue in the past.</p> <p>Out-of-home and in-home offices have monthly meetings with their supervisors. Administrators and program managers also meet with their supervisors regularly.</p>
Delaware	<p>Supervisors are required to attend quarterly regional meetings and regular statewide meetings which are held for each of DSCYF's divisions. There are also Investigation and Treatment Workgroups which are comprised primarily of supervisors. Additionally, mentoring opportunities are available for supervisors who are interested.</p>



	<p>Learning Circles are in the process of being introduced to all DFS supervisors as a means to engage in a group process of learning through discussion leading to problem solving, then applying the learning to making decisions that are actionable at the supervisory level that result in meaningful change.</p>
Florida	<p>Florida does not have a formal system for supervisors to meet with one another on a regular basis; however, informal meetings are organized by supervisors, and the statewide trainings and annual summit serve as opportunities to meet and network.</p> <p>Click here for Florida's Supervisor Training Resources</p>
Georgia	<p>A statewide meeting of all upper-level administrators is held monthly. Supervisors attend, however, the meeting is not tailored for supervisors specifically.</p> <p>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.</p>
Idaho	<p>Idaho holds a two-day Supervisor Summit each summer. This is an opportunity for supervisors statewide to convene and develop their skills in supervising around each of the different functions of child welfare. Scheduling of future summits will depend on the availability of funds in the budget.</p> <p>Additionally, Idaho offers an online newsletter for supervisors called, <i>Ideals in Practice</i>. The newsletter provides links to useful articles, information about supervision-specific topics, as well as discussion questions for supervisors to use with their staff.</p> <p>October 2010 Newsletter June 2009 Newsletter</p> <p>As part of Idaho's supervision strategic plan, the State is laying groundwork to begin learning circles. The State has recently begun hiring trainers to facilitate the groups. Currently, learning circles are being piloted in the Northern region. The State has received positive reports on the pilot program and plans to host additional circles in the Northern, Central and Southern regions.</p>
Indiana	<p>All new supervisors have a mentor while in the New Supervisor CORE Training. This program utilizes Skill Assessment Scales following each training module. Supervisor mentors must complete the training provided, and meet a certain set of criteria.</p> <p>Supervisor Mentor Program for New Supervisors: Using Skill Assessment Scales – Updated June 2012.</p>
Iowa	<p>Service area supervisors meet with one another on a regular basis. Statewide conferences have been hosted in the past, but none are scheduled at present because of budgetary limitations.</p>
Kansas	<p>Supervisors meet at the annual Excellence in Supervision Conference. This conference is held at a central location and spans two days. The Conference hosts a nationally recognized key speaker and offers breakout training sessions for supervisors. The Conference serves as an opportunity for supervisors to receive training, troubleshoot cases with colleagues, and network.</p>



<p>Louisiana</p>	<p>Regional directors convene their supervisors on a monthly basis. These meetings serve as an opportunity to discuss cases, problem solve and provide peer support.</p> <p>The Association of Social Service Supervisors was created by child welfare supervisors in Louisiana. The association holds an annual conference. The association is not part of DSS; however, the State supports and participates in the annual conference.</p>
<p>Maryland</p>	<p>Regional supervisor meetings are held quarterly. This is an opportunity for supervisors to share information about policy changes, as well as informally discuss problematic cases. Some local agencies also hold regular meetings for their supervisors.</p>
<p>Massachusetts</p>	<p>Massachusetts hosts an annual Supervisor Best Practice Forum. This meeting typically serves as the orientation for the next Supervisor Professional Development Program cohort. The meeting also provides an opportunity for supervisors to network and discuss best practices.</p>
<p>Michigan</p>	<p>Leader Connection Professional Development within the Office of Workforce Development and Training created the Leader Connection as a resource for DHS supervisors and managers. Articles of interest are posted. Web conferences by subject matter experts in the department, are available as recordings thereafter. This is a professional networking site as well, where supervisors and managers can meet others, discuss current leadership challenges, and contribute to blog discussions.</p> <p>Technical Assistance Michigan provides technical assistance, through their Professional Development staff, to local offices on a number of issues and have provided coaching in some instances. When Professional Development staff have provided this type of technical assistance, they first spend time shadowing supervisors, completing needs assessments to determine competency needs, provide individual or group training, and may even provide one-on-one “over the shoulder” training or coaching.</p>
<p>Minnesota</p>	<p>Supervisor Virtual Presence Communication (VPC) meetings are held quarterly. These meetings are enabled through the State’s telecommunication system which is organized by the State Quality Assurance Program. These meetings serve as an opportunity to discuss emerging practice issues and statute and rule changes.</p>
<p>Missouri</p>	<p>Missouri organizes regional meetings for their supervisors. These meetings serve as an opportunity to problem-solve and network. A Supervisor Conference was held in previous years, but budget restraints have since put these on hold.</p>
<p>New Hampshire</p>	<p>In April 2011, district office supervisors began meeting to provide peer-to-peer support. Meetings will be held quarterly and topics for each will be decided upon at the beginning of the year. The meetings are facilitated by one of the participants. Assistant supervisors will also meet quarterly in the same capacity. These meetings will be facilitated by a field administrator.</p> <p>The Child Protection Field Administrator and Agency Director meet once monthly with supervisors across the State for a Leadership Meeting. Though not intended to be a training forum, this meeting sometimes serves as one. This is also an opportunity to update supervisors on changes to protocol and procedure, as well as to plan for upcoming trainings.</p> <p>New Hampshire has adapted Connecticut’s Seasoned Mentoring Model (developed in conjunction with Fordham University). In this program, those who have been with the agency for</p>

	<p>five or more years are matched with mentors who have been with the program for seven or more years. Mentoring focuses on personal needs in addition to promoting a broader goal of teamwork and leadership. The original intent was to provide the program to all staff; however, the State has seen the greatest benefit for supervisors. The program is used to mentor rising stars as well, with several participants having been promoted as a result.</p> <p>Mentoring Program Description</p>
New Jersey	<p>The Training Supervisors (mentioned above) meet with one another on a quarterly basis. Supervisors are likely meeting on a regular basis in area level offices, though there are no regular statewide meetings.</p> <p>When the Master Supervisor Program is more established, each local will employ a Master Supervisor. One of their functions will be to serve as a mentor to new supervisors coming into that office. Supervisors may receive informal mentoring now, though the Master Supervisor Program would make the process more structured.</p> <p>Numerous courses available to supervisors in the Winter/Spring 2014 Course Catalog are geared toward mentoring and coaching. Supervisors can choose to participate in as many as they'd like.</p>
New Mexico	<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>
New York	<p>New York's Office of Children and Family Services' (OCFS), in conjunction with the Northeast and Caribbean Implementation Center (NCIC), has developed and piloted a model of supervision and support system for child welfare supervisors. The resulting product, Keys to Excellence in Your Supervision (KEYS) is an outcome-focused, family-centered, solution-focused, data-informed model of supervision that is supportive of an organizational climate that fosters resilience in both staff and families. The KEYS model incorporates seven core elements of supervision, seven organizational structures, and career-long learning opportunities aligned with our case practice model and practice improvements. The supports either currently available or under development include:</p> <ul style="list-style-type: none"> • Relevant, accessible manager and supervisory training programs and delivery • Coaching for supervisors in implementing the KEYS supervisory practice model • A newly designed Core Curriculum for new supervisors together with supports for local districts that complement their efforts to develop new staff • Creation of peer networks for line and administrative supervisors. • Quality assurance and self-assessment tools to support the implementation of the supervisory practice model. <p>KEYS Model of Supervision Diagram KEYS Child Welfare Supervisory Competencies</p>
North Carolina	<p>A Child Welfare Advisory Committee was formed while North Carolina was working on its Program Improvement Plan. The group worked with the National Child Welfare Resource Center for Organizational Improvement and the National Resource Center for Child Welfare Data and Technology to complete a supervision strategic plan. This committee continues to serve as an advisor to the State and reports information related to supervision practices and training from</p>



	<p>the field.</p> <p>Monthly conference calls are held by division staff to update workers on changes in policy, as well as to hold discussions on current hot topics. Often experts are used for the calls. The calls typically last 1 ½ hours and many supervisors participate. Recent call topics included cultural competency, family finding, and improving educational outcomes. North Carolina will soon switch these calls over to a webinar format.</p>
North Dakota	<p>A Core Supervisory Group was formed following the creation of North Dakota’s Program Improvement Plan. The group is primarily made up of supervisors, but also includes county directors, state office administrators and frontline staff. One of the goals of this group is to strengthen the supervisory model in the State.</p> <p>Recently, there has been discussion around creating a formal supervision network in the State. Because the State is small and has very little staff turnover, it is a good candidate for such a program. No initiatives have been introduced as of yet, but discussions continue.</p>
Ohio	<p>The OCWTP has a Supervisor Work Team comprised of supervisors from across Ohio, training coordinators from some of the regions, and a few staff members from the Institute for Human Services (IHS). The supervisors have been instrumental in informing the OCWTP of supervisor training needs, barriers that make it difficult to attend training, and suggestions for ways to better support child welfare supervisors.</p> <p>The OCWTP also publishes a quarterly supervisor newsletter, <i>The Forum</i>. Past issues have addressed such topics as: the supervisor’s role in staff transfer of learning, managing difficult staff, coaching, strategies for engaging staff, and supervisory tools available through the OCWTP.</p>
Oklahoma	<p>Oklahoma uses Case Consultation Groups to provide supervisors with a support system around difficult cases. Each group includes approximately ten supervisors and is led by someone with strong child welfare clinical experience. The leader is not associated with DHHS, so as to allow supervisors to speak confidentially and comfortably in each group. There are 14 groups around the State and each meet on a quarterly basis. During the meetings, supervisors discuss challenging cases and provide feedback and suggestions to one another. Oklahoma also organizes monthly area supervisory meetings. Area liaisons attend these meetings as well. The meetings serve as an opportunity for problem solving and networking.</p> <p>Oklahoma offers a supervisory conference each year. Supervisors from across the State attend and each meeting offers a keynote speaker. This conference helps to boost morale and provide support to supervisors.</p> <p>In previous years, Oklahoma offered a mentoring program for supervisors. Mentors were available to assist with any needs of the supervisors (i.e. guidance on procedures, advice on cases). Unfortunately, this program has stopped due to budget limitations.</p> <p>CWTP publishes a Supervisor and Mentor Guide for all child welfare staff. This resource provides useful materials for supervisors, as well as information about navigating the State’s child welfare training requirements.</p>
Oregon	<p>Oregon is in their first year of a new mentor program for supervisors. At the close of the pre-service Clinical Supervisory Training, supervisors receive an orientation on the mentoring program. During this orientation, supervisors will receive a list of mentors, including information about each mentor’s location, demographics, and any specializations (supervisors interested in a</p>



	<p>specific supervision area can then choose based on specialty). All mentors have previous child welfare supervision experience and must attend training on mentoring before they are able to participate in the program. Supervisors will consult with their superiors to choose an appropriate mentor. Once a match has been made, the goal is to have a face-to-face meeting once per month (frequency of meeting is flexible in order to suit all supervisors' needs). The pair will also meet with a manager on a regular basis. The program is designed to end after one year, but PSU anticipates that some relationships may extend informally. Participation in the program is not required, but highly recommended; if a supervisor elects not to participate, his/her supervisor must approve the decision. Peter Dahlin, a private contractor from California, has been hired to provide the training for mentors. At present, training has been offered twice. One mentee class has now graduated and is in the matching process with mentors. Oregon's training partnership is tracking the implementation of this program carefully to ensure that the program does not become burdensome for participants.</p> <p>* 2012 Update: The mentor program is currently on hold as a result of staffing shortages.</p> <p>The partnership maintains a Supervisory Resource Website. Orientation to the website is provided during the pre-service training. Information, resources, and tools are shared on the website. Additionally, supervisors can track their supervisee's training attendance on the website. The training partnership has also developed an Activity Guide for supervisors to use with their workers.</p>
Pennsylvania	<p>A Supervisor Advisory Workgroup has been convened to support the engagement of child welfare supervisors in the identification and creation of professional development opportunities and provide them a forum to discuss evolving and new policies. In this forum, supervisors are instrumental in identifying supervisor training needs, selecting training topics, and providing guidance in the development of, supervisor training events, transfer of learning opportunities and ethics and online curriculum. They also review and make recommendations regarding the revisions of materials and resources related to their practice.</p>
Rhode Island	<p>Supervisors meet with their regional directors on a weekly basis. Currently, there are no formal statewide meetings among supervisors. During the development of the CORE curriculum, supervisory forums of approximately 40 supervisors were held bi-weekly. These meetings served as an opportunity for supervisors to speak with one another and share ideas/concerns with the regional directors. Supervisors valued this time and the State hopes that adding the Learning Labs component to CORE will bring supervisors together in a similar manner again. Also, as a result of the State's size, supervisors often see each other in informal settings (i.e. committee meetings within the child welfare field).</p> <p>Also of note, upper management in DCYF has completed a Leadership Series and Strengths Coaching training in the past. This training has produced a group of 15 managers who have chosen supervisors from their division to coach (usually for a three to four month period). In this scenario, the coach is out of the supervisor's chain of command, making the supervisors feel comfortable being open and honest about their work. This program is currently on hiatus, but the State hopes to revive it in Fall 2011.</p>
South Dakota	<p>In addition to the Management Team Meetings mentioned in Ongoing Training above, supervisors meet monthly during regional meetings. Numerous email communications between supervisors also occurs across regions. Supervisors depend on one another across the state and will look to each other for advice.</p>



	<p>There is no formal coaching or mentoring programs in South Dakota for supervisors; however, they do receive a great deal of on the job training and support from their regional manager</p>
Vermont	<p>All new supervisors are assigned a mentor from another office to work with during their first 6 months on the job. The Mentoring of Supervisors document provides more details on this program.</p> <p>There are several opportunities for supervisors to meet with one another in Vermont. Supervisors meet bi-monthly at the state level and then with division leadership staff in the off months. These meetings are modeled around the learning circles approach. Supervisors decide on topics prior to each of these meetings. Training is provided or arranged by the CWTP. These meetings serve as an opportunity to reflect on one’s practice and learn from one another. Additionally, front end supervisors meet monthly to support assessment/investigation practice.</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>The five Department of Social Services Regional Offices coordinate regular meetings for supervisors (both monthly and quarterly). This provides supervisors with an opportunity to share updates on policy issues and initiatives, as well as speak with one another on a regular basis.</p>
Washington	<p>Management meetings of regional administrators, area administrators and supervisors are held regularly. This is an opportunity for supervisors to network with one another.</p>
Wisconsin	<p>Wisconsin offers a coaching and mentoring program for supervisors, which teaches them how to implement coaching and teaming in their agency (following the Family Teaming Model). The program is run at the county level and is designed to prepare supervisors to become a coach for their own county.</p> <p>Regional supervisory meetings are held monthly or bimonthly. There is a Supervisor Peer Network organized in the Northeast region of the state, which typically meets before or after the regional meeting. This is an informal meeting, which focuses on discussion of supervision topics and problem solving.</p> <p>Wisconsin also maintains a steering committee in each of the regions that is made up of managers and supervisors. Their purpose is to evaluate frequency of current trainings as well as identify and discuss training needs. When a new training need is identified, regional training partnerships will make a proposal to the State. The committee has found that many of the training needs identified at the regional level are also needed at the state level.</p>

Wyoming	Wyoming offers quarterly statewide meetings for supervisors. These meetings consist of two half-days. The first day covers more general topics and usually has a training component. The second day is specific to different supervision areas, e.g. all Child Protective Services supervisors will come together to brainstorm, problem solve and network.
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