

SUPERVISOR TRAINING PROJECT

Training and Support for Child Welfare Supervisors 2011

National Child Welfare Resource Center for Organizational Improvement
A service of the Children's Bureau, a member of the T/TA Network

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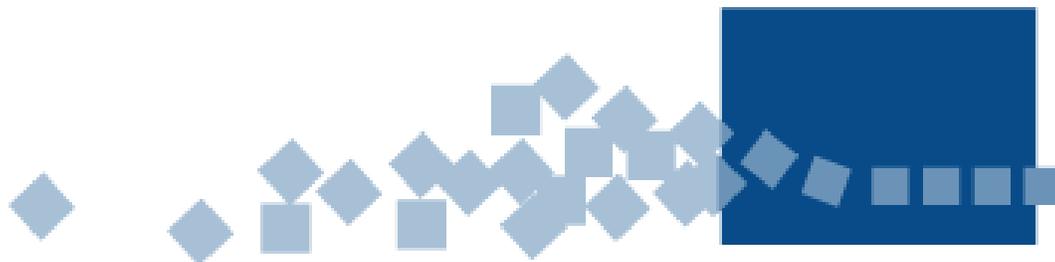


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I. About the Supervisor Training Project

In response to an increasing interest in child welfare supervision, the National Child Welfare Resource Center for Organizational Improvement (NRCOI) collected information on how States train and support Child Welfare Supervisors. Information on the current approaches States are taking has been compiled, along with available curricula and materials. This project was made possible by the State child welfare training staff who participated in one-hour phone interviews. The main interview topics included: pre-service training, ongoing training, professional development, and supports for supervisors. NRCOI staff used an informal discussion guide to conduct semi-structured interviews (please refer to [Appendix A – Discussion Guide](#)). We are pleased to report that we received positive feedback from the States, with 34 participating in the interview process.

Of the 34 States we interviewed, 24 indicated they have pre-service training programs for supervisors that are specific to child welfare, and 29 offer ongoing training. The majority of these training programs are competency based and cover administrative and managerial topics as well as clinical and casework supervision. Most of the States (28) also offer professional development opportunities to their supervisors, with 15 specifically mentioning tuition reimbursements. We also gathered information and materials on conferences, meetings, and additional resources for supervisors. Many of the States hope to update and improve the training they offer to their supervisors, and approximately half (17) of the States are currently utilizing training needs assessments.

In regard to support, 14 States mentioned a mentoring or coaching program for their supervisors. States also reported regular formal meetings for supervisors (21), with the majority (17) occurring on a monthly or quarterly basis.

The information and materials gathered throughout this project have been organized into State and topic area summaries. We hope both State agencies and the Children's Bureau T/TA Network use this information to generate training ideas and to understand how other States approach supervision training and support. Also included is a brief list of additional resources related to supervisory training (please refer to [Appendix B – Additional Resources](#)). All of this information is also available on the NRCOI website at: www.nrcoi.org/supervisionproject.htm. We plan to update this information on an annual basis.



II. Supervisor Training and Support by Topic

Through the Supervisor Training Project, NRCOI Staff collected a great deal of information regarding what States have in place to train and support their child welfare supervisors. In order to make this abundance of information easy to navigate, summaries focus on the following topics (select a topic to jump to that section):

- Pre-service Training
- Ongoing Training
- Professional Development
- Supervisor Requirements
- Mentoring/Coaching
- Meetings and Conferences
- Resources for Supervisors

The NRCOI asked States about their requirements for becoming supervisors, any pre-service and ongoing training they have available, as well as professional development opportunities and supports for supervisors (refer to [Appendix A](#) for a complete discussion guide). Supports for supervisors included information on any resources, meetings, programs, and networking opportunities. As a way to support supervisors, a number of States mentioned implementing a mentoring and coaching program. For the other topic areas, the following definitions were applied:

- Pre-service Training – any training specifically targeted at preparing someone to assume the position of a supervisor. This training is generally mandatory, and can occur before or within a specified time frame of assuming the position
- Ongoing Training – any training available for supervisors regardless of tenure in the position
- Professional Development – opportunities beyond those offered through ongoing training (i.e. graduate education, conferences, training by outside agencies, etc.)



Pre-service Training

STATE	Pre-service Training
Alaska	<p>In the beginning of 2010, it became mandatory for all new supervisors to complete Alaska’s Supervisor Training Parts I & II. At that time, all supervisors, regardless of tenure, were required to attend the training. The training is now being offered once annually to new supervisors. It is child welfare specific and was adapted from the Butler Institute’s curriculum, Putting the Pieces Together and Michigan State University’s workbook series, Staff Retention in Child and Family Services. Part I consists of two modules and is trained over three days; Part II consists of two modules and is trained over two and a half days. The Director of the Training Academy co-trains this curriculum with a staff trainer in Anchorage.</p> <p>Supervisor Training Parts I & II Summary Supervisor Training: Putting the Pieces Together</p>
Arizona	<p>Arizona conducts a pre-service Supervisor Core training for all new supervisors. This training is mandatory and must be completed within one year of assuming the position as supervisor. All Supervisor Core courses are competency-based. The first section of core consists of four level-one courses, trained every two months by Arizona State University. Each course is two days and trained in the classroom:</p> <ul style="list-style-type: none"> • Supervision 411: A basic introduction to supervision • Electronic Information Systems: Teaches the SACWIS system and Dashboard • Legal and Policy for Supervisors • Supervising the Child Safety Assessment and Strength and Risk Assessment and Case Plan Process: This course addresses clinical supervision of the automated process that helps workers complete a comprehensive assessment of families. <p>The second section of core consists of four advanced-level courses, co-trained every six months by the Child Welfare Training Institute’s (CWTI) Supervisor Training Coordinator and an Assistant Program Manager (APM). APMs are responsible for supervising and mentoring supervisors in the State. Each course is two days and trained in the classroom. The first three of these courses were adapted from Colorado’s “Putting the Pieces Together” supervision training:</p>



	<ul style="list-style-type: none"> • Administrative Supervision • Educational Supervision • Supportive Supervision • Clinical Supervision in Child Welfare: The curriculum for this course was created through ASU’s project, Strengths Based Supervision, A Child Welfare Supervision Training Project. <p>Following completion of core training, CWTI staff is available (by request) to travel to regions and assist supervisors with application of the training materials. Additionally, a Supervisor Core Advisory Committee meets several times annually to discuss potential training topics needed by supervisors.</p> <p>Additionally, the Department of Economic Security (DES, the umbrella organization for the Department of Children, Youth and Families), requires that all DES supervisors complete 11 online courses. These courses are not child welfare specific. CWTI has begun reviewing DES curricula to ensure that materials are not being repeated in CWTI’s trainings. The DES trainings are theoretical in nature, while Supervisor Core is focused on the application of skills specific to child welfare supervision.</p>
<p>California</p>	<p>All supervisors must complete the Supervisor Core Curriculum within 12 months of assuming a supervisory position. This training is child welfare specific; though some counties now request that supervisors in other program areas also attend the training (e.g. eligibility staff, other human services staff). The statewide Supervisor Core content is systematically updated and publicly available.</p> <p>Each Regional Training Academy (RTA) and the Inter-University Consortium (IUC) provide this training, tailoring and supplementing it to meet their regional needs. Information and topics from the regions are available here:</p> <ul style="list-style-type: none"> • Northern RTA • Bay Area RTA • Central RTA • Southern RTA <p>The written curriculum for Los Angeles/IUC is available by request: http://iuc.spsr.ucla.edu/iucmain/. This 15-day Supervisor Core training program meets the requirements of the California Supervisor Core. Curriculum modules include:</p>



- Managing within a Child and Family Service System: Leadership, Administration and Performance Improvement and Fiscal Essentials (2 days)
- Child Welfare Policy and Practice for Supervisors and Applying Evidence Based Practice in the Unit (1 day)
- Managing Work through Other People: Educational and Supportive Supervision (3 days)
- Developing Teams and Managing Performance (2 days)
- Structured Decision Making (SDM) Implementation in the Unit to Achieve Outcome Measures and Outcome-Based Management (1 day)
- Casework Supervision (2 days)
- SDM Case Review Tool Training for supervisors: Monitoring SDM in the Unit (1 day)
- Personnel Issues and Performance Evaluations (2 days)
- Transfer of Learning: The Supervisor's Role in Developing Staff (1 day)

The various RTA/IUC curricula provide information on administrative and managerial skills, including progressive discipline and how to work with your own manager, stakeholders and employees. Counties may provide training specific to these topics as well. The Supervisor Core and various RTA/IUC curricula also cover clinical and casework supervision skills, including a process by which supervisors identify what should be monitored and how to monitor worker performance and outcomes. All curricula have learning objectives and are linked to competencies.

The number of hours and days of training varies by region. Generally, the training is offered in the classroom, though some regions provide virtual content and support as well. Trainings are available at multiple locations around the State and within each region. Each region determines the best site for delivery of training based on their counties' needs. A combination of university staff and contracted trainers are used to train Supervisor Core.



<p>Colorado</p>	<p>Colorado requires that all supervisors complete the Supervisor CORE training prior to assuming their duties. The training begins with three days of classroom instruction, followed by four weeks of on-the-job training. Once all OTJ activities have been completed, supervisors return to the classroom for seven additional days of training. Regional training specialists meet with participants and their supervisors three times throughout the training (pre-training, midway, and post-training for assessment). These meetings are an opportunity to ask questions, receive guidance, and discuss future goals and training needs. Pre and post tests are administered to all participants.</p>
<p>Connecticut</p>	<p>Connecticut uses a modified version of Marsha Salus’ pre-service training curriculum that they’ve tailored to be specific to child welfare within their State. This training for supervisors is based on Kadushin’s model of social work supervision. Supervisors are required to complete this training within 12 months of assuming their position. This training is typically offered 2-3 times per year, though availability is dependent on the annual budget. Currently, the training is classroom-based. The Training Academy hopes to provide online access to the training in the future.</p>
<p>DC</p>	<p>DC contracts with Marsha Salus to train the course “Mastering the Art of Child Welfare Supervision.” Supervisors are required to complete this training within eight months of assuming the position. The six module course is competency-based and is trained in the classroom, eleven days over a six month period:</p> <ul style="list-style-type: none"> • Module 1: Effective Leadership: Making the Transition From Social Worker to Supervisor (2 days) • Module 2: Achieving Excellence In Staff Performance (2 days) • Module 3: Building a Cohesive Work Group (2 days) • Module 4: Promoting the Growth and Development of Staff (2 days) • Module 5: Case Consultation and Supervision (2 days) • Module 6: Managing Effectively in the Organization (1 day)
<p>Delaware</p>	<p>Delaware has elected not to use supervisory training geared toward any one specific discipline, and requires that all Department of Services for Children, Youth and their Families supervisors complete the same Supervisor Training Program. The Supervisor Training Program is competency-based and includes eight required courses and six optional courses, which are recommended for those moving from direct service to supervision. The courses are trained by the Office of Management and Budget Human</p>



Resource Management Training Unit:

Required courses:

- HR Basics (online)
- Diversity – Food for thought (1/2 day)
- Genuine Leadership: The Basic Principles of Leadership: Building Trust Under Pressure (1/2 day)
- Genuine Leadership: Providing Constructive Feedback (1/2 day)
- Genuine Leadership: Developing Others (1/2 day)
- Genuine Leadership: Correcting Performance Problems (1/2 day)
- Recognizing Positive Results (1/2 day)
- Performance Planning, Review and Professional Development Planning (1/2 day)

Electives:

- Put it in Writing (3 days)
- Workplace Communication / Active Listening (1 day)
- Conflict Resolution (1 day)
- Effective Presentation Skills (1 day)
- Principles of Quality (2 days)
- Supervisor as Trainer (1 day)
- Facilitation Skills (1 day)
- Managing Generational Differences (1 day)
- Personal Profile / Behavioral Styles (1 day)
- Knowledge Transfer (1 day)
- Human Side of Management (3 days)
- Supervisory Orientation (2 days)
- Using EAP as a Performance Improvement Resource (1 day)
- Coaching and Counseling (1 day)
- Emotional Intelligence (1 day)
- Knowing your State Government (online)

In addition to the Supervisor Training Program, supervisors and workers in the child protection field are required to complete a series of core training requirements related specifically to child protection. If a supervisor moves from another division into CPS, he/she must take these required core trainings. These courses (ten total) are trained over a four to five month period.

[Delaware's Supervisor Training Program Course Descriptions](#)
[Supervisor Training Program Competencies](#)



<p>Florida</p>	<p>Florida requires that all supervisors complete the pre-service Supervising for Excellence training within one year of assuming the position. Supervising for Excellence offers participants an opportunity to learn the skills and information necessary to transition into effective leaders in their new supervisory roles. Participants will learn how to identify their leadership styles, build an effective work team, give constructive feedback, and steer their team’s work toward the goals and outcomes necessary in order to ensure the safety, permanence, and well-being of children in Florida. The curriculum was re-written within the last two years and was designed by subject matter experts, administrators and supervisors. The course is taught in nine modules over a three-week period. The training takes place in a classroom and is trained by contracted service agency trainers and law enforcement officials:</p> <ul style="list-style-type: none"> • Part One: Self as Supervisors • Part Two: Building a Highly Functional Team • Part Three: Supervisor as the Critical Link <p>The Child Welfare Training Academy at the University of South Florida (USF) is responsible for providing a Train the Trainer program for trainers of the Supervising for Excellence curriculum.</p> <p>Florida has also added a Mentoring through Qualitative Discussions training for supervisors. This training teaches supervisors how to facilitate monthly/quarterly mentoring discussions. This training is part of the statewide QA framework and has now been woven into the Supervising for Excellence curriculum.</p> <p>Supervising for Excellence Training Curriculum (Includes Participant Guides, Trainer Guides, and PowerPoint slides)</p> <p>Mentoring through Qualitative Discussion Training: Train the Trainer Videos (Parts I, II, and III) Participant Guide Trainer Guide PowerPoint Slides</p>
<p>Georgia</p>	<p>Georgia has adapted the Butler Institute’s Putting the Pieces Together curriculum for their Supervisory Capacity Building Series (note: Program Announcement as a WMV file). The training begins with a teleconference orientation led by the training co-instructors and is followed by facilitation of the University of Kansas’ Results Oriented Management (ROM) training. Following ROM, supervisors are trained on Units I, II & III, each lasting three days. Skill-building activities are assigned in between each unit and</p>



supervisors are expected to complete these activities before attending the next unit. [Learning journals](#) are used as a way for supervisors to record their reflections during the training. In-class trainings are held at various locations around the state and are co-instructed by Education & Training Services staff.

Following are course descriptions of each training series component:

- **Family Centered Case Practice for Administrators and Supervisors:**

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

- **Results Oriented Management (ROM) Online Training:**

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

- **Putting the Pieces Together Classroom:**

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

- **Skill Building/Mentoring:**

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



	<p>Skill Building: Administrative Supervision Skill Building: Educational Supervision Skill Building: Supportive Supervision Skill Building: Classroom Preparation Skill Building: Mentor Documentation Mentor Workbook</p> <p>During this training period, each supervisor is assigned a mentor who has already been through the training and has previous supervisory experience. Mentors are trained prior to assuming their role. Mentoring is offered via web, phone, and/or in-person and participants are encouraged to continue the relationship for at least six months post training. Some mentors attend the class with the participants. Mentors are responsible for reviewing their mentee’s skill-building activities, and must sign off on them in order for the supervisor to receive certification.</p> <ul style="list-style-type: none"> • Day to Day Supervision with GA SHINES: This is a two day hands-on training. It is designed to provide new and veteran supervisors with basic knowledge and skills surrounding supervisory functions when using GA SHINES. Supervisors will engage in a variety of interactive activities to promote their understanding of their day to day role for using GA SHINES to achieve safety, permanency and well being for the children and families that we serve. <p>In conjunction with the Supervisory Capacity Building Series training, Georgia uses the National Child Welfare Workforce Institute's Leadership Competency Framework. This framework contains indicators of proficiency in caseworkers, supervisors, managers, and executives.</p>
<p>Idaho</p>	<p>Idaho requires a three-day pre-service training for supervisors called “What’s Good for Families is Good for Workers”. This curriculum was developed by North Carolina. The program is offered twice annually at Idaho’s Training Center and is ideally completed by new supervisors within six months of assuming their position. Idaho has been using a Train the Trainer program to produce new trainers for this curriculum. The curriculum teaches clinical skills and focuses on the use of a family-centered practice methodology.</p> <p>Additionally, The State of Idaho’s Department of Human Resources requires that all supervisors complete the Supervisor Training and Resources Program (STAR). This program includes six courses focused on administrative duties, including: Applied Leadership, Crucial Conversations and Orientation to Supervision. This training is not child welfare-specific.</p>



<p>Indiana</p>	<p>Indiana conducts a 14 day New Supervisor CORE Training. They have modified the Putting the Pieces Together curriculum, developed by Charmaine Brittain with the Butler Institute for Families, to make an appropriate pre-service training for their State (with Charmaine’s assistance). This training is offered twice annually, and newly hired supervisors must participate in the next available training. Competencies and learning objectives are included within each training unit. This training is child welfare specific, and consists of the following:</p> <p>Unit I – Administrative Supervision: Supervisor as Manager Unit II – Educational Supervision: Supervisor as Coach Unit III – Supportive Supervision: Supervisor as Team Leader</p> <p>Additionally, Indiana’s Supervisor CORE Clinical Supervision training is provided to new supervisors during the first day of their New Supervisor Orientation. This training provides an overview of clinical supervision, and highlights communication and staff relationship building.</p> <p>The 14 days of pre-service training for supervisors are spread out over three months:</p> <p>New Supervisor Orientation – 2 days Administrative Supervision: Supervisor as Manager – 3 days Educational Supervision: Supervisor as Coach – 3 days Supportive Supervision: Supervisor as Team Leader – 3 days Computer System ICWIS and How to use Data – 1 ½ days Sexual Harassment and Discipline Issues (HR) – 1 ½ days</p> <p>In between training sessions supervisors work on the skills learned in each module and begin their next session by discussing the usefulness of these skills. All trainings are offered in a centralized location. Training is also provided by a combination of state staff and staff from Indiana’s partnership with the Indiana University School of Social Work. There are 18 trainers total, and everything is done in parallel and partnership.</p> <p>Supervising the Indiana Practice Model is also a training that is taken by supervisors within six months of assuming their position.</p>
<p>Iowa</p>	<p>N/A</p>
<p>Kansas</p>	<p>N/A</p>



<p>Louisiana</p>	<p>In recent years, Louisiana has contracted with Marsha Salus to train the course, Mastering the Art of Child Welfare Supervision. Participation is not mandatory, however it is strongly encouraged. Training groups typically consist of 25 supervisors, with first priority given to new supervisors (any remaining vacant slots are given to veteran supervisors). The six-module course is competency-based and is trained in the classroom, 11 days over a 6-month period:</p> <ul style="list-style-type: none"> • Module 1: Effective Leadership: Making the Transition From Social Worker to Supervisor (2 days) • Module 2: Achieving Excellence In Staff Performance (2 days) • Module 3: Building a Cohesive Work Group (2 days) • Module 4: Promoting the Growth and Development of Staff (2 days) • Module 5: Case Consultation and Supervision (2 days) • Module 6: Managing Effectively in the Organization (1 day)
<p>Maine</p>	<p>Maine requires that all supervisors complete a two-day “Managing in State Government” training, which is offered through the State’s Human Resources Department. The training covers general administrative topics and is not child welfare specific. Currently, Maine does not offer any child welfare specific pre-service training for its supervisors.</p>
<p>Maryland</p>	<p>Supervisors can attend Maryland’s six-module pre-service training, designed for all child welfare workers. The training is not supervisory specific, and supervisors can test out of the training if they so choose. Additionally, Maryland offers a two-day Introduction to Supervision course, which is also optional.</p> <p>For those supervisors with less than two years of experience in child welfare, Maryland offers a ten-month Excellence in Public Child Welfare Supervision Training Program. The sessions are offered at a central location and trained by contracted trainers and one training academy staff person. One eight-hour training day is held each month and conference calls are scheduled in between each session. The training is competency-based and covers both administrative and clinical casework topics.</p>
<p>Massachusetts</p>	<p>N/A</p>
<p>Michigan</p>	<p>Michigan requires that all supervisors complete a 40-hour Child Welfare Supervisor Training within 90 days of assuming their position. The program begins with five days of general supervision training and is followed by breakout sessions in each of the supervisory specialty areas (adoption, foster care or child protective services). A competency-based exam is given to all participants at the close of the training. Supervisors have two opportunities to pass the exam; if they do not pass, it is possible that their contract will be</p>



	<p>terminated. The course is available monthly and trained by the Child Welfare Training Institute’s staff at a central location. Some components of MI’s Workbook Series (discussed in the Ongoing Training section) are used in this training.</p> <p>Michigan also offers a three-month New Supervisor Institute (NSI) which uses a curriculum of training modules designed around core management competencies, DHS’s values and policy, and program knowledge. The competencies include: Communication, Building Trust, Facilitating Change, Developing a Successful Team, Leading through Vision, and Values and Innovation. The values include: Integrity, Excellence, Inclusion and Teamwork. Participants receive two days of classroom learning, followed by six weeks of on-line training, and then return for an additional three days in the classroom. Completion of this training is no longer mandatory; however, many supervisors elect to participate. The “Teaching Organization” model is used to bring office directors, subject matter experts, administrators and technical experts to train participants. The Institute includes classroom training, on-line discussions, web conferences, tests, homework, and presentations, and is trained by the Child Welfare Training Institute’s staff.</p>
Minnesota	<p>Minnesota does not currently use a pre-service training for supervisors. The State has recently redesigned their pre-service training for caseworkers, and they intend to make these modules available to supervisors in the future. This will allow supervisors to be better versed in training topics that their workers have learned. Additionally, it will serve as an opportunity for supervisors to refresh their skills and knowledge of child welfare topics.</p>
Missouri	<p>Missouri requires that all supervisors complete the Basic Orientation for Supervisors training (BOS). This 40-hour training covers administrative duties and is not child welfare-specific.</p> <p>Within one month of completing the BOS training, all Social Service Supervisors must complete a 39-hour Clinical Supervision Training. Supervisors attend Part I of the training (3 days) and then return to their office for a month to complete on-the-job training and fieldwork. Supervisors then return to the classroom to complete Part II (3 days). The training is held regionally. The State began working on development of this training through a Quality Improvement Center grant. The curriculum was then finalized by the University of Missouri.</p> <p>Supervisors in Missouri must also complete a 12-hour Critical Thinking Training. Most supervisors attend this training within a few months of having completed the Clinical Supervision Training. This course is trained by a contracted agency; however, the State intends to eventually take over these</p>



	<p>training responsibilities.</p> <p>Each of the aforementioned trainings are competency-based. Completion of each is mandatory for all Social Service Supervisors.</p>
<p>New Hampshire</p>	<p>Approximately six years ago, New Hampshire enlisted the help of Ohio’s Institute for Human Services (IHS) to establish a supervisor training program. The training is available to all new supervisors and rising stars (those recommended or aspiring to become supervisors). The course has been trained four times over the past five years. Originally, it was designed as a ten-day intensive program. Since then, additional training opportunities have arisen that have allowed the State to decrease the length of this program.</p> <p>Traditionally, IHS has provided the trainers and has been responsible for updating the curriculum. However, IHS is now encouraging the State to take over as they now have extensive experience with the training. New Hampshire is currently examining how their practice model can be infused into the training and hopes to have a revised curriculum reflecting this model in the next few months. The State also intends to add a Train the Trainer component.</p>
<p>New York</p>	<p>The Office of Children and Family Services contracts with several State universities to provide training to supervisors. NYS law requires that all Child Protective Services (CPS) Supervisors complete the core CPS caseworker training sequence. In addition, they must complete Supervisor CORE Modules I & IIA. Module I covers introductory topics for supervisors, including leadership styles and functions; strengths and challenges of the position; worker development; emotional and physical support; time management, etc. Module IIA covers topics specific to CPS, including: informed decision-making; assessing abuse/maltreatment; legal issues; conflict management, etc. Each module is competency-based. The curricula for Modules I & IIA are currently being revised.</p> <p>Supervisor CORE Materials: Overview of Safety and Risk PowerPoint Supervisory Training Curriculum Review</p> <p>CURRICULUM: Module One (complete curriculum) Module Two: Cover Page Table of Contents Act A: Integrating Supervisory Functions Act B: Promoting Informed Decision Making</p>



	<p>Act C: Promoting Child Safety Act D: Assessing Abuse and Maltreatment Act E: Supervising the Assessment of Risk During CPS Response Act F: Conflict with Worker Safety Act G: Examining Court Issues Act H: Action Plan</p> <p>Trainer's Guides: LearnLinc Component A - Introduction to SET Behaviors LearnLinc Component B - Overview of Safety LearnLinc Component C - Overview of Risk</p>
North Carolina	<p>North Carolina requires that all supervisors and direct service staff complete a pre-service blended training. The course is competency-based and is designed to be trained in the classroom over 11-days, with an additional six-hour online training and two-hour asynchronous training. The course is offered frequently (16 sessions per six month period), and is trained by state staff at the four regional training centers.</p> <p>Additionally, all supervisors must complete North Carolina’s Introduction to Supervision course within one year of being hired. This training helps supervisors to identify their supervisory and learning styles, as well as teaches them how to develop relationships with staff and how to effectively use professional development plans. The course is trained over six days (54 hours), which includes three days in the classroom, a break to complete transfer of learning activities, and then three more days in the classroom to review and reflect on their experiences. All participants must complete a knowledge assessment at the end of the course.</p>
North Dakota	N/A
Ohio	<p>Ohio conducts a Supervisor CORE training for all new supervisors, designed by the Ohio Child Welfare Training Program (OCWTP). OCWTP is the entity designated to provide training to all child welfare caseworkers, supervisors, and resource families in Ohio. The CORE training includes the foundational skills, including both administrative and clinical, needed by supervisors during their first year. The training is competency-based and contains six 12-hr training modules. The content is presented in the form of lecture, group participation, and small group activity and worksheets. Each module builds on the skills learned in the previous modules. Many modules have pre-training elements which supervisors must complete prior to attending each workshop. Additionally, some modules have post-training elements which are designed to promote transfer of learning.</p>



	<ul style="list-style-type: none"> • Module I: Casework Supervision • Module II: Leadership in Child Welfare • Module III: Communication, Conflict and Change • Module IV: Improving Individual Staff Performance • Module V: Professional Development of Staff • Module VI: Collaboration and Teamwork <p>The curriculum is trained by certified trainers, who have completed a Train the Trainer course. Most trainers have previous child welfare experience, as well as some supervisory or management experience. All trainers are periodically reviewed by OCWTP through classroom observation and material reviews and are evaluated by all trainees. The trainer certification and evaluation processes are in place to ensure that training is effective, content is accurate and sources are current.</p> <p>Many county directors have asked their non-PCSA supervisors to attend the CORE training. In order to accommodate these supervisors, OCWTP has placed all training specific to casework supervision in Module I; thus non-PCSA supervisors only need to attend Modules II thru VI.</p> <p>Any states interested in learning more about Ohio’s pre-service Supervisor CORE Training Curriculum can contact The Institute for Human Services (614-251-6000), or Sandy Parker (sparker@ihs-trainet.com). Ohio has worked with several states to adapt this curriculum to individual state needs.</p> <p>OCWTP also offers Orientation and Readiness Programs for all new child welfare staff. The Supervisor Readiness program is designed to prepare new supervisors for meeting their specific job responsibilities. The materials are available online so that new supervisors can review them prior to attending the pre-service CORE training. All Orientation and Readiness materials include a checklist of topics, readings, worksheets, activities and other resources. The program can be individualized according to the needs of the supervisor and/or agency. A coach is also available for the supervisor to consult on any of the materials.</p>
Oklahoma	<p>Oklahoma requires that all supervisors complete the Child Welfare Supervisor Academy within six months of being hired. The course is taught over five days at the Oklahoma University/DHS Training Facility. In addition to being trained by the Child Welfare Training Program (CWTP) at Oklahoma University staff, there are usually approximately ten outside experts who present on specialty topics (i.e. lawyers, police). Currently, the training is not competency-based; however, there are plans to create a pre and post test in order to measure the effectiveness of the academy.</p>



	<p>Supervisors are also required to participate in the Field Operations Division (FOD) New Supervisor Academy. This course is not child welfare specific; however, it does cover broad managerial and administrative topics. The course consists of 18 sessions spread over a six-month period.</p>
<p>Oregon</p>	<p>Oregon’s Department of Human Services’ child welfare program has formed a partnership with Portland State University (PSU) School of Social Work to provide training to child welfare workers. The partnership’s training unit is housed in the Center for Improvement of Child and Family Services at PSU.</p> <p>Oregon’s partnership training unit provides a Clinical Supervisory Training. Once hired, a supervisor is required to participate in the next available training cohort. The six-module foundational curriculum was developed by Marsha Salus and has been modified by PSU’s training unit to meet the specific needs of Oregon (all modifications have been approved by Marsha). The training takes place over a six-month period, with two days of training per month. Dan Garris, the Supervisory Instructor of PSU’s training unit, is the head trainer, in addition to some specialists from DHS’s human resources department who co-train on administrative topics. All modules are competency-based:</p> <ul style="list-style-type: none"> • Module I: Effective Leadership: Making the Transition from Social Worker to Supervisor • Module II: Achieving Excellence in Staff Performance • Module III: Building a Cohesive Workgroup • Module I: Promoting the Growth and Development of Staff • Module V: Case Consultation and Supervision • Module VI: Managing Effectively within the Organization: Managing Up and Managing Change <p>Action plans are created for supervisors at the close of each module; the plans are used to apply training concepts in between modules. At the beginning of each module, supervisors discuss their experiences with applying the skills from the previous module.</p> <p>Dan Garris has created a supplement to this training called, Review of Curriculum Concepts for Supervisors (ROCCS). ROCCS is a 32-page curriculum review, designed as a desk reference and transfer of learning tool which provides a three to four page review of each of the six supervisory modules.</p> <p>In addition to the Clinical Supervisory Training, the Department of Human Services requires that all child welfare supervisors take the following courses:</p>



	<p>Required within 30 days of assuming the position:</p> <ul style="list-style-type: none"> • Introduction to Learning Center • Privacy, Security, DHS and You (Part I & II) • Cultural Competency/Diversity at DHS • Confidentiality in Child Welfare <p>Required within 60 days of assuming the position:</p> <ul style="list-style-type: none"> • Multi Ethnic Placement Act • Adoption and Safe Families Act • Interstate Compact on the Placement of Children • Youth Transitions and the Independent Living Program • Behavioral Rehabilitation Services <p>Click here for Oregon's Training Outline</p>
<p>Pennsylvania</p>	<p>Pennsylvania requires that all child welfare supervisors complete a 60-hour Supervisory Training Series. For supervisors who have been promoted from within the agency, the training must be completed within 18 months of assuming the position. For those hired from outside of the agency, the training must be completed within 24 months of assuming the position, after completion of the 126-hour caseworker training. The Supervisory Training Series covers five topics, each trained for 12 hours over a two-day period:</p> <ul style="list-style-type: none"> • Module 1: Managing Results • Module 2: Managing for Behaviors • Module 3: Coaching for Excellence in Practice • Module 4: Managing Diversity • Module 5: Transfer of Learning: The Supervisor's Role in Developing Staff <p>The curriculum is currently being revised and the State plans to pilot the updated curriculum by July 2012. The new courses include:</p> <ul style="list-style-type: none"> • Module 1: The Preparatory and Beginning Phases of Child Welfare Supervision (12 hours) • Module 2: Living the Mission of Child Welfare (12 hours) • Module 3: Middle/Work Phase of Supervision (24 hours) • Module 4: Managing Diversity through the Employment Process (6 hours) • Module 5: Endings and Transitions: Managing Staff Retention, Satisfaction and Separation (6 hours)



	The curriculum is competency-based and covers both child welfare-specific topics and supervisory/management-specific material. The series is trained by contractors who have prior experience in supervising child welfare. The training is held regionally and is offered 12 times per year.
Rhode Island	Rhode Island does not offer pre-service training to its child welfare supervisors. The hiring process, which requires that caseworkers transition directly into their supervisory positions, makes it difficult to provide training prior to the supervisor assuming his/her new supervisory responsibilities.
Vermont	N/A
Virginia	<p>New child welfare supervisors in Virginia are required to take an 18-hour course called “Child Welfare Supervision” within the first year of employment. This is a mandatory, child welfare specific training with a written curriculum. It is also competency-based, and Virginia has adapted Ohio’s competencies to fit within their system.</p> <p>The course is designed to be trained in two days, with a “come back” day approximately four to six weeks later. The focus of the “come back” meeting is on transfer of learning. All courses are classroom based, and held at five area training centers located near local agencies. This is also based on Ohio’s model. The trainers are contracted.</p>
Washington	<p>All new supervisors must attend Washington’s Supervisor Academy prior to, or as soon as possible after, assuming their role. The academy is three-weeks in length and is trained over a three-month period. The Academy is held at a centrally located training facility and is trained by six contracted trainers, in addition to state training staff. The training is child welfare specific and competency-based.</p> <p>Topics include:</p> <p>Week #1: Day One: Core Functions of Supervision; Mission, Ethics and Values Day Two: Supervision and Legal Issues; Disproportionality Day Three: Hiring, Screening, Interviewing; Performance Development Plans Day Four: Taking Corrective and Disciplinary Action; Just Cause and Disciplinary Action</p> <p>Week #2: Day One: Critical Thinking Day Two and Three: Clinical Supervision Day Four: Makeup of Meetings; Working with a Multi-Generational Workforce</p>



	<p>Week #3: Day One: Leadership Development and Conversation Style Day Two: Lessons Learned from Supervisors; Workload Management Day Three: Solution Based Casework for Supervisors Day Four: Evidence Based Practice; Performance Based Contracts; FamLink for Supervisors Day Five: ICWA for Supervisors</p> <p>The State provides a Supervisor Academy Resource Manual which gives an overview of the training topics, as well as useful information for supervisors as they settle in to their new roles. Washington plans to revise the Supervisor Academy materials and curriculum. This will be completed once funding is available to do so.</p> <p>Supervisor Academy Welcome Packet Sample Session Outline for Supervisor Academy 2011 Training Schedule</p> <p>Additional Trainings:</p> <p>Government Accountability Program Training Privilege and Oppression Training Day 1 Privilege and Oppression Training Day 2</p>
<p>Wisconsin</p>	<p>Wisconsin offers a CORE Training developed by Ohio’s Institute for Human Services (IHS) to all supervisors. This is trained once per year at the regional training centers. Additionally, the Milwaukee training center offers the Butler Institute’s Putting the Pieces Together training. This is offered at least once per year. Participation in these trainings is optional for supervisors. Additionally, an online pre-service training is required of all child welfare workers; however, it is not supervisor-specific.</p>
<p>Wyoming</p>	<p>All child welfare workers are required to complete Wyoming’s pre-service training. This training is not supervision-specific, but rather covers a broad base of topics. The competency-based curriculum is trained in a classroom and is offered at multiple sites around the State.</p>



Ongoing Training

STATE	Ongoing Training
Alaska	<p>A five-day general supervisory training is 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. Recently, trainings have been designed to address Alaska’s Program Improvement Plan.</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>
California	<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: Advanced Leadership Development Program for Supervisors (ALDS)</p>



Program) is an 11-month program offered to all county supervisors. Both classroom training and Transfer of Learning Lab are included. Supervisors and their managers participate in order to foster management support of supervisor learning. This program also includes a seminar called “So you think you want to be a manager” for those interested in possibly advancing to a management position. 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](#)



	<ul style="list-style-type: none"> • 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) <p>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:</p> <ul style="list-style-type: none"> • Master Series for Supervisory Excellence • Advanced Analytics and “Data Slams” • So you want to be a Supervisor • Ongoing coaching for supervisors and county leaders <p>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:</p> <ul style="list-style-type: none"> • Domestic Violence Assessments • Secondary Trauma, Grief and Loss • SDM Refresher • Supporting Lesbian, Gay, Bisexual, Transgendered and Questioning Youth
<p>Colorado</p>	<p>The Colorado Child Welfare Training Academy (CWTA) contracts with the Butler Institute for Families to provide the following courses for supervisors:</p> <ul style="list-style-type: none"> • 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 Supervisor Core Training - 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. Colorado is in the process of creating pre and post tests for all courses and trainings.



	<p>CWTA, in conjunction with the Butler Institute for Families, is in the process of developing several new courses for supervisors, including: Using Solution-Focused and Motivational Interviewing; Reflective Case Consultation and Clinical Supervision; and Strength-Based Supervision.</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>DC’s new training academy has Tier IV level courses for supervisors. Most of these courses cover administrative skills and responsibilities. The Mentoring and Coaching course encourages clinical development of supervisors’ staff. The Strategies for Integrating CFSA’s Practice Model and Delivery course is designed to assist supervisors in developing integration skills.</p>
Delaware	<p>N/A</p>
Florida	<p>As noted previously, much of Florida’s case management has been outsourced to private agencies. 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. The Training Consortium at University of South Florida can be hired by private providers or by the Department on an as-needed basis. They offer both pre-service and professional development training. Additionally, imPACT at USF also has training opportunities for child welfare staff.</p> <p>Florida’s Center for the Advancement of Child Welfare Practice 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. Click here to access the training videos database!</p>
Georgia	<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</p>



	<p>the State implements 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). They have just completed their fourth module, and will be starting the fifth module in February of 2011. Approximately 50 supervisors are participating and providing valuable feedback. Many changes have been made to the process and the LAS curriculum based on Indiana’s feedback. A plan will be developed to train another 40-50 supervisors within Indiana on this material starting in the summer/early fall. Online training sessions are held, with each module having a learning network session in the form of a webinar. There are four webinars total per module. Participating in the LAS is not mandatory. It was originally designed as invitation only, but may change to an application based system. Supervisors would potentially receive a certificate upon successful completion of the LAS (as evaluated by the Indiana University staff).</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,</p>



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. Primarily, graduates of the IV-E MSW Program provide the training. 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:

[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 <ul style="list-style-type: none"> - Leading Positive Change - Managing Public and Community Relations <p>Additionally, several workshops were created through the “Improving Recruitment and Retention in Public Child Welfare” project:</p> <ul style="list-style-type: none"> • Employment Interviewing for Success in Public Child Welfare • Supervisor as Teacher: <ul style="list-style-type: none"> - Understanding Learning Styles - Designing In-Service Programs • Cultural Competence: <ul style="list-style-type: none"> - Managing a Diverse Workforce - Supervising Intergenerational Dynamics



	<ul style="list-style-type: none"> - Supervising Culturally Competent Practice - Managing Underperforming/Impaired Workers <ul style="list-style-type: none"> • Professional Writing for the Child Welfare Professional • Critical Thinking for Safe Case Closure <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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>
<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</p>



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.

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 included:

- 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.

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.

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:

- Overview: History, Roles, Styles and Stages
- The Transition to Supervision
- Organizational Context



	<ul style="list-style-type: none"> • 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>
Maine	<p>Maine has developed a four-day ongoing training curriculum, called Supervisory Skills Training. This training is designed for new and veteran CPS and Foster Care supervisors. It covers the foundations of supervisory approaches and skills which are crucial to both developing and supporting casework staff, and to assisting them in meeting child welfare outcomes. This training will commence in Winter 2012.</p> <p>Maine is developing a series of 90-minute webinars to support supervisors in the oversight of the implementation of the recent statewide practice initiative, Fact Finding: Child Interview Protocol. All supervisors will be required to attend this training which is scheduled for delivery from July 2011 through June 2012.</p> <p>The State offers two one-hour online courses for supervisors, Supervisors' Role as Coach and Applications of Family Team Meetings Observation Rating Sheet, as well as one in-class training, Feedback Dialogue: Following the FTM Observation.</p> <p>All trainings developed by the State are based on a Supervisory Competency Model.</p>
Maryland	<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,</p>



	<p>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 (formerly known as the CORE New Supervisor Training) 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 begins with a learning circle during which everyone completes a self-evaluation. The evaluations are then used by the group to develop goals for each participant to meet new competencies. Following the initial circle, there are four in-service workshops, which more specifically discuss training topics, e.g. the practice model, personnel issues, supervisory administrative processes. The circle joins again to reflect on what everyone has learned, how new practices have been implemented, etc. The overall idea is to create a learning environment; a community of practice for supervisors.</p> <p>Each circle includes 12-15 supervisors and is facilitated by a staff member of the Massachusetts Child Welfare Institute (MCWI). This program is not mandatory; however, it is strongly encouraged that all participate and attendance records are reported back to each home office. 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 workshops are also available to supervisors. Workshops are usually trained by MCWI staff; however, if a non-agency trainer/expert is brought in,</p>



	<p>a MCWI staff person will co-train the workshop. Participation in these workshops is required for all newly hired supervisors. 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 has created a Supervisory Workbook Series that is designed to be used in formal training and/or as a self-study. The University 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 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. • 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 <p>methods for developing effective collaborations with universities.</p> <p>The Child Welfare Training Institute (CWTI) also offers a Secondary Trauma: Recognition and Response training (Parts I & II). This training is designed to assist child welfare supervisors and others to more readily identify how secondary trauma manifests itself in the workplace and effectively work</p>



	toward maintaining a strong and resilient work force.
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	<p>Missouri has recently begun using learning labs. The labs are organized regionally and held on a quarterly basis. Each group has approximately 20 supervisors and each region has an advisory committee of field staff (front line supervisors, upper managers, etc) which identifies topics for the learning labs in its region. The State has contracted the agency, Family Facets, to facilitate the labs. Family Facets develops each topic into a workshop and creates appropriate materials to aid in lab discussion. Each lab begins with presentation and discussion on a topic, and then allows time for problem-solving and brainstorming between supervisors. Each lab is approximately four to six hours in length.</p> <p>Evaluations are completed at the close of each lab in order to gather feedback from participants. After the first year is complete, Family Facets will create a comprehensive report to show the State which aspects of the labs worked best and which should be revised.</p> <p>The State’s original goal was to implement a three-tier approach to supervision training, consisting of Clinical Supervision Training, Learning Labs and 360 Degree Evaluations. Unfortunately, the State has had to cancel the 360 Degree Evaluations due to budget restraints.</p> <p>Missouri’s Human Resources Center provides a large catalogue of 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.</p>
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 York	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.



	<p>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. In New York City, the Institute for Professional Development in Human Services was developed to build proficiency and capacity in safety and risk assessments in NYC child welfare agencies including borough offices and NYC voluntary agencies. Also, New York City provides its own core training for CPS caseworkers. 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>Applying Critical Thinking Skills in Child Welfare Trainers Guide: Cover Page Morning Session CPS Session Foster Care Session</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. 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-three counties have elected to implement this alternative response to CPS investigation in at least one segment of their CPS reports.</p> <p>New York Family Assessment Response</p>
North Carolina	<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>
North Dakota	<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</p>



	<p>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 Regional Training Centers (RTC). As with the CORE training, workshops and trainers must be approved by OCWTP. Each RTC offers workshops on a quarterly basis, based on the needs or requests of their constituents. Most trainings 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 trainings 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 Oklahoma University 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



	<ul style="list-style-type: none"> • 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 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.</p>
Oregon	<p>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.</p>
Pennsylvania	<p>The Child Welfare Training Program offers 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"> • Strength-Based, Solution-Focused Supervision • Coaching Grammar and Case Documentation • Supervisory Issues in Child Sexual Abuse • Supervisory Skills & Knowledge Related to Substance Abuse • Supervisory Skills & Knowledge Related to Case Planning and AOD Use/Abuse <p>Additionally, supervisor training events are held on the regional level. The frequency of these events has recently increased from three per year to seven per year. These serve as opportunities to provide legislative updates, deliver</p>



	workshops based on need, and network.
Rhode Island	<p>In 2004, following the completion of Rhode Island’s CFSR, the State decided to create a mandatory CORE Supervisory Training Program. 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 Standards and Competencies 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



	<ul style="list-style-type: none"> • 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>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>At the agency level, Vermont is now offering the first round of a three-day Supervisory Foundations Class. This training focuses on core topics essential to child welfare supervision, including:</p> <ul style="list-style-type: none"> • Introduction to Emotional Intelligence • Research and Concepts to Consider • The Supervisor’s Role • Motivating Staff • Communication Skills • Legal and Policy Issues • Managing Performance <p>Completion of this training will become a State requirement for new</p>



	<p>supervisors in the future, and possibly for veteran supervisors as well.</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>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>At the division level, Vermont worked with the National Child Welfare Resource Center for Organizational Improvement to create a Supervisory Role Design (completed March 2010). Goals of the strategic plan included developing and updating supervisory orientation and ongoing trainings. The Supervisory Orientation workgroup has now finished their product and it is under review. Ongoing training will be rolled into Vermont's current project with the Northeast and Caribbean Child Welfare Implementation Center (NCIC). Vermont is working with the NCIC to implement their new practice model.</p>
<p>Virginia</p>	<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</p>



	<p>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	<p>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.</p>
Wisconsin	<p>Wisconsin worked with Alabama, South Dakota and Louisiana to develop a 22-week curriculum re: action models for safety, called Supervisors as Safety Decision Makers. The training features weekly homework assignments which are posted to an online forum and made available to others in the training cohort to provide feedback. A pilot of this new training has now been completed in South Dakota. At this point, no final decisions have been made on how this program will be implemented.</p> <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>University partners offer trainings periodically, 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</p>



	<p>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>
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Professional Development

STATE	Professional Development opportunities for Child Welfare Supervisors ¹
Alaska	There is no formal system for completing training needs assessments in Alaska; however, the Office of Children’s Services did complete a statewide training survey of all child welfare staff one year ago.
Arizona	<p>Numerous courses are available through CWTI to all child welfare workers, though none currently are specific to supervision. Many of these courses are available online. IV-E funding is available for those interested in pursuing a Master’s degree in social work. Arizona is currently considering the possibility of adding a part-time MSW program.</p> <p>Training needs assessments are sent to all child welfare workers on an annual basis. Results are consulted when considering the development of new trainings. Additionally, professional development plans are used as part of the performance evaluation process.</p>

¹ For information on conferences, meetings, and resources available to supervisors please visit www.nrcoi.org/supervisionproject/supervisiontopic.htm.



California

Numerous training and professional development opportunities are offered by the counties, the Regional Training Academies (RTA) and the Inter-University Consortium (IUC) of California. Generally, professional development opportunities are aimed at supporting supervisors in applying the skills they learn in Core and ongoing training. Training materials are typically available and can be shared by the regions. Following are several examples:

- Central Academy has a Field Based Trainer Program (FBT). FBTs employed by the RTA work with child welfare supervisors on an ongoing basis to provide mentoring in the day to day work of being a supervisor as well as for professional development. FBTs attend Supervisor Core training to provide support, and then facilitate mastery of the competencies taught in Core. An FBT manual has been created that describes the program, including the role of FBT in working with supervisors. FBT is also being explored by other regions.

[Field-Based Trainer Handbook](#)

[Field-Based Trainer Handbook Appendix](#)

[Field-Based Trainer Handbook Tools](#)

- Central RTA also has the [SPIN Project](#). SPIN USA is based out of Massachusetts, and has created a program to assist supervisors in skill development. Unit meetings and individual supervision sessions are videotaped, and certified SPIN instructors provide six to eight months of ongoing coaching and guidance to improve supervisory practice skills.
- Southern RTA is developing two eLearning modules for supervisors in fiscal year 11/12.
- Bay Area RTA offers quarterly transfer of learning (TOL) sessions for supervisors who have completed Supervisor Core. These sessions, facilitated by a Supervisor Core trainer, provide ongoing support for applying skills learned during the Core training.
- Northern RTA offers New Tools for Supervisor Excellence (discussed in the Ongoing Training section).

At the State level, the [California's Outcomes and Accountability System](#) systematically examines outcomes and identifies strategies (including training) to address needs. The RTAs/IUC participate in this process with the



	<p>counties and the California Department of Social Services (CDSS), and regional and statewide training needs are systematically identified for supervisors as well as other staff.</p> <p>At the county level, supervisors' training needs are assessed on an ongoing basis by their managers, utilizing performance evaluation processes that are unique to each county. Individual needs assessments are used to guide supervisors in choosing which training they will complete as part of their ongoing training requirements. The RTAs/IUC assist with this by teaching about the importance for ongoing training as part of supervisor and manager core. Additional supports are also provided. Central RTA's FBT program, for example, provides support for supervisors to develop action plans with their managers for training and professional development.</p> <p>The use of formal professional development plans varies by county.</p>
Colorado	<p>Colorado will be implementing the National Child Welfare Workforce Institute's Leadership Academy for Supervisors in 2011.</p> <p>The State has partnered with Metropolitan State College and University of Denver to offer a Master's degree in social work for caseworkers and supervisors.</p> <p>Colorado does not use training needs assessments; however, they have a Training Evaluation Task Force which is responsible for reviewing the relevancy and frequency of all trainings. Several supervisors are members of the task force.</p>
Connecticut	<p>Connecticut offers an internship program for qualified child welfare workers who are interested in pursuing a degree. The Master of Social Work Field Education Program allows supervisors to complete their field placement at their current agency, rather than having to travel to a new location. Supervisors are assigned a consultant who oversees their fieldwork and helps to develop the supervisor's clinical skills using cases already present in his/her agency.</p>
DC	<p>DC is working on a mandate that would require all supervisors to complete the classroom portion of the caseworker pre-service training curriculum. The training is 12 full days and will be taken alongside caseworkers. Participation in this training will better prepare supervisors to oversee the day-to-day responsibilities of their staff. Additionally, general supervisory trainings are offered annually through the State office.</p>



Delaware	Delaware uses informal needs assessments to measure the training needs of supervisors. Additionally, professional development plans are used for supervisors and reviewed on an annual basis.
Florida	<p>Florida partners with seven schools in the School of Social Work consortium and provides IV-E funding for those interested in pursuing a Bachelor's or Master's degree in social work.</p> <p>Currently, training needs assessments and professional development plans are not utilized at the state level in Florida.</p>
Georgia	<p>Recently, Georgia partnered with the Butler Institute to pilot Learning Circles for their supervisors. In order to participate, a supervisor must have completed the Putting the Pieces Together training. This has helped to incent participation in the training for veteran supervisors. At present, Georgia has six active circles, with an average of 12 supervisors in each. The State plans to split circles as they gain in popularity. Education and Training Services (ETS) is in the process of creating a website for learning circles which will provide online access to those who live far from meeting locations. The goal is to make the learning circles self-sustaining, so that the State can eventually remove itself from facilitation responsibilities.</p> <p>Learning Circle Competencies Learning Circle Goals and Objectives Learning Circle Principles</p> <p>Currently, Georgia is using Individual Training Needs Assessments (ITNAs) for their caseworkers. The ITNAs have been adapted from Ohio and tailored to fit Georgia's needs. ITNAs for supervisors are now under development. During the ITNA, supervisors will work with their worker to identify weaknesses and make a training plan for the upcoming year. The ITNA is then included in the worker's Performance Management Plan.</p>
Idaho	<p>Social Worker (SW) IIIs who have demonstrated excellence in their position and have shown interest in further developing their skills are provided the opportunity to shadow a supervisor. Often, if the supervisor is out of the office, the SW III will perform the supervisor's duties. During this period some SW IIIs complete the pre-service training in preparation of applying for a supervisory position.</p> <p>A Certified Management Program is available for supervisors through the State of Idaho Department of Human Resources. The program is completed over a 24-36 month period and includes five modules with seven</p>



	<p>competencies unique to public management. This program is not child welfare-specific.</p> <p>Training needs of supervisors are identified during Quality Assurance reviews. Additionally, the Child Welfare Sub-Committee, made up of regional chiefs who supervise child welfare supervisors, are polled on the training needs of supervisors each year.</p> <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>Currently, training needs assessments are not utilized in Indiana. However, each agency worker has an annual work profile created (facilitated through Human Resources). The training department can sometimes assist supervisors with professional development plans, but it’s more so individualized with each supervisor responsible for his/her own development plan.</p> <p>Indiana’s Family Case Manager Work Profile and Performance Appraisal Report</p>
Iowa	<p>The Service Supervisory Webinars are a monthly series of topical calls. The calls provide a forum for supervisors to share their experiences in implementing improved child welfare practices, as well as learn about trends and policy changes. Presentations from expert persons are followed by open discussion in order for all participants to ask questions and enrich the conversation. Recent topics include several of the NRCOI-sponsored webinars: “Supervision as Leaders of Practice Change,” “Leading Efforts to Identify and Address Disparities: A Response to Disproportionality” and “Collaborating with Courts to Reduce and Eliminate Disparities.” Supervisors are encouraged to use the Webinar Discussion Guides following each call.</p> <p>Iowa utilizes an Individual Learning Needs Survey and Individual Learning Plan to assist in the development of ongoing learning opportunities for the Iowa Department of Human Services Child Welfare Social Work Staff.</p>



Kansas	The Children's Alliance is contracted to complete two all-staff Individual Training Needs Assessments (ITNAs) per year. The ITNAs are not specific to supervisors; however the survey asks several questions related to supervisory training needs. Results from the ITNAs are used when considering revisions and/or additions to the State training schedule.
Louisiana	In 2009, DCFS partnered with Louisiana Child Welfare Comprehensive Workforce Project (LCWCWP) to conduct a statewide training system assessment. Information was gathered through surveys and focus groups to produce a summary of findings and recommendations. Click here for a summary of the findings from this assessment!
Maine	Funding is available for supervisors who are interested in pursuing higher degrees. The State encourages supervisors to pursue their Master's Degrees in Social Work. Programs are available at University of Maine, University of Southern Maine and University of New England. Training needs assessments for supervisors are conducted during annual performance evaluations.
Maryland	Maryland completed a general needs assessment of all child welfare workers in 2010. The results of this assessment are being used to develop a new supervision model. Professional development plans for supervisors are also being developed as part of this new model.
Massachusetts	Massachusetts offers a series of post-graduate certificates at several different colleges. Simmons College offers a one-year intensive Trauma Certificate Program which typically attracts a large number of supervisors. Massachusetts does not use formal training needs assessments; however, feedback and surveys are gathered from learning circles and consulted when considering future training opportunities. The State's employee performance review system addresses training needs for supervisors, though the system is not connected to the training group. The Supervisor Professional Development Program (<i>see Ongoing Training</i>) uses a Professional Portfolio to record each supervisor's professional growth. The portfolio includes documentation of the supervisor's career, self-assessment and professional goals, and serves as a record of the supervisor's experiences during their learning circle work.
Michigan	Michigan offers partial tuition reimbursement for those supervisors interested in pursuing a higher degree. Priority for reimbursement is given to new hires who have signed an agreement of intent to pursue a Master's



	<p>degree. Additionally, the Office of Professional Development offers special interest courses quarterly, though not child welfare-specific.</p> <p>Michigan does not use formal training needs assessments; however the training center will periodically collect a list of training needs from supervisors. A statewide performance management system is used by supervisors' superiors to track progress and record expectations. The last review was completed prior to the CFSR. This program is not managed by the training group; therefore, the details of the frequency of its use are unknown.</p>
Minnesota	<p>Minnesota offers IV-E funding to those workers interesting in pursuing a Master's degree. The State would like to partner with some universities to create a Bachelor's degree in social work program. Ideally, the State training curriculum would be added to the BSW program so that students will be work-ready when they graduate.</p> <p>Minnesota does not currently use training needs assessments. This is an area the State has identified as needing development.</p>
Missouri	<p>Missouri offers IV-E funding for those interested in pursuing a Master's degree through a part-time program. The University of Missouri Columbia and Washington University's School of Social Work both offer child welfare-specific courses, though none noted were supervisory specific.</p> <p>Missouri used training needs surveys in the past; however, they found that most surveys produced generic responses. The State has since begun using focus groups of frontline supervisors and trainers to gather feedback on training needs. Employee development plans are completed annually through Missouri's PERFORM appraisal system.</p>
New Hampshire	<p>Annual Individual Training Plans (AITPs) are used to identify the trainings needs of each supervisor. AITPs are designed around supervisor competencies and focus on cultivating specific supervisor skills. For example, if a trend/problem has been identified within Children and Families Services, and specific knowledge is needed to address this issue, a plan to train on this knowledge will be added to each AITP. Training on new protocols and procedures are also included in the AITP. The State has partnered with the University of New Hampshire's Center for Professional Excellence in Child Welfare to help facilitate the AITPs. University of New Hampshire (UNH) training liaisons meet directly with staff within each District Office on a regular basis and maintain ongoing contact by phone and email. The training liaisons utilize AITPs to guide training programs, as well as to process</p>



	<p>individual training requests from staff members. The State has also partnered with UNH to create online trainings for child welfare staff.</p> <p>Supervisor Needs Assessment Action Plan</p> <p>Several child welfare workers in New Hampshire have now completed the National Child Welfare Workforce Institute’s (NCWWI) Leadership Academy for Middle Managers. The State intends to use NCWWI’s Leadership Academy for Supervisors in the future.</p> <p>New Hampshire’s Department of Health and Human Services offers a Supervisory Certification Program which covers all of the skills needed to supervise within the State system. Topics include personnel systems, managing within a public agency, administrative duties, etc. Most supervisors will have completed the pre-service child welfare training prior to participating in this program. The child welfare training group has worked with DHHS to ensure that training topics are not duplicated in either program. The program is not child welfare-specific; however, it is designed for workers in Health and Human Services.</p> <p>Many supervisors in New Hampshire are trained as trainers. Trainer’s Day is an annual six-hour training that endeavors to teach supervisors how to be effective trainers. The training is optional. Those who participate are then eligible to facilitate State trainings and are typically assigned one per year.</p> <p>In past years, New Hampshire has seen strong participation in IV-E funded higher education programs. Unfortunately, this funding has been recently cut due to budgetary issues. The State hopes to see this program restored in the near future.</p>
<p>New York</p>	<p>New York provides IV-E funding for those interested in pursuing their Master’s degree in Social Work. Currently, the Bureau of Training completes needs assessments for all child welfare staff. The Office of Children and Family Services’ (OCFS) Regional Offices work closely with the districts and agencies to identify or address training needs as they arise. These may be specific to case practice issues, organizational issues and emerging needs, such as using logic models and data to establish goals and track performance. Additionally, as part of a project with the Northeast and Caribbean Implementation Center (NCIC), needs assessments will be completed for all supervisors.</p>



<p>North Carolina</p>	<p>North Carolina offers IV-E funding for supervisors interested in pursuing a Bachelor’s or Master’s degree in social work.</p> <p>All child welfare staff is able to create individual Training Portfolios online. This program helps staff to make thoughtful and appropriate plans when considering their future training schedules.</p>
<p>Oklahoma</p>	<p>Oklahoma University offers a Child Welfare Professional Enhancement Program. This program provides IV-E funding to child welfare staff interested in pursuing a Master’s degree in social work. Supervisors are strongly encouraged to take advantage of this opportunity.</p> <p>For child welfare workers who are interested in becoming supervisors, CWTP offers Level III courses. These courses allow workers to “get their feet wet” and better understand what would be expected of them as supervisors. Participation is optional and staff must gain approval from their supervisor to enroll.</p> <p>Oklahoma places liaisons in each area of the State (six total areas with three liaisons per area) for supervisors to consult regarding training needs. Liaisons speak with supervisors on a daily basis and report their findings back to CWTP. CWTP is then able to use this feedback to design future trainings for supervisors. The Field Office develops professional development plans for supervisors; however, these are not overseen by CWTP.</p>
<p>Oregon</p>	<p>IV-E funding is available for supervisors who would like to pursue their Master’s degree. Portland State University’s (PSU) curriculum includes several supervision courses. Additionally, PSU is the recipient of the Culturally Responsive Leaders Traineeship grant, a five-year program funded by the National Child Welfare Workforce Institute and the Children’s Bureau. The purpose of this project is to create a specialized MSW pathway for culturally competent and responsive emerging leaders in public, tribal, and community-based child welfare systems. Students selected for the program receive financial assistance, specialized curriculum in leadership, and field placement experiences to support the development of culturally responsive management skills and practices in child welfare.</p> <p>Oregon’s Department of Human Resources offers a leadership academy for supervisors. This training is broad based and not child welfare specific.</p>



<p>Pennsylvania</p>	<p>Pennsylvania offers two university programs, Child Welfare Education for Leadership (CWEL) and Child Welfare Education for Baccalaureates (CWEB). The CWEL program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, the Pennsylvania Child and Youth Administrators and eleven accredited schools of social work in Pennsylvania. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities at the graduate level for public child welfare personnel. Qualified persons who are admitted to any of the approved schools on either a full- or part-time basis may receive substantial financial support in return for a contractual obligation to continue employment with the sponsoring agency following their studies. Pennsylvania has graduated over 400 students from the CWEL program to date. The CWEB program is similar to CWEL, but is offered to those pursuing a Bachelor’s degree.</p> <p>Some counties have recently begun using the National Child Welfare Workforce Institute’s Leadership Academy for Supervisors. Transfer of learning activities have also been developed to assist supervisors in overseeing their caseworkers’ acquisition of new skills.</p> <p>Individual training needs assessments (ITNAs) are completed following the Supervisory Training Series, and completed every three years on the county-level thereafter. Training needs are also regularly measured through evaluations given at the close of employee workshops. All information collected from ITNAs is maintained in a database from which reports are run on a regular basis. Available trainings are reviewed to ensure that all competencies are being met. If needs are not being met, the training group will investigate how to satisfy the need (e.g. add new trainings, conferences, outside agency trainings). Professional development plans are also used as part of a Transfer of Learning supervisory course. Pennsylvania recognizes the importance of professional development plans and is committed to improving their use of them.</p>
<p>Rhode Island</p>	<p>Rhode Island is not able to offer regular professional development opportunities because of limited funding; however, members of the provider community and some sister agencies open their training opportunities and conferences up to DCYF staff periodically.</p> <p>Rhode Island offers a limited educational leave program for State staff. Currently, DCYF’s Family Services Unit provides one full-time educational leave award for a worker pursuing an MSW (half of the tuition is paid by the State and the employee’s salary is paid while they are on leave from work) and two part-time educational leave awards for workers interested in any</p>



	<p>degree program (the employee is given one day paid leave from work each week).</p> <p>Currently, training needs assessments are not utilized in Rhode Island; however, the State plans to add a training needs component to the Learning Lab unit under development. At present, Rhode Island reaches out to supervisors on an informal basis to ask what they need for training. The State also collects evaluations from all regular in-service trainings.</p> <p>The State used an Individual Learning Needs Survey & Individual Learning Plan Tool in conjunction with the CORE Training to develop a learning plan for supervisors. It is utilized three times during a new supervisor's 6-month probationary period: at the beginning of the probationary period (pre-caseload); at the three-month mark; and at the six-month mark to create an on-going learning plan. Following the probation period there is no system for the State to track professional development plans; however, supervisors and caseworkers are encouraged to review their learning plans on a regular basis.</p>
Vermont	<p>At the state level, Vermont's learning center, The Summit, hosts a nine-day Supervisory Development Program. This program is available for all supervisors in state government and is therefore not child welfare specific. Each participant has his/her own development plan and takes courses appropriate to his/her plan. Courses cover the following topics: Effective Communication; Enhancing Productivity; Interviewing and Hiring; Managing Your Time; and The Universe of Labor Relations.</p> <p>Currently, formal training needs assessments are not utilized in Vermont. However, 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 serves as a mentor and coach to the supervisors in his/her region.</p>
Virginia	<p>Training needs assessments are not currently used in Virginia, but there are plans to create these assessments along with professional development plans.</p>
Washington	<p>Washington offers courses that supervisors may take in order to specialize in their position; available in Child Protective Services, Intake, Adoption, Department of Licensing Resources and the FRS program.</p> <p>Supervisors are strongly encouraged to participate in IV-E funded Master's degree in Social Work program. Additionally, Washington has just begun working with Partners for Children to build a relationship with the University of Washington and Eastern Washington University. The goal of</p>



	<p>this partnership is to provide more training and coursework for state social workers and supervisors. This project also includes funding for research.</p>
Wisconsin	<p>The University of Wisconsin School of Social Work facilitates a program called Child Welfare Dialogues. This program features lectures by child welfare experts for supervisors and/or caseworkers.</p> <p>Wisconsin’s Quality Service Review process is used to identify training needs. Professional development plans are not used statewide; however, some counties have elected to use them.</p>
Wyoming	<p>Wyoming offers several opportunities for professional development to supervisors. There is a Recruitment and Retention effort in the State which is offering the National Child Welfare Workforce Institute’s Leadership Academy for Supervisors. The Casey Foundation has been facilitating regional roundtables which focus on training supervisors to overcome barriers to permanency. Additionally, the Signs of Safety training has been offered in two counties. Wyoming’s Program Improvement Plan (PIP) group is working to update the State’s manual for supervisors as the current manual is out-of-date.</p> <p>Currently, training needs assessments are not utilized in Wyoming. During the 2006 “Putting the Pieces Together” training, ITNAs were introduced; however, their use has not been maintained. Wyoming is not currently using competencies for their supervisors; this is another area that the PIP group has been examining. Wyoming does offer annual performance appraisals for all child welfare staff.</p>



Supervisor Requirements

STATE	Pre-service and ongoing requirements to become a Child Welfare Supervisor within the agency
Alaska	In order to become a supervisor in Alaska, one must have a minimum of three years experience as a child welfare caseworker. There are currently no ongoing requirements.
Arizona	In order to become a supervisor in Arizona, one must hold a Bachelor's degree, preferably in child welfare or a related field. Supervisors must also have previous experience in child welfare; the required number of years varies. After assuming the new position, all supervisors must complete a minimum of 24 hours of continuing education/training per year.
California	<p>Requirements for education and experience are determined by the counties. State regulations require that 100% of supervisors in Emergency Response and Family Maintenance programs possess an MSW or equivalent degree, and that other staff in those program areas possess a BSW or equivalent degree. Supervisors' education level varies from region to region, with rural regions experiencing more difficulty in recruiting MSW-educated staff.</p> <p>There are no licensure requirements for child welfare supervisors. State training regulations require that all supervisors complete the Supervisor Core within the first 12 months of assuming their supervisory position, and 40 training hours every two years following that 12 month period.</p>
Colorado	<p>To become a supervisor in Colorado, one must have a Bachelor's Degree in one of the human behavioral sciences and three years of previous experience in child welfare. Applicants with a Master's degree need only two years of prior experience.</p> <p>All supervisors must be certified by the Training Academy. Certification is awarded when all hiring requirements have been met and pre-service training has been completed.</p> <p>All supervisors must 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.</p>



Connecticut	In order to become a supervisor in Connecticut, one must pass a written exam which evaluates the candidate’s experience. Connecticut prefers that all supervisors have two-three years of previous experience and hold a Master’s degree in social work or a related field. After assuming the position, all supervisors must complete a minimum of 30 hours of in-service training each year.
DC	In order to become a supervisor in the District of Columbia (DC), one must have a Master’s Degree in social work and hold a current license in social work. The Licensing Board requires 40 hours of training per year (including six hours of ethics training) to maintain licensure. The State requires 24 hours of training annually for child welfare staff. Training hours to satisfy the State and Training Board requirements are transferable between the two.
Delaware	Delaware does not have state mandated requirements for child welfare supervisors. Delaware’s Department of Services for Children, Youth and their Families (DSCYF) is comprised of three divisions and each department makes hiring decisions independently: 1. Division of Family Services: child protection, adoption, foster care, child care licensing 2. Division of Youth Rehabilitative Services: juvenile justice 3. Division of Prevention and Behavioral Health Services: child mental health, substance abuse, prevention and early intervention services
Florida	Pursuant to Florida’s administrative code 65c-33, all supervisors must hold a degree in one of the human services fields and be certified. The requirement for prior years of experience is variable. Case Management in Florida is fully privatized, thus there are 20 contracted agencies around the state. The requirements for privately contracted supervisors vary; however, all must meet the certification requirements rule. All supervisors must complete a minimum of 48 hours of ongoing training during the three-year period that their state certification is valid. Once the certification is renewed, a new three-year period with an additional 48 hours of required training will begin.
Georgia	Georgia has a certification process for all Social Services Case Managers and Supervisors. In order to become eligible for certification, one must hold a Bachelor’s Degree in social work or a related field. Program certification in the area(s) of responsibility (CPS, Foster Care and Adoption) is required before supervisory certification may be granted. Certification is mandatory for all new supervisors and strongly encouraged for veteran supervisors. In order to maintain certification, supervisors must complete a minimum of 20 hours of ongoing professional development training per year. Supervisor Certification Manual



Idaho	<p>In order to become a supervisor in Idaho, one must have a Bachelor’s Degree and a minimum of three years prior experience in child welfare. Additionally, all supervisors must have a current license in social work.</p> <p>All supervisors are required to complete a minimum of 20 continuing education credits per year. Every four years, supervisors must complete four continuing education credits in ethics.</p>
Indiana	<p>In order to become a Family Case Manager (FCM) in Indiana, one must have a Bachelor’s Degree. It is no longer required that this degree be in a social work or related field; however, there is a minimum of 15 hours of related coursework experience required.</p> <p>All Supervisors, Local Office Directors, Division Managers, and Regional Managers must complete no less than 32 hours of In-Service Training. Up to 16 of these In-Service Training hours can be completed online. One DCS training day is equivalent to six In-Service Training hours. Supervisors who have completed the New Supervisor Training will exceed his or her yearly In-Service Training requirements.</p> <p>Indiana's Administrative Letter regarding training requirements FCM Supervisor Job Description FCM Work Profile and Performance Appraisal Report</p>
Iowa	<p>In order to become a child welfare supervisor in Iowa, one must have a Bachelor’s degree in social work or a related field. All supervisors and child welfare workers are required to receive a minimum of 24 training hours per year.</p>
Kansas	<p>There are no specific requirements to becoming a supervisor in Kansas. It is preferred that one hold a Master’s degree in social work or a related field.</p>



<p>Louisiana</p>	<p>In order to become a supervisor in Louisiana, a person must meet one of the following criteria: (1) Bachelor’s degree in social work or related field and five years of professional social services experience (including four years in child welfare and two years at the journeyman level); (2) Bachelor’s degree in non-related field and six years of professional social services experience (including four years in child welfare and two years at the journeyman level); (3) Master’s degree in social work or related field and four years of professional child welfare social services experience (including two years at the journeyman level); (4) Master’s degree in non-related field and five years of professional social services experience (including four years in child welfare and two years at the journeyman level). Additionally, those who have been licensed by the State must maintain their license.</p> <p>All supervisors must complete 20 hours of ongoing training each year. Training must be child welfare related but does not need to be supervisor specific.</p>
<p>Maine</p>	<p>In order to become a supervisor in Maine, one must hold a Bachelor’s Degree in social work or a related field. Additionally, all supervisors must be licensed by the State of Maine’s Board of Social Work. Supervisors who do not have a BSW are given a conditional social work license. Following a probationary period, a full license is awarded. Supervisors must complete a minimum of 25 hours of continuing education credits every two years.</p>
<p>Maryland</p>	<p>In order to become a supervisor in Maryland, one must hold a Master’s degree in social work and have a current social work advanced license (either Certified Social Worker or Certified Social Worker-Clinical). Maintenance of the social work license requires 40 hours of continuing education credits per year. Completion of the 40-hour requirement satisfies the state-mandated 20 hours of training per year for all child welfare workers.</p>
<p>Massachusetts</p>	<p>In order to become a supervisor in Massachusetts, one must hold a Master’s Degree in a human services-related field. It is preferred that all supervisors have three-five years of prior experience in human services. Additionally, all social work staff must hold a valid social work license. The minimum available is an associate-level social work license (LSWA). There are currently no ongoing requirements.</p>
<p>Michigan</p>	<p>In order to become a supervisor in Michigan, one must have a minimum of two years experience as a caseworker. Recently, Michigan removed the requirement that all supervisors must hold a Bachelor’s degree. Child welfare staff and supervisors must complete a minimum of 40 hours of training per year.</p>



Minnesota	There are no specific pre-service or ongoing State requirements for becoming a supervisor in Minnesota. Counties make hiring decisions at their own discretion.
Missouri	In order to be eligible for the Social Service Supervisor I position, one must have two years of prior experience as a Children’s Service Worker. For those with Master’s degrees, only one year of prior experience is necessary. After assuming the position, all supervisors must complete a minimum of 16 hours of in-service training each year.
New Hampshire	To become a supervisor in New Hampshire, one must hold a Bachelor’s Degree. After assuming the position, a supervisor must complete a minimum of 30 hours of training each year. There is some flexibility with the type of courses that satisfy these training hours (i.e. if a worker is pursuing a degree, some coursework may be approved for satisfying these hours). Approximately 25% of annual training hours are fulfilled through mandatory trainings; the remaining hours are satisfied through trainings specific to each worker’s needs.
New York	<p>New York is a state supervised, locally administered state. Each of the 58 Local Departments of Social Services (LDSS) provides Child Protective Services (CPS). It is at the discretion of each LDSS to determine whether to provide Prevention, Foster Care and Adoption services directly or through a contract with a private, not for profit child welfare agency. The contracted agencies have the discretion to establish their own standards for the education and preparation of those in supervision and management positions. Many agencies require Master’s degrees.</p> <p>To become a supervisor in one of New York’s public child welfare social service agencies, the minimum qualification is a Bachelor’s Degree. Each of New York’s 58 districts hires child welfare staff at its own discretion, within the confines of State and county Civil Service rules, and therefore may institute requirements for Master’s degrees and/or specialized training. New York does not have an annual training hour requirement for all child welfare staff. The annual statewide training requirement for experienced CPS staff and supervisors is six hours.</p>



<p>North Carolina</p>	<p>Child welfare services supervisors must complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of Social Services determines is necessary to adequately meet each supervisor’s training needs. Subsequent to completion of these requirements, supervisors must complete 24 hours of continuing education credits annually. Additionally, when a supervisor assumes a new job function, he/she must complete a 200 Series, Tier 2 Training (applicable to their new job function) within three months. North Carolina does not have any specific hiring requirements regarding years of experience or educational background.</p>
<p>North Dakota</p>	<p>In order to become a supervisor in North Dakota, one must hold a Bachelor’s degree in social work and be currently licensed as a social worker. The required years of prior experience in child welfare depends on the educational background of the candidate, as well as the county in which the candidate is applying. Additionally, all supervisors must be Child Welfare Certified. Certification can be obtained through completion of a 17-day course designed to be trained within 12 months of assuming a position in child welfare.</p> <p>All licensed social workers must complete a minimum of 30 training hours every two years.</p>
<p>Ohio</p>	<p>In order to become a supervisor in Ohio, one must meet the requirements of the county in which one is applying. Many counties now require a Master’s Degree, preferably in social work or a related subject; some counties require social work licensure. Currently, there is no required minimum for prior years of experience.</p> <p>The Ohio Administrative Code states that all Public Children Services Agency (PCSA) Supervisors must receive 60 hours of Supervisory CORE training during their first year of employment and 12 hours of domestic violence training within the first two years of assuming the position. Following completion of the CORE training, all PCSA supervisors must complete a minimum of 30 hours of in-service training annually.</p>
<p>Oklahoma</p>	<p>To become a supervisor in Oklahoma, one must have two years of previous experience in child welfare. Preference is given to those with a Bachelor’s or Master’s degree in social work. All supervisors must complete a minimum of 40 hours of training per year; 24 of the required hours must be supervision-specific.</p>



Oregon	To become a supervisor in Oregon, one must hold a Bachelor's degree. Previous experience in child welfare is highly valued and is considered in the hiring process. Currently, there is no requirement for annual training hours or continuing education units.
Pennsylvania	<p>Pennsylvania does not have any state-mandated requirements for child welfare supervisors. Pennsylvania has a state-supervised and county-administered system; accordingly, each county establishes its own hiring requirements.</p> <p>All supervisors must complete a minimum of 20 hours of training per year. For those supervisors with licenses (e.g. Licensed Social Workers), there are additional annual training hour requirements.</p>
Rhode Island	<p>In order to become a supervisor in Rhode Island, one must have a Bachelor's Degree in social work, child development, psychology or sociology and three years of experience as a social worker in public child welfare. Any caseworker who is interested in becoming a supervisor must take an exam. Once the prospective supervisor has completed all of the necessary requirements and passed the exam, his/her name is placed on a waiting list. When the Department of Children, Youth and Families (DCYF) needs to fill a vacancy in a supervisory position, a committee meets to conduct oral interviews with the candidates who have been placed on the waiting list. Supervisors can be hired from outside of DCYF, but most often caseworkers are promoted from within.</p> <p>State legislation requires that all agency staff receive a minimum of 20 hours of training per year. There is no requirement that supervisors maintain a social work license.</p>
Vermont	<p>Vermont strongly prefers that supervisors hold a Master's degree. For those with a Bachelor's degree, Vermont prefers that one has 18 months of previous experience in child welfare.</p> <p>All supervisors and child welfare staff must complete a minimum of 30 training hours per year. Training does not need to be supervisory specific.</p>
Virginia	To become a child welfare supervisor in Virginia, one must have a Bachelor's degree in a human services related field or two years of relevant experience. This requirement is the same for child welfare caseworkers. Currently, there are no on-going requirements, but Virginia's Program Improvement Plan includes the development of minimum standards and training hour requirements for supervisors.



Washington	In order to become a supervisor in Washington, one must hold a Bachelor's degree. All supervisors must attend the Supervisor Academy. If a supervisor is hired from outside of the agency, he/she must also attend the Social Worker Academy (pre-requisite to the Supervisor Academy). Following completion of the Academy, supervisors must complete 8.5 days of training within two years of assuming their new position. For each year thereafter, all supervisors must complete 20 hours of ongoing training.
Wisconsin	Currently, Wisconsin does not have any state-mandated hiring requirements for child welfare supervisors. Each county agency hires staff at its own discretion. Once hired, all supervisors must complete a minimum of 30 hours of in-service training every two years.
Wyoming	In order to become a supervisor in Wyoming, one must have a Bachelor's Degree in social work or a related field. Wyoming requires that all child welfare staff be certified. Certification is awarded once the worker (1) has completed the State's pre-service training and (2) has completed 12 months in the position. All child welfare workers must complete a minimum of 20 hours of in-service training each year.



Mentoring/Coaching

STATE	Mentoring/Coaching Information ²
Arizona	Assistant Program Managers (APM) are responsible for supervising and mentoring supervisors in the State.
California	<p>Central Academy has a Field Based Trainer Program (FBT). FBTs employed by the Regional Training Academies (RTA) work with child welfare supervisors on an ongoing basis to provide mentoring in the day to day work of being a supervisor as well as for professional development. FBTs attend Supervisor Core training to provide support, and then facilitate mastery of the competencies taught in Core. An FBT manual has been created that describes the program, including the role of FBT in working with supervisors.</p> <p>Field-Based Trainer Handbook Field-Based Trainer Handbook Appendix Field-Based Trainer Handbook Tools</p> <p>Northern RTA has expanded its ability to coach supervisors and provide ongoing support. Southern RTA is piloting methods to assess whether changes in behavior in the workplace occur as a result of Manager and Supervisor Core training. Los Angeles is also working on developing capacity for supervisory coaching in all 18 of its regional offices.</p>
Connecticut	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.
Delaware	Mentoring opportunities are available for supervisors who are interested.

² Please note that only the States that voluntarily mentioned mentoring/coaching are included here. States were not specifically asked about this topic.



<p>Georgia</p>	<p>During Georgia’s Putting the Pieces Together pre-service training period, each supervisor is assigned a mentor who has already been through the training and has previous supervisory experience. Mentors are trained prior to assuming their role. Mentoring is offered via web, phone, and/or in-person and participants are encouraged to continue the relationship for at least six months post training. Some mentors attend the class with the participants. Mentors are responsible for reviewing their mentee’s skill-building activities, and must sign off on them in order for the supervisor to receive certification.</p> <p>Putting the Pieces Together Skill Building: Mentor Documentation Georgia’s Mentor Workbook</p>
<p>Indiana</p>	<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</p>
<p>Louisiana</p>	<p>The Department of Social Services (DSS) and Northwestern Louisiana State University have contracted with Marsha Salus to train the Coaching/Mentoring Initiative. Coaches and mentors are current child welfare staff with supervisory experience and/or retired child welfare professionals. All coaches and mentors have been trained by Ms. Salus to work with first line supervisors during and after attending the Mastering the Art training. Casey Family Programs has contributed to the funding of this initiative. Currently, Louisiana has 22 coach/mentors trained (6 of whom are retirees). Coaches are given the opportunity to attend Mastering the Art, as well as other supervisory trainings.</p>
<p>New Hampshire</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 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>



<p>Oklahoma</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>The Child Welfare Training Program 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>
<p>Oregon</p>	<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 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>Rhode Island</p>	<p>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>
<p>Vermont</p>	<p>A training coordinator assigned to each district discusses training needs with supervisors on an individual basis and makes recommendations for available</p>



	trainings, as well as provides the opportunity to review pertinent training materials with the supervisor. The training coordinator serves as a mentor and coach to the supervisors in his/her region.
Wisconsin	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.



Meetings and Conferences

STATE	Information on Meetings and Conferences for Child Welfare Supervisors
Arizona	<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> <p>Arizona holds an annual Supervision Conference. Each conference offers a keynote speaker, workshops and an opportunity for networking. Continuation of this conference may be compromised by budget-restraints in future years.</p>
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"> • Regional Training Academy (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. Central RTA had a similar program, but is reorganizing it to be part of the Advanced Leadership Development Program for Supervisors (ALDS). • 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.
Colorado	<p>Supervisor networking groups are facilitated by the State’s Child Welfare program. Groups are organized by type of supervisor (i.e. Adoption, Intake, etc.). These meetings are held quarterly.</p>
Connecticut	<p>Connecticut does not have any formal meetings for supervisors; however, local offices have informal groups that meet with some regularly.</p>
DC	<p>Supervisors in DC have an informal peer support network. The network helps to facilitate supervisors speaking with one another for advice and guidance on problem cases.</p>
Delaware	<p>Supervisors are required to attend quarterly regional meetings and regular statewide meetings which are held for each of Delaware’s Department of Services for Children, Youth and their Families divisions. There are also</p>



	<p>Investigation and Treatment Workgroups that are compromised primarily of supervisors.</p> <p>The Child Protection Accountability Commission (CPAC) offers a child welfare conference in Dover each year. The CPAC is an independent agency made up of professionals in the field that acts as an advocate for child welfare in Delaware. The conference hosts a number of different presenters and emphasizes cutting edge topics in child welfare. Supervisors can elect to attend this conference.</p>
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 Summit serve as opportunities to meet and network.</p> <p>Florida's annual statewide Dependency Summit is an opportunity for child welfare professionals to share best practices and continue the advancement of child welfare practice in Florida. Approximately 2,200 professionals attend each year. The event is structured to allow for multidisciplinary workshops, meetings by profession and planning sessions for local child welfare representatives. The Center for Advancement of Child Welfare Practice keeps an online database of videos and materials from each summit.</p> <p>2010 Dependency Summit Videos and Materials Child Welfare Professional Development Training Series</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>Supervisor Summits are held bi-annually in Georgia. These are organized regionally and provide an opportunity for supervisors to meet, collaborate and receive training, if needed.</p>
Idaho	<p>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>



Indiana	<p>There are annual two-day meetings held in Indianapolis that are mandatory for supervisors. Topics are determined by supervisors and staff, and obtained via a survey distributed using SurveyMonkey. A committee is formed to review the survey results and make a plan for each conference.</p> <p>Sample Agenda for Annual Conference</p>
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>
Louisiana	<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>
Maine	<p>A statewide meeting for supervisors is organized every other month. This is an opportunity for supervisors to receive updates on policy and procedures from the State, as well as a chance to support one another.</p>
Maryland	<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>
Massachusetts	<p>Massachusetts hosts an annual Supervisor Best Practice Forum. This meeting typically serves as the kick-off party for the next Supervisor Professional Development Program cohort. The meeting also provides an opportunity for supervisors to network and discuss best practices.</p>
Michigan	<p>The Office of Professional Development facilitates a Leader Connection network. Child welfare supervisors have a group within the network; however, it is not utilized regularly. CWTI is interested in developing a social</p>



	network for supervisors, possibly in conjunction with the new Clinical Supervision Training Series.
Minnesota	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.
Missouri	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.
New Hampshire	<p>New Hampshire’s Division for Children, Youth and Families hosts an annual one-day conference. Typically, workshops for supervisors are held during this conference. Several other conferences available to supervisors include the Attorney General’s Conference, Casey Family Services Diversity Conference and the Substance Abuse Conference.</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>The Organizational Learning Council is a statewide group that works with DCYF training contractors, community providers/stakeholders, youth and parents, and a few supervisors, to advise on the training needs of supervisors and staff. The council is comprised of five subgroups: technology, training evaluations, curriculum development, trainers and needs assessments. Quarterly meetings are held.</p>
New York	OCFS Regional Offices convene regular meetings for supervisors to discuss issues, identify needs and share innovations across the districts. As part of the Regional Office’s Northeast and Caribbean Child Welfare Implementation Center project, a peer network was piloted with supervisors of family assessment response (FAR) units. Additional peer networks for all levels of supervisors are planned for the future, as is a coaching program for supervisors. OCFS also supports a training and coaching project in 14



	<p>districts on delivering casework through a Teaming model. Supervisors receive training on using group supervision.</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 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>Statewide supervisor meetings are held on a quarterly basis. During these meetings, supervisors work with the Training Center Director to discuss training areas they would like to focus on in the future. The Training Center often provides a training opportunity at one of the four meetings each year.</p> <p>Regional supervisors also meet with one another on a regular basis. These meetings include regional supervisors, caseworker supervisors, and caseworkers. Regional trainings often take place at these meetings. Additionally, the meetings provide an opportunity for sharing policy updates and troubleshooting.</p> <p>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>



<p>Ohio</p>	<p>The Annual Public Child Welfare Association of Ohio (PCSAO) Conference is available to all supervisors and managers, as well as other child welfare staff. The conference provides workshops, trainings and networking opportunities. OCWTP is considering hosting a Supervisor Reception at the 2011 conference to recognize supervisors and the important role they play in the child welfare system.</p> <p>For the past four to five years, two regions in Ohio have offered annual conferences for their supervisors. These conferences are designed primarily for supervisors within the training region; however, supervisors from other regions may attend.</p> <p>OCWTP has a Supervisor CORE work team whose primary responsibility has been to provide consultation regarding the Supervisor CORE curriculum. Currently, this group is focused on better understanding the needs of Ohio's child welfare supervisors. To help accomplish this goal, the group has added nine active supervisors from around the State to provide information on issues that need training attention, as well as provide ideas for better supervisory supports.</p>
<p>Oklahoma</p>	<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>Oregon</p>	<p>A two-day Statewide Supervisory Conference was hosted by Oregon's DHS this year, which they hope to continue in subsequent years. Several partnership trainers attended and provided trainings on various topics. Prior to the conference, a survey was disseminated to collect information on topics supervisors were interested in discussing.</p> <p>Quarterly meetings are held in five different locations for supervisors. Quarterlies are mandatory for supervisors and are periodically combined</p>



	<p>with the child welfare managers' meeting. Historically, meetings have been administrative in nature; however, the partnership is now working to develop a training component for each meeting. These trainings are being designed to build on the pre-service supervisory training.</p> <p>The partnership's Supervisory Instructor, Dan Garris, attends some of the quarterly meetings to gather input on the training needs of supervisors. The partnership works hard to create a relationship with supervisors in order to encourage open communication between the two. Supervisors are polled at the end of the pre-service training to gather information about additional training needs.</p>
Pennsylvania	Supervisors hold quarterly practice sessions to discuss new initiatives, brainstorm, share resources and network. These are held at six to eight locations around the State. Supervisors are surveyed prior to the meetings to ensure that the session addresses their training needs.
Rhode Island	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).
Vermont	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. District and Intake/Investigation Unit supervisors also meet with each other on a regular basis. Additionally, reflective supervision groups have formed and meet on a regular basis. These meetings serve as an opportunity to reflect on one's practice and learn from one another. One of the goals of the strategic plan is to evaluate whether this supervisory support system is meeting needs, or if it should be updated.
Virginia	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.



Washington	Management meetings of regional administrators, area administrators and supervisors are held regularly. This is an opportunity for supervisors to network with one another.
Wisconsin	<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.



Resources for Supervisors

STATE	State Resources for Child Welfare Supervisors
Arizona	Arizona has recently developed a Retention Toolkit for Supervisors, and recently updated their Field Training Manual for Supervisors.
California	Southern Regional Training Academy developed a Transfer of Learning Tool to assist supervisors in helping their new child welfare workers following completion of their Core training.
Florida	Florida's Center for the Advancement of Child Welfare Practice maintains a website of resources for child welfare supervisors. Center for the Advancement of Child Welfare Practice's Supervisor Resources Website
Georgia	Georgia provides a Supervision Manual which explains the steps necessary to obtain the Supervisor certification, as well as information about all required trainings. Supervisor Certification & Training Manual
Idaho	Idaho offers an online newsletter for supervisors called, Ideals in Practice. The newsletter provides links to useful articles, information about supervision-specific topics, as well as discussion questions for supervisors to use with their staff. October 2010 - Supervision Newsletter June 2009 - Supervision Newsletter Idaho also plans to create a Supervisor Resource section on their statewide shared drive.
Iowa	The Improving Recruitment and Retention in Public Child Welfare Project 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: <ul style="list-style-type: none"> • 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



	<p>additional resources for worker education within the team and to decide whether to address education needs through individual or group methods.</p> <ul style="list-style-type: none"> • 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. <p>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>
New York	<p>New York's Office of Children and Family Services (OCFS) has developed a Guide to Common CORE Practice Manual to help supervisors prepare their caseworkers for the job and to assist them in overseeing the caseworker’s pre-service training. The State also provides a Supervisors’ Guide to Assessing Practice, which teaches supervisors how to improve casework practice by providing better feedback to their caseworkers.</p>
North Carolina	<p>North Carolina, in collaboration with the Jordan Institute, publishes several newsletters for their child welfare staff and supervisors:</p> <p>Fostering Perspectives: provides insightful articles, poetry, and information for and by foster and adoptive families. A special section called "Kids' Pages" displays the talents of North Carolina's foster children. Fostering Perspectives is published twice a year.</p> <p>Children's Services Practice Notes: provides information on current research, recommended practices, and initiatives for child welfare workers in North Carolina. This is published four times a year.</p> <ul style="list-style-type: none"> • Sample Practice Notes Newsletter <p>Training Matters: provides information on the training offered by the N.C. Division of Social Services for North Carolina's child welfare professionals. Training Matters is published four times a year.</p>



	<ul style="list-style-type: none"> • Sample Training Matters Newsletter <p>MRS!: provides key information to county departments of social services as they put into practice the strategies and principles of the Multiple Response System (MRS), North Carolina’s ongoing child welfare system reform effort. The MRS! is published quarterly.</p> <p>Some supervisors will use the Children’s Service Practice Notes newsletter to train their staff.</p>
Ohio	<p>OCWTP completed a survey in 2010 regarding supervisors’ interest in receiving a newsletter specific to supervision. Having received a positive response, OCWTP began offering the newsletter in February 2011. The newsletter includes a section on transfer of learning on a specific topic, a spotlight on promising practices, and recognition of a supervisor who has been doing outstanding work.</p> <p>Ohio also maintains a website which provides resources and activities to help prepare new supervisors.</p> <p>Supervisor Readiness Resources & Activities</p>
Oregon	<p>Oregon’s training 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>
Washington	<p>The State provides a Supervisor Academy Resource Manual which gives an overview of the training topics, as well as useful information for supervisors as they settle in to their new roles. Washington plans to revise the Supervisor Academy materials and curriculum. This will be completed once funding is available to do so.</p> <p>Supervisor Academy Welcome Packet Sample Session Outline for Supervisor Academy</p>
Wyoming	<p>Wyoming’s Program Improvement Plan group is working to update the State’s manual for supervisors as the current manual is out-of-date.</p>



III. Supervisor Training and Support by State

Through the Supervisor Training Project, NRCOI Staff collected a great deal of information regarding what States have in place to train and support their child welfare supervisors. In addition to the preceding information organized by topic area, summaries have been created for each of the 33 participating States. All the information they shared with the NRCOI is included in these summaries. Select a State from the list below to go directly to its summary.

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Alaska

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January 19, 2011

Supervisor Requirements

In order to become a supervisor in Alaska, one must have a minimum of three years experience as a child welfare caseworker. There are currently no ongoing requirements.

Pre-service Training

In the beginning of 2010, it became mandatory for all new supervisors to complete Alaska's Supervisory Training Parts I & II. At that time, all supervisors, regardless of tenure, were required to attend the training. The training is now being offered once annually to new supervisors. It is child welfare specific and was adapted from the Butler Institute's curriculum, Putting the Pieces Together and Michigan State University's workbook series, Staff Retention in Child and Family Services. Part I consists of two modules and is trained over three days; Part II consists of two modules and is trained over two and a half days. The Director of the Training Academy co-trains this curriculum with a staff trainer in Anchorage.

[Supervisor Training Parts I & II Summary](#)

[Supervisor Training: Putting the Pieces Together](#)

Ongoing Training

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. Recently, trainings have been designed to address Alaska's Program Improvement Plan.

Professional Development

There is no formal system for completing training needs assessments in Alaska; however, the Office of Children's Services did complete a statewide training survey of all child welfare staff one year ago.

Partnerships

Alaska plans to strengthen relationships between the Training Academy and the University of Alaska, as well as include tribal partners in future trainings. Tribal partners will attend the Supervisory Training the next time it is offered.



Additional Information

A strategic plan for supervisors was developed for Alaska with the help of the National Child Welfare Resource Center for Organizational Improvement. The plan has not been implemented yet; however, the State intends to refocus efforts on implementation after completion of their PIP.



Arizona

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February 1, 2011

Supervisor Requirements

In order to become a supervisor in Arizona, one must hold a Bachelor's degree, preferably in child welfare or a related field. Supervisors must also have previous experience in child welfare; the required number of years varies. After assuming the new position, all supervisors must complete a minimum of 24 hours of continuing education/training per year.

Pre-service Training

Arizona conducts a pre-service Supervisor Core training for all new supervisors. This training is mandatory and must be completed within one year of assuming the position as supervisor. All Supervisor Core courses are competency-based. The first section of core consists of four level-one courses, trained every two months by Arizona State University. Each course is two days and trained in the classroom:

1. Supervision 411: A basic introduction to supervision
2. Electronic Information Systems: Teaches the SACWIS system and Dashboard
3. Legal and Policy for Supervisors
4. Supervising the Child Safety Assessment and Strength and Risk Assessment and Case Plan Process: This course addresses clinical supervision of the automated process that helps workers complete a comprehensive assessment of families.

The second section of core consists of four advanced-level courses, co-trained every six months by the Child Welfare Training Institute's (CWTI) Supervisor Training Coordinator and an Assistant Program Manager (APM). APMs are responsible for supervising and mentoring supervisors in the State. Each course is two days and trained in the classroom. The first three of these courses were adapted from Colorado's "Putting the Pieces Together" supervision training:

1. Administrative Supervision
2. Educational Supervision
3. Supportive Supervision
4. Clinical Supervision in Child Welfare: The curriculum for this course was created through ASU's project, [Strengths Based Supervision, A Child Welfare Supervision Training Project](#).



Following completion of core training, CWTI staff is available (by request) to travel to regions and assist supervisors with application of the training materials. Additionally, a Supervisor Core Advisory Committee meets several times annually to discuss potential training topics needed by supervisors.

Additionally, the Department of Economic Security (the umbrella organization for the Department of Children, Youth and Families), requires that all DES supervisors complete 11 online courses. These courses are not child welfare specific. CWTI has begun reviewing DES curricula to ensure that materials are not being repeated in CWTI's trainings. The DES trainings are theoretical in nature, while Supervisor Core is focused on the application of skills specific to child welfare supervision.

Ongoing Training

Arizona has recently begun a new program for supervisors and 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 3 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.

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.

Professional Development

Numerous courses are available through CWTI to all child welfare workers, though none currently are specific to supervision. Many of these courses are available online. IV-E funding is available for those interested in pursuing a Master's degree in social work. Arizona is currently considering the possibility of adding a part-time MSW program.

Arizona holds an annual Supervision Conference. Each conference offers a keynote speaker, workshops and an opportunity for networking. Continuation of this conference may be compromised by budget-restraints in future years.

Training needs assessments are sent to all child welfare workers on an annual basis. Results are consulted when considering the development of new trainings. Additionally, professional development plans are used as part of the performance evaluation process.



Supervisor Supports

Arizona has recently developed a Retention Toolkit for Supervisors, and recently updated their Field Training Manual for Supervisors.

Regional leadership meetings are held on a monthly basis. This is an opportunity for supervisors to network and discuss cases with one another.

Partnerships

Arizona has partnered with both Arizona State University and Casey Family Services regarding training for supervisors.



California

Interview with Christine Mattos, Training Support Manager, California Department of Social Services

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July 21, 2011

California's county-administered child welfare system utilizes a State-coordinated regional approach to training. The California Department of Social Services (CDSS) contracts with four university-based Regional Training Academies (RTAs) across the State ([Northern](#), [Central](#), [Southern](#), and [Bay Area](#)). Los Angeles County contracts with the [Inter-University Consortium](#) (IUC) within Los Angeles to provide training for child welfare staff and managers.

Supervisor Requirements

Requirements for education and experience are determined by the counties. State regulations require that 100% of supervisors in Emergency Response and Family Maintenance programs possess an MSW or equivalent degree, and that other staff in those program areas possess a BSW or equivalent degree. Supervisors' education level varies from region to region, with rural regions experiencing more difficulty in recruiting MSW-educated staff.

There are no licensure requirements for child welfare supervisors. State training regulations require that all supervisors complete the Supervisor Core within the first 12 months of assuming their supervisory position, and 40 training hours every two years following that 12 month period.

Pre-service Training

All supervisors must complete the Supervisor Core Curriculum within 12 months of assuming a supervisory position. This training is child welfare specific; though some counties now request that supervisors in other program areas also attend the training (e.g. eligibility staff, other human services staff). The statewide [Supervisor Core content](#) is systematically updated and publicly available.

Each Regional Training Academy and the Inter-University Consortium provide this training, tailoring and supplementing it to meet their regional needs. Information and topics from the regions are available here:



- [Northern RTA](#)
- [Bay Area RTA](#)
- [Central RTA](#)
- [Southern RTA](#)

The written curriculum for Los Angeles/IUC is available by request:

<http://iuc.sppsr.ucla.edu/iucmain/>. This 15-day Supervisor Core training program meets the requirements of the California Supervisor Core. Curriculum modules include:

- Managing within a Child and Family Service System: Leadership, Administration and Performance Improvement and Fiscal Essentials (2 days)
- Child Welfare Policy and Practice for Supervisors and Applying Evidence Based Practice in the Unit (1 day)
- Managing Work through Other People: Educational and Supportive Supervision (3 days)
- Developing Teams and Managing Performance (2 days)
- Structured Decision Making (SDM) Implementation in the Unit to Achieve Outcome Measures and Outcome-Based Management (1 day)
- Casework Supervision (2 days)
- SDM Case Review Tool Training for supervisors: Monitoring SDM in the Unit (1 day)
- Personnel Issues and Performance Evaluations (2 days)
- Transfer of Learning: The Supervisor's Role in Developing Staff (1 day)

The various RTA/IUC curricula provide information on administrative and managerial skills, including progressive discipline and how to work with your own manager, stakeholders and employees. Counties may provide training specific to these topics as well. The Supervisor Core and various RTA/IUC curricula also cover clinical and casework supervision skills, including a process by which supervisors identify what should be monitored and how to monitor worker performance and outcomes. All curricula have learning objectives and are linked to competencies.

The number of hours and days of training varies by region. Generally, the training is offered in the classroom, though some regions provide virtual content and support as well. Trainings are available at multiple locations around the State and within each region. Each region determines the best site for delivery of training based on their counties' needs. A combination of university staff and contracted trainers are used to train Supervisor Core.

Ongoing Training

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 RTAs/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.

Central RTA:

Advanced Leadership Development Program for Supervisors (ALDS Program) is an 11-month program offered to all county supervisors. Both classroom training and Transfer of Learning Lab are included. Supervisors and their managers participate in order to foster management support of supervisor learning. This program also includes a seminar called “So you think you want to be a manager” for those interested in possibly advancing to a management position. 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

Professional Development

Numerous training and professional development opportunities are offered by the counties and RTAs/IUC of California. Generally, professional development opportunities are aimed at supporting supervisors in applying the skills they learn in Core and ongoing training. Training materials are typically available and can be shared by the regions. Following are several examples:

- Central Academy has a Field Based Trainer Program (FBT). FBTs employed by the RTA work with child welfare supervisors on an ongoing basis to provide mentoring in the day to day work of being a supervisor as well as for professional development. FBTs attend Supervisor Core training to provide support, and then facilitate mastery of the



competencies taught in Core. An FBT manual has been created that describes the program, including the role of FBT in working with supervisors. FBT is also being explored by other regions.

[Field-Based Trainer Handbook](#)

[Field-Based Trainer Handbook Appendix](#)

[Field-Based Trainer Handbook Tools](#)

- Central RTA also has the [SPIN Project](#). SPIN USA is based out of Massachusetts, and has created a program to assist supervisors in skill development. Unit meetings and individual supervision sessions are videotaped, and certified SPIN instructors provide six to eight months of ongoing coaching and guidance to improve supervisory practice skills.
- Southern RTA is developing two eLearning modules for supervisors in fiscal year 11/12.
- Bay Area RTA offers quarterly transfer of learning (TOL) sessions for supervisors who have completed Supervisor Core. These sessions, facilitated by a Supervisor Core trainer, provide ongoing support for applying skills learned during the Core training.
- Northern RTA offers New Tools for Supervisor Excellence (discussed in the Ongoing Training section).

At the State level, the [California's Outcomes and Accountability System](#) systematically examines outcomes and identifies strategies (including training) to address needs. The RTAs/IUC participate in this process with the counties and the California Department of Social Services (CDSS), and regional and statewide training needs are systematically identified for supervisors as well as other staff.

At the county level, supervisors' training needs are assessed on an ongoing basis by their managers, utilizing performance evaluation processes that are unique to each county. Individual needs assessments are used to guide supervisors in choosing which training they will complete as part of their ongoing training requirements. The RTAs/IUC assist with this by teaching about the importance for ongoing training as part of supervisor and manager core. Additional supports are also provided. Central RTA's FBT program, for example, provides support for supervisors to develop action plans with their managers for training and professional development.

The use of formal professional development plans varies by county.

Supervisor Supports and Partnerships

Counties have various opportunities for supervisors to meet together, and these vary according to county structure and size.



- 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. Central RTA had a similar program, but is reorganizing it to be part of the Advanced Leadership Development Program for Supervisors (ALDS).
- 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.

Southern RTA developed a [Transfer of Learning Tool](#) to assist supervisors in helping their new child welfare workers following completion of their Core training.

As noted above, California's statewide training system consists of multiple regional and statewide university partnerships. The Resource Center for Family-Focused Practice (RCFFP) at the University of California, Davis also provides specialized training for county staff, including supervisors. California Department of Social Services (CDSS), California Social Work Education Center (CalSWEC), and the RTAs/IUC also work with several foundations on an ongoing basis.

Additional Information

The statewide training system is generally working to expand its ability to build skills of supervisors to reinforce learning for their assigned staff, via field training and casework supervision. Central RTA continues to deliver its FBT model to supervisors, and Northern RTA has expanded its ability to coach supervisors and provide ongoing support. Southern RTA is piloting methods to assess whether changes in behavior in the workplace occur as a result of Manager and Supervisor Core training. Los Angeles is also working on developing capacity for supervisory coaching in all 18 of its regional offices.



Colorado

Interview with Art Atwell, Director, Workforce Development Services, Colorado DHS

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January 19, 2011

Supervisor Requirements

To become a supervisor in Colorado, one must have a Bachelor's Degree in one of the human behavioral sciences and three years of previous experience in child welfare. Applicants with a Master's degree need only two years of prior experience. All supervisors must be certified by the Training Academy. Certification is awarded when all hiring requirements have been met and pre-service training has been completed.

All supervisors must 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.

Pre-service Training

Colorado requires that all supervisors complete the Supervisor CORE training prior to assuming their duties. The training begins with three days of classroom instruction, followed by four weeks of on-the-job training. Once all OTJ activities have been completed, supervisors return to the classroom for seven additional days of training. Regional training specialists meet with participants and their supervisors three times throughout the training (pre-training, midway, and post-training for assessment). These meetings are an opportunity to ask questions, receive guidance, and discuss future goals and training needs. Pre and post tests are administered to all participants.

Ongoing Training

The Colorado Child Welfare Training Academy (CWTA) contracts with the Butler Institute for Families to provide 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 Supervisor Core Training - 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. Colorado is in the process of creating pre and post tests for all courses and trainings.

CWTA, in conjunction with the Butler Institute for Families, is in the process of developing several new courses for supervisors, including: Using Solution-Focused and Motivational Interviewing; Reflective Case Consultation and Clinical Supervision; and Strength-Based Supervision.

Professional Development

Colorado will be implementing the National Child Welfare Workforce Institute’s Leadership Academy for Supervisors in 2011. The State has also partnered with Metropolitan State College and University of Denver to offer a Master’s degree in social work for caseworkers and supervisors.



Supervisor Supports

Supervisor networking groups are facilitated by the State's Child Welfare program. Groups are organized by type of supervisor (i.e. Adoption, Intake, etc.). These meetings are held quarterly.

Colorado does not use training needs assessments; however, they have a Training Evaluation Task Force which is responsible for reviewing the relevancy and frequency of all trainings. Several supervisors are members of the task force.

Partnerships

Colorado partners with the American Humane Association to provide supervisor pre-service training and with the Butler Institute to provide all in-service supervision courses.



Connecticut

Interview with Jodi Hill-Lilly, Director, Department of Children and Families Training Academy

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January 11, 2011

Supervisor Requirements

In order to become a supervisor in Connecticut, one must pass a written exam which evaluates the candidate's experience. Connecticut prefers that all supervisors have two-three years of previous experience and hold a Master's degree in social work or a related field. After assuming the position, all supervisors must complete a minimum of 30 hours of in-service training each year.

Pre-service Training

Connecticut uses a modified version of Marsha Salus' pre-service training curriculum that they've tailored to be specific to child welfare within their State. This training for supervisors is based on Kadushin's model of social work supervision. Supervisors are required to complete this training within 12 months of assuming their position. This training is typically offered two-three times per year, though availability is dependent on the annual budget. Currently, the training is classroom-based. The Training Academy hopes to provide online access to the training in the future.

Ongoing Training

The Training Academy offers Advanced Supervisory Courses. These courses are competency-based and can be taken to satisfy a supervisor's annual training requirement.

Professional Development

Connecticut offers an internship program for qualified child welfare workers who are interested in pursuing a degree. The Master of Social Work Field Education Program allows supervisors to complete their field placement at their current agency, rather than having to travel to a new location. Supervisors are assigned a consultant who oversees their fieldwork and helps to develop the supervisor's clinical skills using cases already present in his/her agency.

Supervisor Supports

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.



Connecticut does not have any formal meetings for supervisors; however, local offices have informal groups that meet regularly.

Partnerships

Connecticut has partnered with the following entities regarding training for supervisors: Fordham University; University of Connecticut; South Carolina State University; and the Child Welfare Strategy Group.



Delaware

Interview with Robert Challenger, Team Leader, Professional Development Center

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January 21, 2011

Supervisor Requirements

Delaware does not have state mandated requirements for child welfare supervisors. Delaware's Department of Services for Children, Youth and their Families (DSCYF) is comprised of three divisions and each department makes hiring decisions independently:

- Division of Family Services: child protection, adoption, foster care, child care licensing
- Division of Youth Rehabilitative Services: juvenile justice
- Division of Prevention and Behavioral Health Services: child mental health, substance abuse, prevention and early intervention services.

Pre-service Training

Delaware has elected not to use supervisory training geared toward any one specific discipline, and requires that all DSCYF supervisors complete the same Supervisor Training Program. The Supervisor Training Program is competency-based and includes eight required courses and six optional courses, which are recommended for those moving from direct service to supervision. The courses are trained by the Office of Management and Budget Human Resource Management Training Unit:

Required courses:

- HR Basics (online)
- Diversity – Food for thought (1/2 day)
- Genuine Leadership: The Basic Principles of Leadership: Building Trust Under Pressure (1/2 day)
- Genuine Leadership: Providing Constructive Feedback (1/2 day)
- Genuine Leadership: Developing Others (1/2 day)
- Genuine Leadership: Correcting Performance Problems (1/2 day)
- Recognizing Positive Results (1/2 day)
- Performance Planning, Review and Professional Development Planning (1/2 day)

Electives:

- Put it in Writing (3 days)
- Workplace Communication / Active Listening (1 day)
- Conflict Resolution (1 day)



- Effective Presentation Skills (1 day)
- Principles of Quality (2 days)
- Supervisor as Trainer (1 day)
- Facilitation Skills (1 day)
- Managing Generational Differences (1 day)
- Personal Profile / Behavioral Styles (1 day)
- Knowledge Transfer (1 day)
- Human Side of Management (3 days)
- Supervisory Orientation (2 days)
- Using EAP as a Performance Improvement Resource (1 day)
- Coaching and Counseling (1 day)
- Emotional Intelligence (1 day)
- Knowing your State Government (online)

In addition to the Supervisor Training Program, supervisors and workers in the child protection field are required to complete a series of core training requirements related specifically to child protection. If a supervisor moves from another division into CPS, he/she must take these required core trainings. These courses (ten total) are trained over a four-five month period.

[Delaware's Supervisor Training Program Course Descriptions](#)
[Supervisor Training Program Competencies](#)

Professional Development

The Child Protection Accountability Commission (CPAC) offers a child welfare conference in Dover each year. The CPAC is an independent agency made up of professionals in the field that acts as an advocate for child welfare in Delaware. The conference hosts a number of different presenters and emphasizes cutting edge topics in child welfare. Supervisors can elect to attend this conference.

Delaware uses informal needs assessments to measure the training needs of supervisors. Additionally, professional development plans are used for supervisors and reviewed on an annual basis.

Supervisor Supports

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.

Additional Information

Delaware plans to examine its training program for supervisors within the upcoming year.



District of Columbia

Interview with Gillian Berry, Training Program Manager

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January 10, 2011

Supervisor Requirements

In order to become a supervisor in the District of Columbia (DC), one must have a Master's Degree in social work and hold a current license in social work. The Licensing Board requires 40 hours of training per year (including six hours of ethics training) to maintain licensure. The State requires 24 hours of training annually for child welfare staff. Training hours to satisfy the State and Training Board requirements are transferrable between the two.

Pre-service Training

DC contracts with Marsha Salus to train the course "Mastering the Art of Child Welfare Supervision." Supervisors are required to complete this training within eight months of assuming the position. The six module course is competency-based and is trained in the classroom, eleven days over a six month period:

- Module 1: Effective Leadership: Making the Transition From Social Worker to Supervisor (2 days)
- Module 2: Achieving Excellence In Staff Performance (2 days)
- Module 3: Building a Cohesive Work Group (2 days)
- Module 4: Promoting the Growth and Development of Staff (2 days)
- Module 5: Case Consultation and Supervision (2 days)
- Module 6: Managing Effectively in the Organization (1 day)

Ongoing Training

DC's new training academy has Tier IV level courses for supervisors. Most of these courses cover administrative skills and responsibilities. The Mentoring and Coaching course encourages clinical development of supervisors' staff. The Strategies for Integrating CFSA's Practice Model and Delivery course is designed to assist supervisors in developing integration skills.

Professional Development

DC is working on a mandate that would require all supervisors to complete the classroom portion of the caseworker pre-service training curriculum. The training is 12 full days and will be taken alongside caseworkers. Participation in this training will better prepare supervisors to oversee the day-to-day responsibilities of their staff. Additionally, general supervisory trainings are offered annually through the State office.



Supervisor Supports

Supervisors in DC have an informal peer support network. The network helps to facilitate supervisors speaking with one another for advice and guidance on problem cases.

Additional Information

As with many states, DC has struggled to meet training needs while operating under a limited budget. DC plans to improve their supervisory training and support system and aims to foster new relationships with universities and other organizations interested in partnering for training opportunities.



Florida

Interview with Matthew Claps, Chief of Practice and Training, Department of Children and Families

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February 9, 2011

Supervisor Requirements

Pursuant to Florida's administrative code 65c-33, all supervisors must hold a degree in one of the human services fields and be certified. The requirement for prior years of experience is variable. Case Management in Florida is fully privatized, thus there are 20 contracted agencies around the state. The requirements for privately contracted supervisors vary; however, all must meet the certification requirements rule.

All supervisors must complete a minimum of 48 hours of ongoing training during the three-year period that their state certification is valid. Once the certification is renewed, a new three-year period with an additional 48 hours of required training will begin.

Pre-service Training

Florida requires that all supervisors complete the pre-service Supervising for Excellence training within one year of assuming the position. Supervising for Excellence offers participants an opportunity to learn the skills and information necessary to transition into effective leaders in their new supervisory roles. Participants will learn how to identify their leadership styles, build an effective work team, give constructive feedback, and steer their team's work toward the goals and outcomes necessary in order to ensure the safety, permanence, and well-being of children in Florida. The curriculum was re-written within the last two years and was designed by subject matter experts, administrators and supervisors. The course is taught in nine modules over a three-week period. The training takes place in a classroom and is trained by contracted service agency trainers and law enforcement officials:

- Part One: Self as Supervisors
- Part Two: Building a Highly Functional Team
- Part Three: Supervisor as the Critical Link

The [Child Welfare Training Academy](#) at the University of South Florida (USF) is responsible for providing a Train the Trainer program for trainers of the Supervising for Excellence curriculum.

Florida has also added a Mentoring through Qualitative Discussions training for supervisors. This training teaches supervisors how to facilitate monthly/quarterly mentoring discussions. This training is part of the statewide QA framework and has now been woven into the Supervising for Excellence curriculum.



[Supervising for Excellence Training Curriculum](#) (Includes Participant Guides, Trainer Guides, and PowerPoint slides)

Mentoring through Qualitative Discussion Training:

[Train the Trainer Videos \(Parts I, II, and III\)](#)

[Participant Guide](#)

[Trainer Guide](#)

[PowerPoint Slides](#)

Ongoing Training

As noted previously, much of Florida's case management has been outsourced to private agencies. 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. The Training Consortium at University of South Florida can be hired by private providers or by the Department on an as-needed basis. They offer both pre-service and professional development training. Additionally, imPACT at USF also has training opportunities for child welfare staff.

Florida's Center for the Advancement of Child Welfare Practice 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.

[Click here to access the training videos database!](#)

Professional Development

Florida partners with seven schools in the School of Social Work consortium and provides IV-E funding for those interested in pursuing a Bachelor's or Master's degree in social work.

Florida's annual statewide Dependency Summit is an opportunity for child welfare professionals to share best practices and continue the advancement of child welfare practice in Florida. Approximately 2,200 professionals attend each year. The event is structured to allow for multidisciplinary workshops, meetings by profession and planning sessions for local child welfare representatives. The Center for Advancement of Child Welfare Practice keeps an online database of videos and materials from each summit.

[2010 Dependency Summit Videos and Materials](#)

[Child Welfare Professional Development Training Series](#)



Currently, training needs assessments and professional development plans are not utilized at the state level in Florida.

Supervisor Supports

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 Summit serve as opportunities to meet and network.

[Click here for Florida's Supervisor Training Resources](#)

Partnerships

Florida has partnered with Casey Family Programs to provide trainings over the past few years. This partnership has primarily focused on Florida's family-centered practice initiative.



Georgia

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

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January 5, 2011

Supervisor Requirements

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

Pre-service Training

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

Following are course descriptions of each training series component:

- **Family Centered Case Practice for Administrators and Supervisors:**
This course is designed to provide management's approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are seven standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of Services; Information Systems; Agency Coordination within the Community and Quality Assurance.
- **Results Oriented Management (ROM) Online Training:**
This course designed by the University of Kansas School Of Social Welfare, provides information on outcome measurement in child welfare, and provides practical approaches to the three major factors that affect the usage of data: Effective management reports; essential skills in interpreting data and taking management action and how to develop a results-oriented organizational culture.



- **Putting the Pieces Together Classroom:**

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

- **Skill Building/Mentoring:**

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

[Skill Building: Administrative Supervision](#)

[Skill Building: Educational Supervision](#)

[Skill Building: Supportive Supervision](#)

[Skill Building: Classroom Preparation](#)

[Skill Building: Mentor Documentation](#)

[Mentor Workbook](#)

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

- **Day to Day Supervision with GA SHINES:**

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

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



Ongoing Training

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

Additionally, trainings are developed for supervisors and caseworkers when the State implements new policies and/or procedures.

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

[Sample PEAS and KAROTS Curriculum Module](#)
[Visit the PEAS and KAROTS Website](#)

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

Professional Development

Recently, Georgia partnered with the Butler Institute to pilot Learning Circles for their supervisors. In order to participate, a supervisor must have completed the Putting the Pieces Together training. This has helped to incent participation in the training for veteran supervisors. At present, Georgia has six active circles, with an average of 12 supervisors in each. The State plans to split circles as they gain in popularity. ETS is in the process of creating a website for learning circles which will provide online access to those who live far from meeting locations. The goal is to make the learning circles self-sustaining, so that the State can eventually remove itself from facilitation responsibilities.

[Learning Circle Competencies](#)
[Learning Circle Goals and Objectives](#)
[Learning Circle Principles](#)

Currently, Georgia is using Individual Training Needs Assessments (ITNAs) for their caseworkers. The ITNAs have been adapted from Ohio and tailored to fit Georgia's needs. ITNAs for supervisors are now under development. During the ITNA, supervisors will work with their worker to identify weaknesses and make a training plan for the upcoming year. The ITNA is then included in the worker's Performance Management Plan.



Supervisor Summits are held bi-annually in Georgia. These are organized regionally and provide an opportunity for supervisors to meet, collaborate and receive training, if needed.

Supervisor Supports and Partnerships

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

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

Additional Information

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



Interview with Shirley Alexander, Child Welfare Program Manager

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January 11, 2011

Supervisor Requirements

In order to become a supervisor in Idaho, one must have a Bachelor's Degree and a minimum of three years prior experience in child welfare. Additionally, all supervisors must have a current license in social work.

All supervisors are required to complete a minimum of 20 continuing education credits per year. Every four years, supervisors must complete four continuing education credits in ethics.

Pre-service Training

Idaho requires a three-day pre-service training for supervisors called "What's Good for Families is Good for Workers". This curriculum was developed by North Carolina. The program is offered twice annually at Idaho's Training Center and is ideally completed by new supervisors within six months of assuming their position. Idaho has been using a Train the Trainer program to produce new trainers for this curriculum. The curriculum teaches clinical skills and focuses on the use of a family-centered practice methodology.

Additionally, The State of Idaho's Department of Human Resources requires that all supervisors complete the Supervisor Training and Resources Program (STAR). This program includes six courses focused on administrative duties, including: Applied Leadership, Crucial Conversations and Orientation to Supervision. This training is not child welfare-specific.

Ongoing Training

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. 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.

Professional Development

Social Worker (SW) IIIs who have demonstrated excellence in their position and have shown interest in further developing their skills are provided the opportunity to shadow a supervisor. Often, if the supervisor is out of the office, the SW III will perform the supervisor's duties. During this period some SW IIIs complete the pre-service training in preparation of applying for a supervisory position.



A Certified Management Program is available for supervisors through the State of Idaho Department of Human Resources. The program is completed over a 24-36 month period and includes five modules with seven competencies unique to public management. This program is not child welfare-specific.

Training needs of supervisors are identified during Quality Assurance reviews. Additionally, the Child Welfare Sub-Committee, made up of regional chiefs who supervise child welfare supervisors, are polled on the training needs of supervisors each year.

Supervisor Supports

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.

Additionally, Idaho offers an online newsletter for supervisors called, *Ideals in Practice*. The newsletter provides links to useful articles, information about supervision-specific topics, as well as discussion questions for supervisors to use with their staff.

[October 2010 Newsletter](#)

[June 2009 Newsletter](#)

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.

Partnerships

The Idaho Child Welfare Research and Training Center (ICWRTC) is a partnership between the [Idaho Department of Health and Welfare](#) Division of Family and Community Services (FACS), [Eastern Washington University School of Social Work](#), and the following university partners:

- Boise State University Child Welfare Center
- Idaho State University Department of Sociology
- Social Work and Criminal Justice
- Lewis-Clark State College Social Work Program
- Northwest Nazarene University Department of Social Work
- College of Southern Idaho Department of Social Science
- North Idaho College Social Science Division

Idaho has also worked with Casey Family Programs on several training initiatives.



Additional Information

Idaho plans to create a Supervisor Resource section on their statewide shared drive. Additionally, the State is interested in developing their videoconferencing technologies, in order to lower the cost of facilitating trainings.



Indiana

Interview with MB Lippold, Deputy Director of Staff Development

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January 7, 2011

Supervisor Requirements

In order to become a Family Case Manager (FCM) in Indiana, one must have a Bachelor's Degree. It is no longer required that this degree be in a social work or related field; however, there is a minimum of 15 hours of related coursework experience required.

All Supervisors, Local Office Directors, Division Managers, and Regional Managers must complete no less than 32 hours of In-Service Training. Up to 16 of these In-Service Training hours can be completed online. One DCS training day is equivalent to six In-Service Training hours. Supervisors who have completed the New Supervisor Training will exceed his or her yearly In-Service Training requirements.

- [Indiana's Administrative Letter regarding training requirements](#)
- [FCM Supervisor Job Description](#)
- [FCM Work Profile and Performance Appraisal Report](#)

Pre-service Training

Indiana conducts a 14 day New Supervisor CORE Training. They have modified the Putting the Pieces Together curriculum, developed by Charmaine Brittain with the Butler Institute for Families, to make an appropriate pre-service training for their State (with Charmaine's assistance). This training is offered twice annually, and newly hired supervisors must participate in the next available training. Competencies and learning objectives are included within each training unit. This training is child welfare specific, and consists of the following:

- [Unit I – Administrative Supervision: Supervisor as Manager](#)
- [Unit II – Educational Supervision: Supervisor as Coach](#)
- [Unit III – Supportive Supervision: Supervisor as Team Leader](#)

Additionally, Indiana's [Supervisor CORE Clinical Supervision training](#) is provided to new supervisors during the first day of their New Supervisor Orientation. This training provides an overview of clinical supervision, and highlights communication and staff relationship building.

The 14 days of pre-service training for supervisors are spread out over three months:

- [New Supervisor Orientation](#) – 2 days
- [Administrative Supervision: Supervisor as Manager](#) – 3 days
- [Educational Supervision: Supervisor as Coach](#) – 3 days
- [Supportive Supervision: Supervisor as Team Leader](#) – 3 days



- Computer System ICWIS and How to use Data – 1 ½ days
- Sexual Harassment and Discipline Issues (HR) – 1 ½ days

In between training sessions supervisors work on the skills learned in each module and begin their next session by discussing the usefulness of these skills. All trainings are offered in a centralized location. Training is also provided by a combination of state staff and staff from Indiana's partnership with the Indiana University School of Social Work. There are 18 trainers total, and everything is done in parallel and partnership.

Supervising the Indiana Practice Model is also a training that is taken by supervisors within six months of assuming their position.

Ongoing Training

Indiana, in conjunction with The National Child Welfare Workforce Institute (NCWWI), has implemented a statewide training approach to the Leadership Academy for Supervisors (LAS). They have just completed their fourth module, and will be starting the fifth module in February of 2011. Approximately 50 supervisors are participating and providing valuable feedback. Many changes have been made to the process and the LAS curriculum based on Indiana's feedback. A plan will be developed to train another 40-50 supervisors within Indiana on this material starting in the summer/early fall. Online training sessions are held, with each module having a learning network session in the form of a webinar. There are four webinars total per module. Participating in the LAS is not mandatory. It was originally designed as invitation only, but may change to an application based system. Supervisors would potentially receive a certificate upon successful completion of the LAS (as evaluated by the Indiana University staff).

[Click here to view a PowerPoint presentation prepared by Indiana for a presentation to NRCOI's Peer Training Network regarding the LAS!](#)

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. Primarily, graduates of the IV-E MSW Program provide the training. 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:



- [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.

Professional Development

There are annual two-day meetings held in Indianapolis that are mandatory for supervisors. Topics are determined by supervisors and staff, and obtained via a survey distributed using SurveyMonkey. A committee is formed to review the survey results and make a plan for each conference.

[Sample Agenda for Annual Conference](#)

Currently, training needs assessments are not utilized in Indiana. However, each agency worker has an annual work profile created (facilitated through Human Resources). The training department can sometimes assist supervisors with professional development plans, but it's more so individualized with each supervisor responsible for his/her own development plan.

[FCM Work Profile and Performance Appraisal Report](#)

Supervisor Supports

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.

[Supervisor Mentor Program for New Supervisors: Using Skill Assessment Scales](#)

Partnerships

Indiana has partnered with the following entities regarding training for supervisors:

- Butler Institute for Families
- National Child Welfare Workforce Institute
- Indiana University School of Social Work
- Casey Family Programs
- Child Welfare Strategy Group

Additional Information

The approach to training in Indiana has shifted to a model of developing and modifying all curricula to specifically fit Indiana's needs. They are no longer generic.

Indiana is also considering the use of learning circles in the future.

[Indiana Strategic Planning: An Effective Training System](#)



Interview with Margie Poorman, Division of Field Operations, Training

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January 7, 2011

Supervisor Requirements

In order to become a child welfare supervisor in Iowa, one must have a Bachelor's degree in social work or a related field. All supervisors and child welfare workers are required to receive a minimum of 24 training hours per year.

Training

"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:

- **Module I:** Contemporary Child Welfare Supervisory Practice
- **Module II:** Developing Human Resources through Supervision
- **Module III:** Case Practice Supervision
- **Module IV:** Clinical Practice Supervision
 - Clinical Supervision Issues
 - Substance Abuse
 - Domestic Violence
 - Child Abuse
 - Adult Mental Health
 - Child Mental Health
- **Module V:** Promoting Safety and Resilience
 - 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.

Professional Development

The Service Supervisory Webinars are a monthly series of topical calls. The calls provide a forum for supervisors to share their experiences in implementing improved child welfare practices, as well as learn about trends and policy changes. Presentations from expert persons



are followed by open discussion in order for all participants to ask questions and enrich the conversation. Recent topics include several of the [NRCOI-sponsored webinars](#): “Supervision as Leaders of Practice Change,” “Leading Efforts to Identify and Address Disparities: A Response to Disproportionality” and “Collaborating with Courts to Reduce and Eliminate Disparities.” Supervisors are encouraged to use the [Webinar Discussion Guides](#) following each call.

Iowa utilizes an [Individual Learning Needs Survey and Individual Learning Plan](#) to assist in the development of ongoing learning opportunities for the Iowa Department of Human Services Child Welfare Social Work Staff.

Supervisor Supports

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.

Partnerships

Iowa has partnered with the following entities regarding training for supervisors:

- National Resource Center for Family Centered Practice, University of Iowa
- Iowa State University
- University of Northern Iowa
- National Child Welfare Resource Center for Organizational Improvement



Kansas

Interview with Amy Maninger, Coordinator for Research, Training and Public Policy,
Children's Alliance of Kansas

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February 9, 2011

Supervisor Requirements

There are no specific requirements to becoming a supervisor in Kansas. It is preferred that one hold a Master's degree in social work or a related field.

Training

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.

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:

- **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.

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.



Additionally, online supervision training is currently being developed. It is expected to roll out in Spring or Summer 2011.

Professional Development

The Children's Alliance is contracted to complete two all-staff Individual Training Needs Assessments (ITNAs) per year. The ITNAs are not specific to supervisors; however the survey asks several questions related to supervisory training needs. Results from the ITNAs are used when considering revisions and/or additions to the State training schedule.

Supervisor Supports

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.

Additional Information

The University of Kansas received one of the Workforce Institute grants. One of their agency-based initiatives is to improve supervisory development and support in order to build the skills and capacity of supervisors to support workers in meeting child welfare outcomes.



Louisiana

Interview with Bridget Clark, Former Director of Workforce Development and Clinical Services, DSS Contact person: Jennifer Moore, Director of Workforce Development and Clinical Services, DSS

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January 5, 2011

Supervisor Requirements

In order to become a supervisor in Louisiana, a person must meet one of the following criteria: (1) Bachelor's degree in social work or related field and five years of professional social services experience (including four years in child welfare and two years at the journeyman level); (2) Bachelor's degree in non-related field and six years of professional social services experience (including four years in child welfare and two years at the journeyman level); (3) Master's degree in social work or related field and four years of professional child welfare social services experience (including two years at the journeyman level); (4) Master's degree in non-related field and five years of professional social services experience (including four years in child welfare and two years at the journeyman level). Additionally, those who have been licensed by the State must maintain their license.

All supervisors must complete 20 hours of ongoing training each year. Training must be child welfare related but does not need to be supervisor specific.

Pre-service Training

In recent years, Louisiana has contracted with Marsha Salus to train the course, [Mastering the Art of Child Welfare Supervision](#). Participation is not mandatory, however it is strongly encouraged. Training groups typically consist of 25 supervisors, with first priority given to new supervisors (any remaining vacant slots are given to veteran supervisors). The six-module course is [competency-based](#) and is trained in the classroom, 11 days over a 6-month period:

- Module 1: Effective Leadership: Making the Transition From Social Worker to Supervisor (2 days)
- Module 2: Achieving Excellence In Staff Performance (2 days)
- Module 3: Building a Cohesive Work Group (2 days)
- Module 4: Promoting the Growth and Development of Staff (2 days)
- Module 5: Case Consultation and Supervision (2 days)
- Module 6: Managing Effectively in the Organization (1 day)

Ongoing Training

The Department of Social Services (DSS) and Northwestern Louisiana State University have also contracted with Ms. Salus to train the Coaching/Mentoring Initiative. Coaches and mentors are current child welfare staff with supervisory experience and/or retired child welfare



professionals. All coaches and mentors have been trained by Ms. Salus to work with first line supervisors during and after attending the Mastering the Art training. Casey Family Programs has contributed to the funding of this initiative. Currently, Louisiana has 22 coach/mentors trained (6 of whom are retirees). Coaches are given the opportunity to attend Mastering the Art, as well as other supervisory trainings.

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.

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.

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 included:

- 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.

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:



- 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

[Course Announcement](#)

[Course Syllabus](#)

Supervisor Supports

Regional directors convene their supervisors on a monthly basis. These meetings serve as an opportunity to discuss cases, problem solve and provide peer support.

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.

Partnerships

DSS works closely with State universities to bridge the gap between BSW/MSW program content and State child welfare training content. The goal of DSS is to decrease overlap of curricula and streamline the process for students transitioning into State agency positions.

Additional Information

As part of Louisiana's PIP, supervisors will engage in learning circles in certain areas in the State.

In 2009, DCFS partnered with LCWCWP to conduct a statewide training system assessment. Information was gathered through surveys and focus groups to produce a summary of findings and recommendations. [Click here for a summary of the findings from this assessment!](#)



Maine

Interview with Gretchen Robbins, Senior Policy Associate, Cutler Institute for Health and Social Policy

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January 2, 2011

Supervisor Requirements

In order to become a supervisor in Maine, one must hold a Bachelor's Degree in social work or a related field. Additionally, all supervisors must be licensed by the State of Maine's Board of Social Work. Supervisors who do not have a BSW are given a conditional social work license. Following a probationary period, a full license is awarded.

Supervisors must complete a minimum of 25 hours of continuing education credits every two years.

Pre-service Training

Maine requires that all supervisors complete a two-day "Managing in State Government" training, which is offered through the State's Human Resources Department. The training covers general administrative topics and is not child welfare specific. Currently, Maine does not offer any child welfare specific pre-service training for its supervisors.

Ongoing Training

Maine has developed a four-day ongoing training curriculum, called [Supervisory Skills Training](#). This training is designed for new and veteran CPS and Foster Care supervisors. It covers the foundations of supervisory approaches and skills which are crucial to both developing and supporting casework staff, and to assisting them in meeting child welfare outcomes. This training will commence in Winter 2012.

Maine is developing a series of 90-minute webinars to support supervisors in the oversight of the implementation of the recent statewide practice initiative, Fact Finding: Child Interview Protocol. All supervisors will be required to attend this training which is scheduled for delivery from July 2011 through June 2012.

The State offers two one-hour online courses for supervisors, [Supervisors' Role as Coach](#) and [Applications of Family Team Meetings Observation Rating Sheet](#), as well as one in-class training, [Feedback Dialogue: Following the FTM Observation](#).

All trainings developed by the State are based on a Supervisory Competency Model.



Professional Development

Funding is available for supervisors who are interested in pursuing higher degrees. The State encourages supervisors to pursue their Master's Degrees in Social Work. Programs are available at University of Maine, University of Southern Maine and University of New England.

Training needs assessments for supervisors are conducted during annual performance evaluations.

Supervisor Supports

A statewide meeting for supervisors is organized every other month. This is an opportunity for supervisors to receive updates on policy and procedures from the State, as well as a chance to support one another.

Partnerships

Maine has partnered with the Child Welfare Training Institute of the Children, Youth and Families Program at the Cutler Institute, Muskie School of Public Service, University of Southern Maine.



Maryland

Interview with Karen Powell, Training Manager, Department of Human Resources

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January 28, 2011

Supervisor Requirements

In order to become a supervisor in Maryland, one must hold a Master's degree in social work and have a current social work advanced license (either Certified Social Worker or Certified Social Worker-Clinical).

Maintenance of the social work license requires 40 hours of continuing education credits per year. Completion of the 40-hour requirement satisfies the state-mandated 20 hours of training per year for all child welfare workers.

Pre-service Training

Supervisors can attend Maryland's six-module pre-service training, designed for all child welfare workers. The training is not supervisory specific, and supervisors can test out of the training if they so choose. Additionally, Maryland offers a two-day Introduction to Supervision course, which is also optional.

For those supervisors with less than two years of experience in child welfare, Maryland offers a ten-month Excellence in Public Child Welfare Supervision Training Program. The sessions are offered at a central location and trained by contracted trainers and one training academy staff person. One eight-hour training day is held each month and conference calls are scheduled in between each session. The training is competency-based and covers both administrative and clinical casework topics.

Ongoing Training

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:

SWOA 722— Supervision in Social Work [3 credits]

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.



Professional Development

Maryland completed a general needs assessment of all child welfare workers in 2010. The results of this assessment are being used to develop a new supervision model. Professional development plans for supervisors are also being developed as part of this new model.

Supervisor Supports

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.

Partnerships

The Anne E. Casey Foundation and Casey Family Programs are helping with Maryland's development of a new supervision model. Additionally, Casey Family Programs is helping with the implementation of a family centered practice model. They have assisted with creating a new training, intended to prepare supervisors to supervise caseworkers on facilitating family centered meetings. This content will also help to develop competencies for supervisors and leadership development in the State of Maryland.

Additional Information

As noted previously, Maryland is in the process of developing a new supervision model. This model will include the development a formal ongoing training system for supervisors.



Massachusetts

Interview with John Vogel, Associate Director, Massachusetts Child Welfare Institute

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January 6, 2011

Supervisor Requirements

In order to become a supervisor in Massachusetts, one must hold a Master's Degree in a human services-related field. It is preferred that all supervisors have three-five years of prior experience in human services. Additionally, all social work staff must hold a valid social work license. The minimum available is an associate-level social work license (LSWA).

Ongoing Training

Massachusetts offers a [Supervisor Professional Development Program](#) (formerly known as the CORE New Supervisor Training) 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:

- Foundation Practice
- Child Driven
- Family Centered
- Strengths Based
- Community Focused/Connected
- Committed to Continuous Learning
- Culturally Competent/Committed to Diversity

The program begins with a learning circle during which everyone completes a self-evaluation. The evaluations are then used by the group to develop goals for each participant to meet new competencies. Following the initial circle, there are four in-service workshops, which more specifically discuss training topics, e.g. the practice model, personnel issues, supervisory administrative processes. The circle joins again to reflect on what everyone has learned, how new practices have been implemented, etc. The overall idea is to create a learning environment; a community of practice for supervisors.

Each circle includes 12-15 supervisors and is facilitated by a staff member of the Massachusetts Child Welfare Institute (MCWI). This program is not mandatory; however, it is strongly encouraged that all participate and attendance records are reported back to each home office. 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.



[Click here for a reflective overview of the first two years of the Professional Development Program in Massachusetts!](#)

One-day workshops are also available to supervisors. 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. Participation in these workshops is required for all newly hired supervisors. 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.

Professional Development

Massachusetts offers a series of post-graduate certificates at several different colleges. Simmons College offers a one-year intensive Trauma Certificate Program which typically attracts a large number of supervisors.

Massachusetts does not use formal training needs assessments; however, feedback and surveys are gathered from learning circles and consulted when considering future training opportunities. The State's employee performance review system addresses training needs for supervisors, though the system is not connected to the training group.

The Supervisor Professional Development Program uses a Professional Portfolio to record each supervisor's professional growth. The portfolio includes documentation of the supervisor's career, self-assessment and professional goals, and serves as a record of the supervisor's experiences during their learning circle work.

Supervisor Supports

Massachusetts hosts an annual Supervisor Best Practice Forum. This meeting typically serves as the kick-off party for the next Supervisor Professional Development Program cohort. The meeting also provides an opportunity for supervisors to network and discuss best practices.

Partnerships

Massachusetts has partnered with the following entities regarding training for supervisors: Simmons College, Springfield College, and the Northeast and Caribbean Child Welfare Implementation Center (NCIC).

Additional Information

Massachusetts DCF is currently working with NCIC to enhance its supervisory capacity statewide in order to support its new integrated casework practice model. This project will develop a training and coaching program for supervisors that includes a curriculum focusing on the use of critical thinking and coaching in supervision. The project will also support the development of reporting tools to assist supervisors in using data to manage more effectively the achievement of outcomes. DCF supervisors will play a critical role in successfully guiding and coaching social workers during the implementation of the new casework practice model.



Through implementation of this proposed project, the Department hopes to embed and sustain a standardized casework practice model that effectively and efficiently supports achievement of positive outcomes for children and families.



Michigan

Interview with Donna Mullins, Training Manager, Michigan Department of Human Services

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Cindy Ahmad, Training Manager, Michigan Department of Human Services

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January 25, 2011

Supervisor Requirements

In order to become a supervisor in Michigan, one must have a minimum of two years experience as a caseworker. Recently, Michigan removed the requirement that all supervisors must hold a Bachelor's degree. Child welfare staff and supervisors must complete a minimum of 40 hours of training per year.

Pre-service Training

Michigan requires that all supervisors complete a 40-hour [Child Welfare Supervisor Training](#) within 90 days of assuming their position. The program begins with five days of general supervision training and is followed by breakout sessions in each of the supervisory specialty areas (adoption, foster care or child protective services). A competency-based exam is given to all participants at the close of the training. Supervisors have two opportunities to pass the exam; if they do not pass, it is possible that their contract will be terminated. The course is available monthly and trained by the Child Welfare Training Institute's staff at a central location. Some components of MI's Workbook Series (discussed in the Ongoing Training section) are used in this training.

Michigan also offers a three-month [New Supervisor Institute \(NSI\)](#) which uses a curriculum of training modules designed around core management competencies, DHS's values and policy, and program knowledge. The competencies include: Communication, Building Trust, Facilitating Change, Developing a Successful Team, Leading through Vision, and Values and Innovation. The values include: Integrity, Excellence, Inclusion and Teamwork. Participants receive two days of classroom learning, followed by six weeks of on-line training, and then return for an additional three days in the classroom. Completion of this training is no longer mandatory; however, many supervisors elect to participate. The "Teaching Organization" model is used to bring office directors, subject matter experts, administrators and technical experts to train participants. The Institute includes classroom training, on-line discussions, web conferences, tests, homework, and presentations, and is trained by the Child Welfare Training Institute's staff.

Ongoing Training

Michigan State University has created a Supervisory Workbook Series that is designed to be used in formal training and/or as a self-study. The University 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 the required electives. The Workbook Series consists of the following:

- [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 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.

The Child Welfare Training Institute (CWTI) also offers a [Secondary Trauma: Recognition and Response training](#) (Parts I & II). This training is designed to assist child welfare supervisors and others to more readily identify how secondary trauma manifests itself in the workplace and effectively work toward maintaining a strong and resilient work force.

Professional Development

Michigan offers partial tuition reimbursement for those supervisors interested in pursuing a higher degree. Priority for reimbursement is given to new hires who have signed an agreement of intent to pursue a Master's degree. Additionally, the Office of Professional Development offers special interest courses quarterly, though not child welfare-specific.

Michigan does not use formal training needs assessments; however the training center will periodically collect a list of training needs from supervisors. A statewide performance management system is used by supervisors' superiors to track progress and record



expectations. The last review was completed prior to the CFSR. This program is not managed by the training group; therefore, the details of the frequency of its use are unknown.

Supervisor Supports

The Office of Professional Development facilitates a Leader Connection Network. Child welfare supervisors have a group within the network; however, it is not utilized regularly. CWTI is interested in developing a social network for supervisors, possibly in conjunction with the new Clinical Supervision Training Series.

Additional Information

Michigan is working to develop a Clinical Supervision Training Series as part of their Program Improvement Plan. The training series will develop videos to be shown during webinars. Each webinar will begin with a short introductory video, followed by discussion. Post discussion, a longer video demonstrating the training skill will be shown. Each webinar will build on the last, and evaluations will be used at the close of the series. Michigan has already identified several webinar topics, including: Communication; Self-Awareness; Identification of stress behaviors; Creating the conditions for clinical supervision; Creating mutual purpose; Applying the concept of reframing to multiple situations; Effective ways to address performance issues; Cultural humility; and Follow through.



Minnesota

Interview with Richard Dean, Training Unit Supervisor, Minnesota Department of Human Services

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January 26, 2011

Supervisor Requirements

There are no specific State requirements for becoming a supervisor in Minnesota. Counties make hiring decisions at their own discretion.

Pre-service Training

Minnesota does not currently use a pre-service training for supervisors. The State has recently redesigned their pre-service training for caseworkers, and they intend to make these modules available to supervisors in the future. This will allow supervisors to be better versed in training topics that their workers have learned. Additionally, it will serve as an opportunity for supervisors to refresh their skills and knowledge of child welfare topics.

Ongoing Training

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.

Professional Development

Minnesota offers IV-E funding to those workers interesting in pursuing a Master's degree. The State would like to partner with some universities to create a Bachelor's degree in social work program. Ideally, the State training curriculum would be added to the BSW program so that students will be work-ready when they graduate.

Minnesota does not currently use training needs assessments. This is an area the State has identified as needing development.

Supervisor Supports

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.



Additional Information

Last year, Minnesota completed a Strategic Plan for the Strengthening Child Welfare Supervision Initiative with assistance from the National Child Welfare Resource Center for Organizational Improvement (NRCOI). The State is now working on implementation of the plan. Goals at a glance include: Supervisor Recruitment, Training, and Professional Development; Supervisor Support; Casework Supervision; Administrative Supervision; and The Supervisor's Leadership Roles and Responsibilities in the Agency and in the Community.



Missouri

Interview with Jeff Adams, Training Coordinator, Missouri Department of Social Services,
Children's Division

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February 16, 2011

Supervisor Requirements

In order to be eligible for the Social Service Supervisor I position, one must have two years of prior experience as a Children's Service Worker. For those with Master's degrees, only one year of prior experience is necessary. After assuming the position, all supervisors must complete a minimum of 16 hours of in-service training each year.

Pre-service Training

Missouri requires that all supervisors complete the Basic Orientation for Supervisors training (BOS). This 40-hour training covers administrative duties and is not child welfare-specific.

Within one month of completing the BOS training, all Social Service Supervisors must complete a 39-hour [Clinical Supervision Training](#). Supervisors attend Part I of the training (3 days) and then return to their office for a month to complete on-the-job training and field work. Supervisors then return to the classroom to complete Part II (3 days). The training is held regionally. The State began working on development of this training through a Quality Improvement Center grant. The curriculum was then finalized by the University of Missouri.

Supervisors in Missouri must also complete a 12-hour [Critical Thinking Training](#). Most supervisors attend this training within a few months of having completed the Clinical Supervision Training. This course is trained by a contracted agency; however, the State intends to eventually take over these training responsibilities.

Each of the aforementioned trainings are competency-based. Completion of each is mandatory for all Social Service Supervisors.

Ongoing Training

Missouri has recently begun using [learning labs](#). The labs are organized regionally and held on a quarterly basis. Each group has approximately 20 supervisors and each region has an advisory committee of field staff (front line supervisors, upper managers, etc) which identifies topics for the learning labs in its region. The State has contracted the agency, Family Facets, to facilitate the labs. Family Facets develops each topic into a workshop and creates appropriate materials to aid in lab discussion. Each lab begins with presentation and discussion on a topic, and then allows time for problem-solving and brainstorming between supervisors. Each lab is approximately four to six hours in length.



Evaluations are completed at the close of each lab in order to gather feedback from participants. After the first year is complete, Family Facets will create a comprehensive report to show the State which aspects of the labs worked best and which should be revised.

The State's original goal was to implement a three-tier approach to supervision training, consisting of Clinical Supervision Training, Learning Labs and 360 Degree Evaluations. Unfortunately, the State has had to cancel the 360 Degree Evaluations due to budget restraints.

Missouri's Human Resources Center provides a large catalogue of 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.

Professional Development

Missouri offers IV-E funding for those interested in pursuing a Master's degree through a part-time program. The University of Missouri Columbia and Washington University's School of Social Work both offer child welfare-specific courses, though none noted were supervisory specific.

Missouri used training needs surveys in the past; however, they found that most surveys produced generic responses. The State has since begun using focus groups of frontline supervisors and trainers to gather feedback on training needs. Employee development plans are completed annually through Missouri's PERFORM appraisal system.

Supervisor Supports

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.

Partnerships

Missouri has partnered with the following entities regarding training for supervisors: Family Facets, and other contracted agencies; University of Missouri Columbia; Washington University's School of Social Work; the National Child Welfare Resource Center for Organizational Improvement; and Local courts.

Additional Information

In 2006, Missouri worked with the National Child Welfare Resource Center for Organizational Improvement to develop a Supervision Strategic Plan. The State has a standing supervision committee which meets quarterly to monitor progress on implementation of the plan.



New Hampshire

Interview with Christine Tappan, Bureau Chief - Organizational Learning & Quality Improvement,

NH Division for Children, Youth & Families

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January 28, 2011

Supervisor Requirements

To become a supervisor in New Hampshire, one must hold a Bachelor's Degree. After assuming the position, a supervisor must complete a minimum of 30 hours of training each year. There is some flexibility with the type of courses that satisfy these training hours (i.e. if a worker is pursuing a degree, some coursework may be approved for satisfying these hours). Approximately 25% of annual training hours are fulfilled through mandatory trainings; the remaining hours are satisfied through trainings specific to each worker's needs.

Pre-service Training

Approximately six years ago, New Hampshire enlisted the help of Ohio's Institute for Human Services (IHS) to establish a supervisor training program. The training is available to all new supervisors and rising stars (those recommended or aspiring to become supervisors). The course has been trained four times over the past five years. Originally, it was designed as a ten-day intensive program. Since then, additional training opportunities have arisen that have allowed the State to decrease the length of this program.

Traditionally, IHS has provided the trainers and has been responsible for updating the curriculum. However, IHS is now encouraging the State to take over as they now have extensive experience with the training. New Hampshire is currently examining how their practice model can be infused into the training and hopes to have a revised curriculum reflecting this model in the next few months. The State also intends to add a Train the Trainer component.

Ongoing Training

New Hampshire utilizes Peter Senge's personal mastery concept of The Five Disciplines of a Learning Organization for its' ongoing training model.

Professional Development

Annual Individual Training Plans (AITPs) are used to identify the trainings needs of each supervisor. AITPs are designed around supervisor competencies and focus on cultivating specific supervisor skills. For example, if a trend/problem has been identified within Children and Families Services, and specific knowledge is needed to address this issue, a plan to train on this knowledge will be added to each AITP. Training on new protocols and procedures are also included in the AITP. The State has partnered with the University of New Hampshire's Center



for Professional Excellence in Child Welfare to help facilitate the AITPs. University of New Hampshire (UNH) training liaisons meet directly with staff within each District Office on a regular basis and maintain ongoing contact by phone and email. The training liaisons utilize AITPs to guide training programs, as well as to process individual training requests from staff members. The State has also partnered with UNH to create online trainings for child welfare staff.

The Organizational Learning Council is a statewide group that works with DCYF training contractors, community providers/stakeholders, youth and parents, and a few supervisors, to advise on the training needs of supervisors and staff. The council is comprised of five subgroups: technology, training evaluations, curriculum development, trainers and needs assessments. Quarterly meetings are held.

[Supervisor Needs Assessment Action Plan](#)

Several child welfare workers in New Hampshire have now completed the National Child Welfare Workforce Institute's (NCWWI) Leadership Academy for Middle Managers. The State intends to use NCWWI's Leadership Academy for Supervisors in the future.

New Hampshire's Department of Health and Human Services offers a Supervisory Certification Program which covers all of the skills needed to supervise within the State system. Topics include personnel systems, managing within a public agency, administrative duties, etc. Most supervisors will have completed the pre-service child welfare training prior to participating in this program. The child welfare training group has worked with DHHS to ensure that training topics are not duplicated in either program. The program is not child welfare-specific; however, it is designed for workers in Health and Human Services.

Many supervisors in New Hampshire are trained as trainers. Trainer's Day is an annual six-hour training that endeavors to teach supervisors how to be effective trainers. The training is optional. Those who participate are then eligible to facilitate State trainings and are typically assigned one per year.

New Hampshire's Division for Children, Youth and Families hosts an annual one-day conference. Typically, workshops for supervisors are held during this conference. Several other conferences available to supervisors include the Attorney General's Conference, Casey Family Services Diversity Conference and the Substance Abuse Conference.

In past years, New Hampshire has seen strong participation in IV-E funded higher education programs. Unfortunately, this funding has been recently cut due to budgetary issues. The State hopes to see this program restored in the near future.



Supervisor Supports

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.

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.

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 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.

[Mentoring Program Description](#)

Partnerships

New Hampshire has partnered with the following entities regarding training for supervisors: Institute for Human Services (Ohio); Casey Family Services; University of New Hampshire; and the Northeast and Caribbean Child Welfare Implementation Center.

Additional Information

New Hampshire has a very low turnover rate of supervisors; therefore, it can be challenging to provide regular trainings. However, as a result of the State's new practice model and the Program Improvement Plan, New Hampshire has identified training practices for supervisors as an important area for improvement.



New York

Interview with Joan Richardson, Training Specialist at New York State Office of Children & Family Services

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January 7, 2011

Supervisor Requirements

New York is a state supervised, locally administered state. Each of the 58 Local Departments of Social Services (LDSS) provides Child Protective Services (CPS). It is at the discretion of each LDSS to determine whether to provide Prevention, Foster Care and Adoption services directly or through a contract with a private, not for profit child welfare agency. The contracted agencies have the discretion to establish their own standards for the education and preparation of those in supervision and management positions. Many agencies require Master's degrees.

To become a supervisor in one of New York's public child welfare social service agencies, the minimum qualification is a Bachelor's Degree. Each of New York's 58 districts hires child welfare staff at its own discretion, within the confines of State and county Civil Service rules, and therefore may institute requirements for Master's degrees and/or specialized training. New York does not have an annual training hour requirement for all child welfare staff. The annual statewide training requirement for experienced CPS staff and supervisors is six hours.

Pre-service Training

The Office of Children and Family Services contracts with several state universities to provide training to supervisors. NYS law requires that all Child Protective Services (CPS) Supervisors complete the core CPS caseworker training sequence. In addition, they must complete Supervisor CORE Modules I & IIA. Module I covers introductory topics for supervisors, including leadership styles and functions; strengths and challenges of the position; worker development; emotional and physical support; time management, etc. Module IIA covers topics specific to CPS, including: informed decision-making; assessing abuse/maltreatment; legal issues; conflict management, etc. Each module is competency-based. The curricula for Modules I & IIA are currently being revised.

Supervisor CORE Materials

[Overview of Safety and Risk PowerPoint](#)
[Supervisory Training Curriculum Review](#)

CURRICULUM:

[Module One](#) (complete curriculum)

Module Two:

[Cover Page](#)



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[Act A: Integrating Supervisory Functions](#)

[Act B: Promoting Informed Decision Making](#)

[Act C: Promoting Child Safety](#)

[Act D: Assessing Abuse and Maltreatment](#)

[Act E: Supervising the Assessment of Risk During CPS Response](#)

[Act F: Conflict with Worker Safety](#)

[Act G: Examining Court Issues](#)

[Act H: Action Plan](#)

Trainer's Guides:

[LearnLinc Component A - Introduction to SET Behaviors](#)

[LearnLinc Component B - Overview of Safety](#)

[LearnLinc Component C - Overview of Risk](#)

Ongoing Training

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. In New York City, the Institute for Professional Development in Human Services was developed to build proficiency and capacity in safety and risk assessments in NYC child welfare agencies including borough offices and NYC voluntary agencies. Also, New York City provides its own core training for CPS caseworkers. 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.

Applying Critical Thinking Skills in Child Welfare Trainers Guide:

[Cover Page](#)

[Morning Session](#)

[CPS Session](#)

[Foster Care Sessions](#)

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. 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-three counties have elected to implement this alternative response to CPS investigation in at least one segment of their CPS reports.



[New York Family Assessment Response](#)

Professional Development

New York provides IV-E funding for those interested in pursuing their Master's degree in Social Work. Currently, the Bureau of Training completes needs assessments for all child welfare staff. The Office of Children and Family Services' (OCFS) Regional Offices work closely with the districts and agencies to identify or address training needs as they arise. These may be specific to case practice issues, organizational issues and emerging needs, such as using logic models and data to establish goals and track performance. Additionally, as part of a project with the Northeast and Caribbean Implementation Center (NCIC), needs assessments will be completed for all supervisors.

Supervisor Supports

New York's Office of Children and Family Services' (OCFS) has developed a [Supervisor's Guide to Common CORE](#) to help supervisors prepare their caseworkers for the job and to assist them in overseeing the caseworker's pre-service training. The State also provides a [Supervisors' Guide to Assessing Practice](#), which teaches supervisors how to improve casework practice by providing better feedback to their caseworkers.

OCFS Regional Offices convene regular meetings for supervisors to discuss issues, identify needs and share innovations across the districts. As part of the Regional Office's Northeast and Caribbean Child Welfare Implementation Center project, a peer network was piloted with supervisors of family assessment response (FAR) units. Additional peer networks for all levels of supervisors are planned for the future, as is a coaching program for supervisors. OCFS also supports a training and coaching project in 14 districts on delivering casework through a Teaming model. Supervisors receive training on using group supervision.

Partnerships

New York has partnered with the following entities regarding training for supervisors: Northeast and Caribbean Child Welfare Implementation Center (NCIC); State University of New York (SUNY) Albany; SUNY College Buffalo; SUNY Stony Brook; Hunter College; Brookdale College; American Humane Association and Cornell University.

Additional Information

The State is currently working with the Northeast and Caribbean Child Welfare Implementation Center (NCIC) to develop a better training and support system for supervisors. The goals of this project include the following:

- Implementation of a model of supervision that is outcome-focused, family-centered, solution-focused, data-informed and supportive of an organizational climate that fosters resilience in both staff and families.
- Relevant, accessible manager and supervisory training programs and delivery systems aligned with NYS' case and supervisory practice model.
- A system for coaching and mentoring supervisors in implementing these practice models in alignment with the CFSR PIP strategies.



- 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.
- Methods for building staff resiliency skills in order to protect new and current staff from secondary trauma and burnout.



North Carolina

Interview with Candice Britt, CFSR Coordinator, NC Division of Social Services

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Ginger Caldwell, Program Consultant/Trainer, NC Division of Social Services

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January 25, 2011

Supervisor Requirements

Child welfare services supervisors must complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of Social Services determines is necessary to adequately meet each supervisor's training needs. Subsequent to completion of these requirements, supervisors must complete 24 hours of continuing education credits annually. Additionally, when a supervisor assumes a new job function, he/she must complete a 200 Series, Tier 2 Training (applicable to their new job function) within three months. North Carolina does not have any specific hiring requirements regarding years of experience or educational background.

Pre-service Training

North Carolina requires that all supervisors and direct service staff complete a pre-service blended training. The course is competency-based and is designed to be trained in the classroom over 11-days, with an additional six-hour online training and two-hour asynchronous training. The course is offered frequently (16 sessions per six month period), and is trained by state staff at the four regional training centers.

Additionally, all supervisors must complete North Carolina's [Introduction to Supervision](#) course within one year of being hired. This training helps supervisors to identify their supervisory and learning styles, as well as teaches them how to develop relationships with staff and how to effectively use professional development plans. The course is trained over six days (54 hours), which includes three days in the classroom, a break to complete transfer of learning activities, and then three more days in the classroom to review and reflect on their experiences. All participants must complete a knowledge assessment at the end of the course.

Ongoing Training

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.



Professional Development

North Carolina offers IV-E funding for supervisors interested in pursuing a Bachelor's or Master's degree in social work.

All child welfare staff is able to create individual Training Portfolios online. This program helps staff to make thoughtful and appropriate plans when considering their future training schedules.

North Carolina, in collaboration with the Jordan Institute, publishes several newsletters for their child welfare staff and supervisors:

- [Fostering Perspectives](#): provides insightful articles, poetry, and information for and by foster and adoptive families. A special section called "Kids' Pages" displays the talents of North Carolina's foster children. Published twice a year.
- [Children's Services Practice Notes](#): provides information on current research, recommended practices, and initiatives for child welfare workers in North Carolina. Published four times a year.
 - [Sample Practice Notes Newsletter](#)
- [Training Matters](#): provides information on the training offered by the N.C. Division of Social Services for North Carolina's child welfare professionals. Published four times a year.
 - [Sample Training Matters Newsletter](#)
- [MRS!](#): provides key information to county departments of social services as they put into practice the strategies and principles of the Multiple Response System (MRS), North Carolina's ongoing child welfare system reform effort. Published quarterly.

Some supervisors will use the Children's Service Practice Notes newsletter to train their staff.

Supervisor Supports

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 the field.

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.



North Dakota

Interview with Peter Tunseth, CFS Training Center Director

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January 14, 2011

Supervisor Requirements

In order to become a supervisor in North Dakota, one must hold a Bachelor's degree in social work and be currently licensed as a social worker. The required years of prior experience in child welfare depends on the educational background of the candidate, as well as the county in which the candidate is applying. Additionally, all supervisors must be Child Welfare Certified. Certification can be obtained through completion of a 17-day course designed to be trained within 12 months of assuming a position in child welfare.

All licensed social workers must complete a minimum of 30 training hours every two years.

Ongoing Training

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."

Professional Development

Statewide supervisor meetings are held on a quarterly basis. During these meetings, supervisors work with the Training Center Director to discuss training areas they would like to focus on in the future. The Training Center often provides a training opportunity at one of the four meetings each year.

Regional supervisors also meet with one another on a regular basis. These meetings include regional supervisors, caseworker supervisors, and caseworkers. Regional trainings often take place at these meetings. Additionally, the meetings provide an opportunity for sharing policy updates and troubleshooting.

Supervisor Supports

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.



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.

Partnerships

North Dakota has partnered with the following entities regarding training for supervisors: Butler Institute for Families - trained North Dakota on implementing learning circles for their supervisors; University of North Dakota; and various members of the Children's Bureau T/TA Network.



Ohio

Interview with Sandy Parker, Training Manager, Institute for Human Services

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January 10, 2011

Supervisor Requirements

In order to become a supervisor in Ohio, one must meet the requirements of the county in which one is applying. Many counties now require a Master's Degree, preferably in social work or a related subject; some counties require social work licensure. Currently, there is no required minimum for prior years of experience.

The Ohio Administrative Code states that all Public Children Services Agency (PCSA) Supervisors must receive 60 hours of Supervisory CORE training during their first year of employment and 12 hours of domestic violence training within the first two years of assuming the position. Following completion of the CORE training, all PCSA supervisors must complete a minimum of 30 hours of in-service training annually.

Pre-service Training

Ohio conducts a [Supervisor CORE training](#) for all new supervisors, designed by the Ohio Child Welfare Training Program (OCWTP). OCWTP is the entity designated to provide training to all child welfare caseworkers, supervisors, and resource families in Ohio. The CORE training includes the foundational skills, including both administrative and clinical, needed by supervisors during their first year. The training is [competency-based](#) and contains six 12-hr training modules. The content is presented in the form of lecture, group participation, and small group activity and worksheets. Each module builds on the skills learned in the previous modules. Many modules have pre-training elements which supervisors must complete prior to attending each workshop. Additionally, some modules have post-training elements which are designed to promote transfer of learning.

- Module I: Casework Supervision
- Module II: Leadership in Child Welfare
- Module III: Communication, Conflict and Change
- Module IV: Improving Individual Staff Performance
- Module V: Professional Development of Staff
- Module VI: Collaboration and Teamwork

The curriculum is trained by certified trainers, who have completed a Train the Trainer course. Most trainers have previous child welfare experience, as well as some supervisory or management experience. All trainers are periodically reviewed by OCWTP through classroom observation and material reviews and are evaluated by all trainees. The trainer certification and



evaluation processes are in place to ensure that training is effective, content is accurate and sources are current.

Many county directors have asked their non-PCSA supervisors to attend the CORE training. In order to accommodate these supervisors, OCWTP has placed all training specific to casework supervision in Module I; thus non-PCSA supervisors only need to attend Modules II thru VI.

Any states interested in learning more about Ohio's pre-service Supervisor CORE Training Curriculum can contact The Institute for Human Services (614-251-6000), or Sandy Parker (sparker@ihs-trainet.com). Ohio has worked with several states to adapt this curriculum to individual state needs.

OCWTP also offers Orientation and Readiness Programs for all new child welfare staff. The Supervisor Readiness program is designed to prepare new supervisors for meeting their specific job responsibilities. The materials are available online so that new supervisors can review them prior to attending the pre-service CORE training. All Orientation and Readiness materials include a checklist of topics, readings, worksheets, activities and other resources. The program can be individualized according to the needs of the supervisor and/or agency. A coach is also available for the supervisor to consult on any of the materials.

Ongoing Training

A variety of Specialized and Related training topics are available for supervisors through Ohio's Regional Training Centers (RTC). As with the CORE training, workshops and trainers must be approved by OCWTP. Each RTC offers workshops on a quarterly basis, based on the needs or requests of their constituents. Most trainings are six hours in length and taught in the classroom. The Supervisor Specialized and Related trainings are competency-based.

[Specialized Training Competencies](#)

[Related Training Competencies](#)

Examples of some of the Specialized or Related training topics include:

- 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



OCWTP collaborates with other agencies and organizations to address certain training topics, new initiatives, etc. Ohio child welfare staff may also attend trainings offered by outside public or private agencies, as approved through their respective agencies.

Professional Development

The Annual Public Child Welfare Association of Ohio (PCSAO) Conference is available to all supervisors and managers, as well as other child welfare staff. The conference provides workshops, trainings and networking opportunities. OCWTP is considering hosting a Supervisor Reception at the 2011 conference to recognize supervisors and the important role they play in the child welfare system.

For the past four to five years, two regions in Ohio have offered annual conferences for their supervisors. These conferences are designed primarily for supervisors within the training region; however, supervisors from other regions may attend.

Supervisor Supports

OCWTP has a Supervisor CORE work team whose primary responsibility has been to provide consultation regarding the Supervisor CORE curriculum. Currently, this group is focused on better understanding the needs of Ohio's child welfare supervisors. To help accomplish this goal, the group has added nine active supervisors from around the State to provide information on issues that need training attention, as well as provide ideas for better supervisory supports.

OCWTP completed a survey in 2010 regarding supervisors' interest in receiving a newsletter specific to supervision. Having received a positive response, OCWTP began offering the newsletter in February 2011. The newsletter includes a section on transfer of learning on a specific topic, a spotlight on promising practices, and recognition of a supervisor who has been doing outstanding work.

Partnerships

The University Partnership Program (UPP) is a unique partnership among the [Ohio Department of Job and Family Services](#), Ohio's public universities' schools of social work, the [Public Children Services Association of Ohio](#), Ohio's 88 PCSAs, and the Ohio Child Welfare Training program. A major goal for the UPP is to provide Ohio's public children services agencies with well prepared caseworkers, who come to their jobs with a career commitment and a full understanding of the field of child welfare. OCWTP has recently offered access to their [Supervisor Readiness materials](#) to be used to help orient students to supervisory work.

Additional Information

Ohio is in the process of rolling out a new Learning Management System. This system will be tied to the training program and will provide a formal process for tracking training participation, Individual Training Needs Assessments, and professional development plans.



Oklahoma

Interview with Donna Girdner, Director, DHS Child Welfare Training Program

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January 4, 2011

Supervisor Requirements

To become a supervisor in Oklahoma, one must have two years of previous experience in child welfare. Preference is given to those with a Bachelor's or Master's degree in social work. All supervisors must complete a minimum of 40 hours of training per year; 24 of the required hours must be supervision-specific.

Pre-Service Training

Oklahoma requires that all supervisors complete the Child Welfare Supervisor Academy within six months of being hired. The course is taught over five days at the Oklahoma University/DHS Training Facility. In addition to being trained by the Child Welfare Training Program (CWTP) at Oklahoma University staff, there are usually approximately ten outside experts who present on specialty topics (i.e. lawyers, police). Currently, the training is not competency-based; however, there are plans to create a pre and post test in order to measure the effectiveness of the academy.

Supervisors are also required to participate in the Field Operations Division (FOD) New Supervisor Academy. This course is not child welfare specific; however, it does cover broad managerial and administrative topics. The course consists of 18 sessions spread over a six-month period.

Ongoing Training

The Child Welfare Training Program (CWTP) at OU offers several [courses specific to supervision](#), including:

- 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

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 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.

Professional Development

Oklahoma University offers a Child Welfare Professional Enhancement Program. This program provides IV-E funding to child welfare staff interested in pursuing a Master’s degree in social work. Supervisors are strongly encouraged to take advantage of this opportunity.

For child welfare workers who are interested in becoming supervisors, CWTP offers Level III courses. These courses allow workers to “get their feet wet” and better understand what would be expected of them as supervisors. Participation is optional and staff must gain approval from their supervisor to enroll.

Oklahoma places liaisons in each area of the State (six total areas with three liaisons per area) for supervisors to consult regarding training needs. Liaisons speak with supervisors on a daily basis and report their findings back to CWTP. CWTP is then able to use this feedback to design future trainings for supervisors. The Field Office develops professional development plans for supervisors; however, these are not overseen by CWTP.

Supervisor Supports

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.

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.



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.

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.



Oregon

Interview with Marty Lowrey, Training Director, Portland State University School of Social Work

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February 28, 2011

Supervisor Requirements

To become a supervisor in Oregon, one must hold a Bachelor's degree. Previous experience in child welfare is highly valued and is considered in the hiring process. Currently, there is no requirement for annual training hours or continuing education units.

Pre-service Training

Oregon's Department of Human Services' child welfare program has formed a partnership with Portland State University (PSU) School of Social Work to provide training to child welfare workers. The partnership's training unit is housed in the Center for Improvement of Child and Family Services at PSU.

Oregon's partnership training unit provides a Clinical Supervisory Training. Once hired, a supervisor is required to participate in the next available training cohort. The six-module foundational curriculum was developed by Marsha Salus and has been modified by PSU's training unit to meet the specific needs of Oregon (all modifications have been approved by Marsha). The training takes place over a six-month period, with two days of training per month. Dan Garris, the Supervisory Instructor of PSU's training unit, is the head trainer, in addition to some specialists from DHS's human resources department who co-train on administrative topics. All modules are [competency-based](#):

- Module I: Effective Leadership: Making the Transition from Social Worker to Supervisor
- Module II: Achieving Excellence in Staff Performance
- Module III: Building a Cohesive Workgroup
- Module I: Promoting the Growth and Development of Staff
- Module V: Case Consultation and Supervision
- Module VI: Managing Effectively within the Organization: Managing Up and Managing Change

Action plans are created for supervisors at the close of each module; the plans are used to apply training concepts in between modules. At the beginning of each module, supervisors discuss their experiences with applying the skills from the previous module.

Dan Garris has created a supplement to this training called, Review of Curriculum Concepts for Supervisors (ROCCS). ROCCS is a 32-page curriculum review, designed as a desk reference and



transfer of learning tool which provides a three to four page review of each of the six supervisory modules.

In addition to the Clinical Supervisory Training, the Department of Human Services requires that all child welfare supervisors take the following courses:

Required within 30 days of assuming the position:

- Introduction to Learning Center
- Privacy, Security, DHS and You (Part I & II)
- Cultural Competency/Diversity at DHS
- Confidentiality in Child Welfare

Required within 60 days of assuming the position:

- Multi Ethnic Placement Act
- Adoption and Safe Families Act
- Interstate Compact on the Placement of Children
- Youth Transitions and the Independent Living Program
- Behavioral Rehabilitation Services

Ongoing Training

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.

Professional Development

IV-E funding is available for supervisors who would like to pursue their Master's degree. PSU's curriculum includes several supervision courses. Additionally, PSU is the recipient of the Culturally Responsive Leaders Traineeship grant, a five-year program funded by the National Child Welfare Workforce Institute and the Children's Bureau. The purpose of this project is to create a specialized MSW pathway for culturally competent and responsive emerging leaders in public, tribal, and community-based child welfare systems. Students selected for the program receive financial assistance, specialized curriculum in leadership, and field placement experiences to support the development of culturally responsive management skills and practices in child welfare.

Oregon's Department of Human Resources offers a leadership academy for supervisors. This training is broad based and not child welfare specific.

A two-day Statewide Supervisory Conference was hosted by Oregon's DHS this year, which they hope to continue in subsequent years. Several partnership trainers attended and provided



trainings on various topics. Prior to the conference, a survey was disseminated to collect information on topics supervisors were interested in discussing.

Quarterly meetings are held in five different locations for supervisors. Quarterlies are mandatory for supervisors and are periodically combined with the child welfare managers' meeting. Historically, meetings have been administrative in nature; however, the partnership is now working to develop a training component for each meeting. These trainings are being designed to build on the pre-service supervisory training.

The partnership's Supervisory Instructor, Dan Garris, attends some of the quarterly meetings to gather input on the training needs of supervisors. The partnership works hard to create a relationship with supervisors in order to encourage open communication between the two. Supervisors are polled at the end of the pre-service training to gather information about additional training needs.

Supervisor Supports

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 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.

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.

Additional Information

Oregon has begun discussing the use of Podcasts for future trainings.



Pennsylvania

Interview with members of the Child Welfare Training Program at University of Pittsburgh:

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February 11, 2011

Supervisor Requirements

Pennsylvania does not have any state-mandated requirements for child welfare supervisors. Pennsylvania has a state-supervised and county-administered system; accordingly, each county establishes its own hiring requirements.

All supervisors must complete a minimum of 20 hours of training per year. For those supervisors with licenses (e.g. Licensed Social Workers), there are additional annual training hour requirements.

Pre-service Training

Pennsylvania requires that all child welfare supervisors complete a 60-hour [Supervisory Training Series](#). For supervisors who have been promoted from within the agency, the training must be completed within 18 months of assuming the position. For those hired from outside of the agency, the training must be completed within 24 months of assuming the position, after completion of the 126-hour caseworker training. The Supervisory Training Series covers five topics, each trained for 12 hours over a two-day period:

- Module 1: Managing Results
- Module 2: Managing for Behaviors
- Module 3: Coaching for Excellence in Practice
- Module 4: Managing Diversity
- [Module 5: Transfer of Learning: The Supervisor's Role in Developing Staff](#)

The curriculum is currently being revised and the State plans to pilot the updated curriculum by July 2012. The new courses include:

- [Module 1: The Preparatory and Beginning Phases of Child Welfare Supervision](#) (12 hours)
- [Module 2: Living the Mission of Child Welfare](#) (12 hours)
- [Module 3: Middle/Work Phase of Supervision](#) (24 hours)
- [Module 4: Managing Diversity through the Employment Process](#) (6 hours)



- [Module 5: Endings and Transitions: Managing Staff Retention, Satisfaction and Separation](#) (6 hours)

The curriculum is [competency-based](#) and covers both child welfare-specific topics and supervisory/management-specific material. The series is trained by contractors who have prior experience in supervising child welfare. The training is held regionally and is offered 12 times per year.

Ongoing Training

The Child Welfare Training Program offers 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.

Available curriculum and materials online include:

- [Strength-Based, Solution-Focused Supervision](#)
- [Coaching Grammar and Case Documentation](#)
- [Supervisory Issues in Child Sexual Abuse](#)
- [Supervisory Skills & Knowledge Related to Substance Abuse](#)
- [Supervisory Skills & Knowledge Related to Case Planning and AOD Use/Abuse](#)

Additionally, supervisor training events are held on the regional level. The frequency of these events has recently increased from three per year to seven per year. These serve as opportunities to provide legislative updates, deliver workshops based on need, and network.

Professional Development

Pennsylvania offers two university programs, Child Welfare Education for Leadership (CWEL) and Child Welfare Education for Baccalaureates (CWEB). The CWEL program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, the Pennsylvania Child and Youth Administrators and eleven accredited schools of social work in Pennsylvania. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities at the graduate level for public child welfare personnel. Qualified persons who are admitted to any of the approved schools on either a full- or part-time basis may receive substantial financial support in return for a contractual obligation to continue employment with the sponsoring agency following their studies. Pennsylvania has graduated over 400 students from the CWEL program to date. The CWEB program is similar to CWEL, but is offered to those pursuing a Bachelor's degree.

Some counties have recently begun using the National Child Welfare Workforce Institute's Leadership Academy for Supervisors. Transfer of learning activities have also been developed to assist supervisors in overseeing their caseworkers' acquisition of new skills.



Individual training needs assessments (ITNAs) are completed following the Supervisory Training Series, and completed every three years on the county-level thereafter. Training needs are also regularly measured through evaluations given at the close of employee workshops. All information collected from ITNAs is maintained in a database from which reports are run on a regular basis. Available trainings are reviewed to ensure that all competencies are being met. If needs are not being met, the training group will investigate how to satisfy the need (e.g. add new trainings, conferences, outside agency trainings). Professional development plans are also used as part of a Transfer of Learning supervisory course. Pennsylvania recognizes the importance of professional development plans and is committed to improving their use of them.

Supervisor Supports

Supervisors hold quarterly practice sessions to discuss new initiatives, brainstorm, share resources and network. These are held at six to eight locations around the State. Supervisors are surveyed prior to the meetings to ensure that the session addresses their training needs.

Partnerships

Pennsylvania has collaborated with several groups to provide supervisor training and support. The State's original pre-service training was created in collaboration with Ohio's Child Welfare Training Program. More recently, Pennsylvania has used an expert from CWLA, Judith Rycus, to provide recommendations on revising the Supervisory Training Series. Also, Dr. Martin of Bryn Mawr College has worked with the State on these revisions.



Rhode Island

Interview with Lori Herz, Training Consultant, URI Center for Human Services

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Deborah Mathews, Program Director, URI Center for Human Services

dmath@uri.edu • 401-874-4167 June 7, 2011

Supervisor Requirements

In order to become a supervisor in Rhode Island, one must have a Bachelor's Degree in social work, child development, psychology or sociology and three years of experience as a social worker in public child welfare. Any caseworker who is interested in becoming a supervisor must take an exam. Once the prospective supervisor has completed all of the necessary requirements and passed the exam, his/her name is placed on a waiting list. When the Department of Children, Youth and Families (DCYF) needs to fill a vacancy in a supervisory position, a committee meets to conduct oral interviews with the candidates who have been placed on the waiting list. Supervisors can be hired from outside of DCYF, but most often caseworkers are promoted from within.

State legislation requires that all agency staff receive a minimum of 20 hours of training per year. There is no requirement that supervisors maintain a social work license.

Pre-service Training

Rhode Island does not offer pre-service training to its child welfare supervisors. The hiring process, which requires that caseworkers transition directly into their supervisory positions, makes it difficult to provide training prior to the supervisor assuming his/her new supervisory responsibilities.

Ongoing Training

In 2004, following the completion of Rhode Island's CFSR, the State decided to create a mandatory [CORE Supervisory Training Program](#). 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 [Standards and Competencies](#) 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.

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:

- **Module I: Leadership Supervision**
 - 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
- **Module II: Education Supervision**
 - Building Positive Relationships with System of Care Partners
 - Values Clarification
 - Ethics, HIPAA and Confidentiality
 - Building Healthy Relationships in the Workplace
- **Module III: Supportive Supervision**
 - Employee Assistance Program
 - Legal Issues
 - Managing in a Multicultural Environment
 - Supervising a Multigenerational Workforce

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.

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.

Professional Development

Rhode Island is not able to offer regular professional development opportunities because of limited funding; however, members of the provider community and some sister agencies open their training opportunities and conferences up to DCYF staff periodically.

Rhode Island offers a limited educational leave program for State staff. Currently, DCYF's Family Services Unit provides one full-time educational leave award for a worker pursuing an MSW (half of the tuition is paid by the State and the employee's salary is paid while they are on



leave from work) and two part-time educational leave awards for workers interested in any degree program (the employee is given one day paid leave from work each week).

Currently, training needs assessments are not utilized in Rhode Island; however, the State plans to add a training needs component to the Learning Lab unit under development. At present, Rhode Island reaches out to supervisors on an informal basis to ask what they need for training. The State also collects evaluations from all regular in-service trainings.

The State used an [Individual Learning Needs Survey & Individual Learning Plan Tool](#) in conjunction with the CORE Training to develop a learning plan for supervisors. It is utilized three times during a new supervisor's 6-month probationary period: at the beginning of the probationary period (pre-caseload); at the three-month mark; and at the six-month mark to create an on-going learning plan. Following the probation period there is no system for the State to track professional development plans; however, supervisors and caseworkers are encouraged to review their learning plans on a regular basis.

Supervisor Supports and

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).

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.

Partnerships

Rhode Island has partnered with the following entities regarding training for supervisors: URI Center for Human Services; Child Welfare Institute at Rhode Island College School of Social Work; Rhode Island Foster Family Association; and The Casey Foundation.

Additional Information

Rhode Island is in the process of instituting a System of Care Model. Two years ago, the State started Phase I of the transition which focused on children who were still in the home and were at-risk for being removed. Family Care and Community Partnerships were created to provide services to the affected families. Recently, the State released Systems of Care Phase II to create



lead agencies to help children who are out of the home or are under the legal supervision of DCYF. As a result of this new model, the CORE Supervisor curriculum is being amended to add training elements related to the new SOC Model.

The State is also in the process of creating a Supervisory Practice Standard Guide. Trainings will be created to teach supervisors how to use this guide.



Vermont

Interview with Sarah Gallagher, Child Welfare Training Partnership Coordinator

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and

Sheila Duranleau, Operations and Policy Manager, Vermont Department for Children and Families

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January 19, 2011

Supervisor Requirements

Vermont strongly prefers that supervisors hold a Master's degree. For those with a Bachelor's degree, Vermont prefers that one has 18 months of previous experience in child welfare.

All supervisors and child welfare staff must complete a minimum of 30 training hours per year. Training does not need to be supervisory specific.

Ongoing Training

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.

At the agency level, Vermont is now offering the first round of a 3-day Supervisory Foundations Class. This training focuses on core topics essential to child welfare supervision, including:

- Introduction to Emotional Intelligence
- Research and Concepts to Consider
- The Supervisor's Role
- Motivating Staff
- Communication Skills
- Legal and Policy Issues
- Managing Performance.

Completion of this training will become a State requirement for new supervisors in the future, and possibly for veteran supervisors as well.

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.

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.

At the division level, Vermont worked with the National Child Welfare Resource Center for Organizational Improvement to create a Supervisory Role Design (completed March 2010). Goals of the strategic plan included developing and updating supervisory orientation and ongoing trainings. The Supervisory Orientation workgroup has now finished their product and it is under review. Ongoing training will be rolled into Vermont's current project with the Northeast and Caribbean Child Welfare Implementation Center (NCIC). Vermont is working with the NCIC to implement their new practice model.

Professional Development

At the state level, Vermont's learning center, The Summit, hosts a nine-day Supervisory Development Program. This program is available for all supervisors in state government and is therefore not child welfare specific. Each participant has his/her own development plan and takes courses appropriate to his/her plan. Courses cover the following topics: Effective Communication; Enhancing Productivity; Interviewing and Hiring; Managing Your Time; and The Universe of Labor Relations.

Currently, formal training needs assessments are not utilized in Vermont. However, 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 serves as a mentor and coach to the supervisors in his/her region.

Supervisor Supports

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. District and Intake/Investigation Unit supervisors also meet with each other on a regular basis. Additionally, reflective supervision groups have formed and meet on a regular basis. These meetings serve as an opportunity to reflect on one's practice and learn from one another. One of the goals of the strategic plan is to evaluate whether this supervisory support system is meeting needs, or if it should be updated.



Partnerships

Vermont has partnered with the following entities regarding training for supervisors: University of Vermont; the National Child Welfare Resource Center for Organizational Improvement; and the Northeast and Caribbean Implementation Center.



Virginia

Interview with Vernon Simmons, Training Manager

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January 6, 2011

Supervisor Requirements

To become a child welfare supervisor in Virginia, one must have a Bachelor's degree in a human services related field or two years of relevant experience. This requirement is the same for child welfare caseworkers. Currently, there are no on-going requirements, but Virginia's Program Improvement Plan includes the development of minimum standards and training hour requirements for supervisors.

Pre-service Training

New child welfare supervisors in Virginia are required to take an 18-hour course called "Child Welfare Supervision" within the first year of employment. This is a mandatory, child welfare specific training with a written curriculum. It is also [competency-based](#), and Virginia has adapted Ohio's competencies to fit within their system.

The course is designed to be trained in two days, with a "come back" day approximately four to six weeks later. The focus of the "come back" meeting is on transfer of learning. All courses are classroom based, and held at five area training centers located near local agencies. This is also based on Ohio's model. The trainers are contracted.

Ongoing Training

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.

Professional Development

Training needs assessments are not currently used in Virginia, but there are plans to create these assessments along with professional development plans.

Supervisor Supports

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.

Partnerships

The Virginia Commonwealth University School of Social Work (VCUSSW) has been under contract to the State to provide curriculum and trainer development for a broad range of public



social service topics since 1991. This contract will unfortunately be discontinued in the near future (within 6-12 months) due to budget reductions.

Additional Information

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.

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.

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.



Washington

Interview with Charlie Watts, Supervisor, Professional Development Unit
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Supervisor Requirements

In order to become a supervisor in Washington, one must hold a Bachelor's degree. All supervisors must attend the Supervisor Academy. If a supervisor is hired from outside of the agency, he/she must also attend the Social Worker Academy (pre-requisite to the Supervisor Academy). Following completion of the Academy, supervisors must complete 8.5 days of training within two years of assuming their new position. For each year thereafter, all supervisors must complete 20 hours of ongoing training.

Pre-service Training

All new supervisors must attend Washington's Supervisor Academy prior to, or as soon as possible after, assuming their role. The academy is three-weeks in length and is trained over a three-month period. The Academy is held at a centrally located training facility and is trained by six contracted trainers, in addition to state training staff. The training is child welfare specific and competency-based. Topics include:

Week #1:

Day One: [Core Functions of Supervision](#); Mission, [Ethics](#) and Values

Day Two: Supervision and Legal Issues; [Disproportionality](#)

Day Three: [Hiring](#), Screening, Interviewing; [Performance Development Plans](#)

Day Four: [Taking Corrective and Disciplinary Action](#); [Just Cause and Disciplinary Action](#)

Week #2:

Day One: Critical Thinking

Day Two and Three: Clinical Supervision

Day Four: Makeup of Meetings; Working with a Multi-Generational Workforce

Week #3:

Day One: Leadership Development and Conversation Style

Day Two: [Lessons Learned from Supervisors](#); [Workload Management](#)

Day Three: [Solution Based Casework for Supervisors](#)

Day Four: [Evidence Based Practice](#); Performance Based Contracts; FamLink for Supervisors

Day Five: [ICWA for Supervisors](#)



The State provides a [Supervisor Academy Resource Manual](#) which gives an overview of the training topics, as well as useful information for supervisors as they settle in to their new roles. Washington plans to revise the Supervisor Academy materials and curriculum. This will be completed once funding is available to do so.

[Supervisor Academy Welcome Packet](#)
[Sample Session Outline for Supervisor Academy](#)

[2011 Training Schedule](#)

Additional Trainings:

[Government Accountability Program Training](#)

[Privilege and Oppression Training Day 1](#)
[Privilege and Oppression Training Day 2](#)

Ongoing Training

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.

Professional Development

Washington offers courses that supervisors may take in order to specialize in their position; available in Child Protective Services, Intake, Adoption, Department of Licensing Resources and the FRS program.

Supervisors are strongly encouraged to participate in IV-E funded Master's degree in Social Work program. Additionally, Washington has just begun working with Partners for Children to build a relationship with the University of Washington and Eastern Washington University. The goal of this partnership is to provide more training and coursework for state social workers and supervisors. This project also includes funding for research.

Supervisor Supports

Management meetings of regional administrators, area administrators and supervisors are held regularly. This is an opportunity for supervisors to network with one another.



Wisconsin

Interview with Chris Sieck, State Child Welfare Training Coordinator, University of Wisconsin

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Supervisor Requirements

Currently, Wisconsin does not have any state-mandated hiring requirements for child welfare supervisors. Each county agency hires staff at its own discretion. Once hired, all supervisors must complete a minimum of 30 hours of in-service training every two years.

Pre-service Training

Wisconsin offers a CORE Training developed by Ohio's Institute for Human Services (IHS) to all supervisors. This is trained once per year at the regional training centers. Additionally, the Milwaukee training center offers the Butler Institute's [Putting the Pieces Together](#) training. This is offered at least once per year. Participation in these trainings is optional for supervisors. Additionally, an online pre-service training is required of all child welfare workers; however it is not supervisor-specific.

Ongoing Training

Wisconsin worked with Alabama, South Dakota and Louisiana to develop a 22-week curriculum re: action models for safety, called Supervisors as Safety Decision Makers. The training features weekly homework assignments which are posted to an online forum and made available to others in the training cohort to provide feedback. A pilot of this new training has now been completed in South Dakota. At this point, no final decisions have been made on how this program will be implemented.

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.

University partners offer trainings periodically, 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.

Professional Development

The University of Wisconsin School of Social Work facilitates a program called Child Welfare Dialogues. This program features lectures by child welfare experts for supervisors and/or caseworkers.



Wisconsin's Quality Service Review process is used to identify training needs. Professional development plans are not used statewide; however, some counties have elected to use them.

Supervisor Supports

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.

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.

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.

Additional Information

Part of Wisconsin's Program Improvement Plan (PIP) focuses on developing better training and more resources for supervisors. The State is interested in creating a training program based on the National Child Welfare Workforce Institute's Leadership Academy for Supervisors (LAS). Ideally, the course would be offered statewide and additional activities and trainings would be developed to supplement the training. Also part of their PIP, Wisconsin is creating a Leadership Development Program which will be available to those interested in moving into management positions. The State is also working on a mentoring program for directors.



Wyoming

Interview with Clint Hanes, Training Director, Wyoming Department of Family Services

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February 7, 2011

Supervisor Requirements

In order to become a supervisor in Wyoming, one must have a Bachelor's Degree in social work or a related field. Wyoming requires that all child welfare staff be certified. Certification is awarded once the worker (1) has completed the State's pre-service training and (2) has completed 12 months in the position. All child welfare workers must complete a minimum of 20 hours of in-service training each year.

Pre-service Training

All child welfare workers are required to complete Wyoming's pre-service training. This training is not supervision-specific, but rather covers a broad base of topics. The competency-based curriculum is trained in a classroom and is offered at multiple sites around the State.

Ongoing Training

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.

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.

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.



Professional Development

Wyoming offers several opportunities for professional development to supervisors. There is a Recruitment and Retention effort in the State which is offering the National Child Welfare Workforce Institute's Leadership Academy for Supervisors. The Casey Foundation has been facilitating regional roundtables which focus on training supervisors to overcome barriers to permanency. Additionally, the Signs of Safety training has been offered in two counties. Wyoming's Program Improvement Plan (PIP) group is working to update the State's manual for supervisors as the current manual is out-of-date.

Currently, training needs assessments are not utilized in Wyoming. During the 2006 "Putting the Pieces Together" training, ITNAs were introduced; however, their use has not been maintained. Wyoming is not currently using competencies for their supervisors; this is another area that the PIP group has been examining. Wyoming does offer annual performance appraisals for all child welfare staff.

Supervisor Supports

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.

Partnerships

Wyoming has partnered with the following entities regarding training for supervisors: Butler Institute for Families (helped to pilot learning circles in the Casper region); the National Child Welfare Workforce Institute; Child Welfare League of America; The Casey Foundation; and the Mountains and Plains Implementation Center.

Additional Information

Wyoming's Program Improvement Plan addresses the need for improved supervisory training and support in the State. A Supervisor Advisory Group has been formed to work on the development of new programs. Currently they are investigating a more systematic approach to the use of NCWWI's Leadership Academy for Supervisors.



Appendix A – Discussion Guide

SUPERVISOR TRAINING PROJECT

Date/Time of Interview:

Interviewer(s):

Interviewee(s):

PRE-SERVICE

1. What are the requirements to become a supervisor in your agency? (i.e. degree, certification, experience)
 - a. Any on-going requirements? (CEUs, license, etc.)
2. What does your State offer for Pre-Service training specific to supervision?
 - a. Is this specific to child welfare?
3. Is this training mandatory or optional?
4. Do you have any written curriculum for this training?
 - a. Are you able to share this curriculum with us?
5. We're interested in knowing the topics that this curriculum covers - is a list of topics available in the curriculum itself or elsewhere?
 - a. Does the training for supervisors address how to be an administrator or manager? (i.e. how to hire, EEOC rules, how to conduct the employee evaluation process, how to manage a failing employee, how to manage a meeting, how to handle the press, how to build partnerships with other agencies, how to use data to monitor performance, etc.)
 - b. Does the training for supervisors address developing clinical or casework supervision skills? (i.e. family engagement and comprehensive family assessment, managing worker caseloads, how to support workers in practice, working with particular problems or populations, etc.)
 - c. Is this training competency-based? Are you able to send us your competencies?
6. How is this curriculum designed to be trained?
 - a. Suggested number of days/hours?
 - b. Online or face-to-face?



- c. Multi-site availability or centralized?
- d. Who trains on this? (State staff, university staff, contractors?)

ONGOING TRAINING

7. What does your State offer for ongoing training for supervisors?
 - a. Is this specific to child welfare?
8. Is this training mandatory or optional?
9. Do you have any written curriculum for this training?
 - a. Are you able to share this curriculum with us?
10. We're interested in knowing the topics that this curriculum covers - is a list of topics available in the curriculum itself or elsewhere?
 - a. Does the training for supervisors address how to be an administrator or manager? (i.e. how to hire, EEOC rules, how to conduct the employee evaluation process, how to manage a failing employee, how to manage a meeting, how to handle the press, how to build partnerships with other agencies, how to use data to monitor performance, etc.)
 - b. Does the training for supervisors address developing clinical or casework supervision skills? (i.e. family engagement and comprehensive family assessment, managing worker caseloads, how to support workers in practice, working with particular problems or populations, etc.)
 - c. Is this training competency-based? Are you able to send us your competencies?
11. How is this curriculum designed to be trained?
 - a. Suggested number of days/hours?
 - b. Online or face-to-face?
 - c. Multi-site availability or centralized?
 - d. Who trains on this? (State staff, university staff, contractors?)



PROFESSIONAL DEVELOPMENT TRAINING & OPPORTUNITIES

12. What other training or professional development opportunities are available to supervisors?
 - a. Where are they offered?
 - b. What general topics do these cover - is a list of topics available?
13. Is this/are these mandatory or optional?
14. Do you have specific curricula, tools, or materials for these? (i.e. supervisory practice manuals, newsletters, etc.) Are you able to share these with us?
 - a. What general topics do these cover - is a list of topics available?
 - b. How are these designed to be trained - are there a suggested number of hours/days?
15. Do supervisors engage in formal or informal training needs assessments? (i.e. ITNAs – individual training needs assessments).
 - a. How is this information used?
16. Are professional development plans used for supervisors?
17. Do you currently have any plans for supervision training development or plans for updating the current trainings or professional development opportunities? (Information from PIPs)

CURRENT SUPERVISORY SUPPORT

18. Do supervisors meet with one another on a regular basis?
 - a. Is this on a county, regional, and/or state level?
 - b. Do you have any other formal supervision groups (i.e. Association of Supervisors, Advisory Council, etc)? Are these at a county, regional, or state level?
 - c. What other forums do Supervisors use to network across your state?



19. Do you currently have any partnerships with universities, resource centers, foundations, etc. related to supervisory training or support within your State?

20. Is there anything else you want to tell us about that we haven't already covered?



Appendix B – Additional Resources

NRCOI Resources:

- [Assessing your Supervisory Training: Trainer's Guide](#)
This NRCOI-sponsored curriculum was developed by Charmaine Brittain with the Butler Institute for Families in 2005. This training is designed to help you systemically assess your agency's supervisor training curricula to determine its strengths and areas needing improvement.
- [Building a Model and Framework for Child Welfare Supervision](#)
This 2009 publication, developed in conjunction with the National Resource Center for Permanency and Family Connections, provides an organizational framework to support and sustain effective child welfare supervision.
- [Building Effective Training Systems for Child Welfare Agencies](#)
This 2008 guide provides an analytic framework for child welfare agencies or Tribal leadership teams to build a shared understanding of, and commitment to, the value, role, capacity, and development of their training systems.
- [Managing for Outcomes in Child Welfare: Trainer's Manual](#)
This 2002 training curriculum provides child welfare managers and supervisors with an understanding of the concept of outcomes based management in child welfare, including how outcomes can promote the goals of safety, permanency, and well being for children and families.
- [Strengthening Child Welfare Supervision: A Participatory Design Process](#)
This PowerPoint presentation provides an overview of the supervision process utilized by the NRCOI and the National Resource Center for Child Welfare Data and Technology.
- [Strengthening Child Welfare Supervision Newsletter](#)
This 2007 issue provides information and resources to help agencies strengthen and support the critical role child welfare supervisors play in organizational improvement.
- [Using Information Management to Support the Goals of Safety, Permanency and Well Being](#)
This 2000 competency-based curriculum is designed to train supervisors on how to use Statewide Automated Child Welfare Information Systems (SACWIS) data to generate information critical to their day-to-day work.



NRCOI Teleconferences/Webinars:

- [Supervisors as Leaders of Practice Change: Tools and Approaches](#)
This 2010 webinar highlights learning labs and learning circles as tools to support supervisors and help them work more effectively with their staff.
- [Building an Effective Child Welfare Training System](#)
This 2008 teleconference gives an overview on what an effective child welfare training system looks like and provides an analytic framework that leadership can use to assess the extent to which its training system produces a range of professional development opportunities.
- [Strengthening Supervision](#)
This 2007 teleconference features the work of the Southern Regional Quality Improvement Center, and what has been learned about clinical supervision methods that have a positive impact on worker retention, case practice, and child and family outcomes.

Resources from Other Organizations:

- [Leadership Academy for Supervisors](#)
The National Child Welfare Workforce Institute (NCWWI) offers a free web-based training that provides a unique learning opportunity for child welfare supervisors to enhance their leadership skills.
- [Management & Supervision Resources Library](#)
The Child Welfare Information Gateway hosts an abundant library of supervision resources and materials.
- [Promoting Structured Clinical Casework Supervision in Public Child Welfare: Curriculum Outlines and Selected Materials](#)
This document highlights the materials gathered by the Southern Regional Quality Improvement Center from their clinical casework supervision projects within Arkansas, Mississippi, Missouri, and Tennessee.
- [Supervision: The Safety Net for Front-Line Child Welfare Practice](#)
This report is from a Think Tank Symposium held in February, 2011 by the NASW Center for Workforce Studies & Social Practice, the National Child Welfare Workforce Institute, and Casey Family Programs. Focusing on the critical role the supervisors play in supporting and sustaining the workforce, this report also includes an extended supervision resource list. You can visit the website at: www.socialworkpolicy.org!



- [Supervisory Training: Putting the Pieces Together](#)

This 2007 curriculum, developed by Charmaine Brittain with the Butler Institute for Families, is based on Kadushin's functional model of supervision and is divided into three modules: Administrative, Educational, and Supportive Supervision. Available for use by the child welfare field, this curriculum has been utilized and adapted by a number of different States.

