EXAMPLES FROM STRATEGIC PLANS FOR IMPROVING AND SUPPORTING CHILD WELFARE SUPERVISION[1]

This strategic plan includes examples in four major areas:

1. ***Supervisor Training.***
2. ***Supervisor Support.***
3. ***Supervision Practices.***
4. ***Management/Administrative Supervision***

[1] ***Adapted from the Missouri and North Carolina Supervision Strategic Plans.***

ACTION STEPS

1. *Child Welfare Supervisor Training*

1. TRAINING SEQUENCE • Provide training before the change is introduced. • Train agency leadership, field leadership, and supervisors before frontline workers. • Train supervisors and workers separately with the supervisor training focusing on how to help frontline workers introduce and sustain change.
2. TRAINING FOR ADMINISTRATIVE SUPERVISION Train agency leadership, field leadership and supervisors in administrative skills.
3. TRAINING FOR CLINICAL SUPERVISION Train agency leadership, field leadership, and supervisors in clinical supervision.
4. TRAINING FOR USING DATA IN SUPERVISION Train agency leadership, field leadership, and supervisors on using data to analyze and improve frontline practice and achieve improved outcomes for children and families.

2. *Child Welfare Supervisor Support*

1. SUPERVISION OF FRONT-LINE SUPERVISORS Structure regular supervision of front-line child welfare supervisors, including weekly individual and monthly group/unit conferences. This supervision will include their: • Administrative supervision of workers; • Clinical supervision of workers; and • Use of data with workers to improve practice and outcomes.
2. CONTINUOUS DEVELOPMENT OF CLINICAL, ADMINISTRATIVE, AND DATA USE SKILLS IN CHILD WELFARE SUPERVISION Conduct regularly scheduled (monthly) peer-to-peer supervision consultation (Learning Circles) in all jurisdictions that supports supervisors in the continuous improvement of their clinical, administrative, and data use supervisory skills.
3. REDUCTION IN NON-SUPERVISORY TASKS TO INCREASE TIME FOR CLINICAL AND ADMINISTRATIVE SUPERVISION Reduce the number of non-supervisory tasks and the time spent completing them so that supervisors have more time for clinical and administrative supervision. Establish and achieve goals for increasing the amount of time supervisors provide clinical supervision to their workers. Include expectation of reqularly scheduled supervisor-worker conferences.
4. SUPPORT FOR SUPERVISOR EDUCATIONAL ADVANCEMENT Support child welfare supervisors who want to achieve educational and practice advancement.
5. CHILD WELFARE CAREER LADDER FOR WORKERS AND SUPERVISORS Provide a child welfare career ladder so that the Child Welfare Agency is ensured of ongoing, excellent leadership in the future.
6. CHILD WELFARE SUPERVISOR COMPENSATION Establish a plan to be accomplished in the mid-range future so that the State's child welfare supervisors are compensated at a rate that is equitable for their level and recognizes their critical role in the Agency's achievement of outstanding child and family outcomes.

3. *Supervision Practices*

1. SUPERVISOR ACADEMY Establish a “Supervisor Academy” for delivery of professional development opportunities for new and experienced supervisors.
2. SUPERVISION OF FRONT-LINE WORKERS Structure regular supervision of front-line child welfare workers, including • Weekly individual conferences focusing on casework and • Monthly group conferences covering both clinical and administrative topics

4. *Management/Administrative Supervision*

ADMINISTRATION
1. CONSISTENT EXPECTATIONS AND JOB DESCRIPTION FOR SUPERVISORS STATEWIDE Have consistent expectations of supervisors, including an updated job description.
2. CONSISTENT PERFORMANCE APPRAISALS FOR SUPERVISORS STATEWIDE Have a standardized performance appraisal for supervisors.
6. PROVIDE DATA AT THE UNIT AND WORKER LEVEL Provide supervisors regular, real time data by units, workers.

Examples

Action Steps	*Tasks / Time Frame*	*Benchmarks*	*Completion Date (Action Step)*	*Persons/Groups Responsible*
1. THE NEW SEQUENCE FOR TRAINING FOR POLICY AND PRACTICE CHANGES. Change training practice to ensure that when introducing policy or practice changes: • The training is provided before the change is introduced. • The agency leadership, the field leadership, and the supervisors are trained first, before frontline workers. • Supervisors and workers are trained separately, with the supervisor training focusing on how to help frontline workers introduce and sustain the change.	1. Training policy is rewritten to reflect this action step, and the Administrative Memo is distributed to the Children's Division staff. *January 31, 2006.* 2. The Training Unit implements this new policy and practice when training for practice changes. *January 31, 2006.* 3. The Policy/QI/Field Support Unit implements this new policy and practice when training for policy changes. *January 31, 2006.*	Training is provided before change is introduced. The agency leadership, field leadership, and supervisors are trained before frontline workers. Supervisors and workers are trained separately.	January 31, 2006	The Policy Unit. The Training Unit.
2. ADMINISTRATIVE SUPERVISION TRAINING. Implement the new BOSS training (40 hours) for NEW supervisors, and for CURRENT supervisors who didn't get the BOSS training, and ensure that future supervisors regularly receive this training.	1. Complete training of all supervisors hired after January 1, 2003. *April, 2006.* 2. Ensure that any supervisor hired before 2003 who wants the BOSS training receives it. *April, 2006 and ongoing.* (Ensure that any supervisor hired before 2003 receives the BOSS training.) 3. Establish basis for offering to new supervisors who come into the system after April, 2006. *June 30, 2006.*	All supervisors hired after January 1, 2003 have been trained. All supervisors hired before January 1, 2003 who want the BOSS training will have access to it. The training is offered on a regular basis for new, incoming supervisors.	April, 2006 This training will be offered four times a year.	Training provided by the HRC Unit of the Missouri DSS.