The Child Welfare Center
for Learning and Development:

Report and Recommendations
for Training System Reform

Acknowledgements

Suggested Citation:

Center for Advanced Studies in Child Welfare (2017). *The Child Welfare Center for Learning and Development: Report and Recommendations for Training System Reform*. Saint Paul, MN: Center for Advanced Studies in Child Welfare.

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Background

In September 2014, the Star Tribune published an article about the death of a child in rural Minnesota, highlighting the previous reports about his caregivers to child protection. Following ongoing media attention associated with the article, Governor Dayton quickly convened a "Taskforce on the Protection of Children."

After meeting for several months, the Governor's Taskforce on the Protection of Children (March, 2015) released their final report, which included 93 recommendations to improve child protection practice throughout Minnesota. Within this document, the Taskforce identified the area of training as paramount: "The quality of training for child protection workers, supervisors and managers is a critical factor in supporting a high performing child protection system" (pg. 23). Ten formal training recommendations were outlined, incorporating the development and

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> **By Brandon Stahl** Star Tribune | SEPTEMBER 1, 2014 — 2:38PM

implementation of a new training academy for child protection professionals. Within these recommendations, a number of requirements were prescribed, including the convening of a workgroup made up of stakeholders led by the Department of Human Services (DHS) to begin development and implementation of the many components within the Final Report and Recommendations. Thus, DHS created the Professional Development Workgroup that began a series of meetings in January of 2016.

The workgroup began by considering the Taskforce recommendations and making suggestions on implementation or next steps for further study. Specifically, they were charged with assisting in "the formation and revision of the Department's training and professional development models and strategies for new, ongoing and supervisory staff." This initial work led to the adoption of a formal set of statewide child welfare competencies for workers. Next steps included the identification of national child welfare training academies and state of the art professional development centers having direct applicability to Minnesota. Applicability was determined in part by operation of child protection systems (county versus state administered).

From this initial work came a deeper exploration of a number of state systems and the identification of key components important to a training and development model within Minnesota. Components identified as training priorities by the group included:

- A tiered training academy structure for new workers and new supervisors, as well as ongoing professional development for workers and supervisors progressing in their careers

- New worker training with depth and breadth in practice areas, as well as recognition of individual worker's previous experience and education with opportunity for specialization

- The use of various training modalities including web-based, classroom-based, simulation, coaching, video, etc.

- A certification or credentialing process with associated annual training requirements (20 hours per year or 40 hours bi-annually)

- A state and university partnership

- A regionalized or hub model for training

The workgroup concluded there was need for further study and definition of key components, including the development of training outlines. The Department of Human Services' Child Welfare Training System (CWTS) partnered with the Center for Advanced Studies in Child Welfare (CASCW) at the University of Minnesota's School of Social Work to continue this process. The State of Minnesota entered into a Joint Powers Contract with the University of Minnesota and agreed to the following deliverables:

A. The development of a Realist Job Preview (RJP)

B. The development and execution of a statewide survey of CP staff and supervisors related to job satisfaction and intent to stay/leave their position, and/or the field of child welfare

C. Assist the State in planning and cost identification for the development of the training academy as outlined by the Professional Development Workgroup:

    a. Identify and report on other training models with applicability to Minnesota

    b. Visit two national agencies identified as feasible for replication in Minnesota

    c. Arrange travel for the National Child Welfare Workforce Initiative (NCWWI) to Minnesota for guidance on academy implementation

    d. Finalize logistics and financial implications for implementing the new training framework

    e. Determine feasibility of proposed framework with stakeholder meetings

    f. Identify critical partners, curriculum content and training modalities

    g. Conduct a preliminary review of Minnesota's credentialing process

    h. Create an evaluation framework for worker and supervisor training pathways

    i. Develop graphics, branding and a communications strategy for potential adoption of the new academy structure

    j. Meet bi-weekly with DHS

The work of the contract and the delivery of these agreed-upon steps are outlined in detail in the following report. Chapters are structured based on the deliverables outlined above, and include an overview of the development of a Realistic Job Preview for Minnesota Chapter 1, an overview of the Workforce Stabilization Study (Chapter 2), and a detailed description of the planning and cost allocation recommended for the development, implementation of a Child Welfare Training Academy for Minnesota (Chapter 3), an overview of feedback provided in Key Stakeholder Meetings (Chapter 4), a plan for Credentialing and Evaluation (Chapter 5), and suggestions for next steps.

CHAPTER 1:

Realistic Job Preview

In March of 2016, CASCW began planning for the development of a Realistic Job Preview (RJP) video for child protection. A contract was arranged with Jerry Smith of Verso Creative to complete the videography for this project. On May 19th, 2016, CASCW staff met with Eric Ratzmann and Jodi Wendtland of the Minnesota Association of County Social Services Administrators (MACSSA) Children's Committee. The primary purpose of the meeting was to discuss the best way to introduce this project to Minnesota counties and secure interest and contribution in the video. An invitation to participate was extended to all 87 counties and the

two initiative tribes, explaining that the RJP was being developed to assist counties and tribes in the hiring processes, particularly in the recruitment, selection, and retention of child protection workers. Following that invitation, CASCW secured participation from Dakota, Grant, Pope, Morrison, and Chisago Counties. At a later date, Hennepin County also accepted the invitation to participate.

> In planning, CACSW wanted to ensure the diverse child protection structures and practices across Minnesota counties were captured accurately.

In planning, CACSW wanted to ensure the diverse child protection structures and practices across Minnesota counties were captured accurately. Grant, Morrison, and Pope County provided a rural perspective, including the barriers outstate Counties face in providing necessary services. Dakota and Chisago Counties were able to provide a suburban perspective on the unique needs of their setting and population. Hennepin County provided an urban lens on diverse resources, staff, and population served, as well as perspectives from ICWA (Indian Child Welfare Act) Unit staff. CASCW also invited participation from both the White Earth Nation and the Leech Lake Band of Ojibwe for tribal perspective, but unfortunately did not receive responses.

County partners identified families previously involved with child protection and extended invitations to participate in the video. This lead to a family interview being completed in Chisago County. The featured family both the challenges and successes of their case and involvement with child protection. Their perspective, along with interviews of county workers and supervisors in the rural, suburban and urban participating counties, created a well-rounded firsthand account of child protection in Minnesota. The interview with the family was inclusive of the strengths and barriers faced by families and providers across the state. A final draft of the video was completed in December 2016 and sent to key stakeholders for review, including the six counties that participated in the RJP, the Minnesota Department of Human Services, the University of Minnesota Duluth's Center for Regional and Tribal Child Welfare, and MACSSA. Following the receipt of positive feedback with few corrections, copies of the video were ordered and a plan for dissemination was developed. The RJP is being sent to all project participants, DHS, and to MACSSA , as well as the 87 counties and two initiative tribes in Minnesota . National dissemination included the Children's Bureau and the National Child Welfare Workforce Institute (NCWWI). CASCW will also house the RJP on their website for public use. Early in 2017, the RJP was presented to MACSSA's Children's Committee to garner additional ideas before further distribution.

CHAPTER 2:
Child Welfare Workforce Stabilization Study

Research and practice have long supported the notion that effective delivery of public and tribal child protection services requires a competent, committed workforce. Staff turnover in child protection threatens to undermine the effectiveness of these systems, and has proven costly to children, families, and the system itself. In light of the Minnesota Governor's Task Force on the Protection of Children, numerous practice and policy decisions are being made that affect the delivery of public and tribal child welfare protection services in Minnesota. The existing child protection workforce is being taxed in ways it has not been previously, partly due to current recommendations and requirements, changing workloads, and an influx of new staff entering the child protection workforce.

As part of the current contract, CASCW staff members were tasked with developing and implementing a workforce stabilization study to better understand the state of Minnesota's child welfare workforce, with a particular focus on child protection professionals, in order to develop strategies to stabilize and strengthen the workforce in a time of reform (contract deliverable B). In February 2016, the Workforce Stabilization Survey was electronically sent to 1,948 professionals working as front line staff or supervisors in child welfare (including child protection services, children's mental health, foster care, adoption and permanency, prevention and early intervention services, and other related children's services). A total of 862 child welfare professionals from 81 counties and one tribal child welfare agency responded to the survey, a 44% statewide response rate1. Of the 862 responses, 823 included complete information. Eighty-nine percent of respondents (n=734) indicated that at least some portion of their work was in child protection, involuntary foster care, and/ or adoption/permanency.

CASCW researchers Drs. Kristine Piescher and Traci LaLiberte, and PhD Research Assistant, Karen Goodenough, analyzed these survey responses and developed the Minnesota Child Welfare Workforce Stabilization Study 2016: Child Protection Summary Report. This summary report has been distributed electronically to local and national stakeholders via CASCW's listserv. The summary report was also printed and copies were mailed to county, tribal, and state child welfare agencies in Minnesota; additional copies were disseminated at events with local stakeholder participation (e.g., the College of Education and Human Development's Policy Breakfast, Minnesota's Child Protection System: Working toward more effective data-based decision making). Information learned from the survey was presented to the Minnesota Association of County Social Service Administrators (MACSSA) Children's Services Committee, the Department of Human Services Child Safety and Permanency Division, the National Title IV-E Roundtable (held in Salt Lake City, Utah), and the Minnesota Title IV-E Child Welfare Consortium.

A full statewide report providing an in-depth summary of child welfare professionals' survey responses is currently in development. Once finalized, the report will be made available electronically via the CASCW website and distributed via the listserv. Additional presentations and publications may also be developed to provide stakeholders with a robust understanding of Minnesota's child welfare workforce and the role of reform in retention.

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[1] Although there is no established or confirmed number of child welfare professionals in Minnesota, we attempted to ascertain the total possible number of respondents via phone calls with Directors at each county and tribal child welfare agency. Directors indicated that 1,948 professionals were working as front line staff or supervisors in child welfare. This number was used to calculate the overall response rate to the survey.

Chapter 3:
Planning and Cost Identification for the Center for Child Welfare Learning and Development

To build on the framework outlined by the Professional Development Workgroup, a team including DHS, CASCW and a county manager representing MACSSA identified two national child welfare training systems of particular interest to Minnesota. Pennsylvania and Colorado were selected for site visits for a variety of reasons, most importantly because both have county administered, state-supervised systems. As such, both models were directly applicable to Minnesota's child welfare system structure, and staff of both sites were familiar with the benefits and limitations of that structure. Pennsylvania and Colorado have training and development systems with innovative approaches moving beyond traditional new worker classroom/online training models. Both systems include a state and university partnership for the professional development and implementation of training and county support. While Pennsylvania provided insight as an established, long-standing child welfare training system, Colorado offered the perspective of a revised training academy having undergone massive implementation and staging reform within the last five years.

> **The Center for Child Welfare Excellence was a model of interest to Minnesota because it included the establishment of formal partnership between the state and the University of Washington, with strong collaboration with tribes and private agencies.**

With this background, the four-person evaluation team consisting of Elizabeth Snyder and Jennifer Bertram from the Center for Advanced Studies in Child Welfare, Tracy Crudo from the Child Welfare Training System at DHS, and Nicole Names, Director of Pope County Human Services, visited both states in the summer of 2016. Team members met with staff at Pennsylvania's Child Welfare Resource Center which is partnered with the University of Pittsburg School of Social Work in Mechanicsburg, as well as staff in Colorado's Child Welfare Training System at the Kempe Center located within the University of Colorado School of Medicine in Denver. In addition to these two site visits, DHS and CASCW also solicited a presentation from, and had a conversation with, Theresa Tanoury, former Director of Washington state's Center for Child Welfare Excellence, which is a training partnership between the State and University of Washington. Ms. Tanoury met with DHS and CASCW staff to discuss Washington's reform and partnership development process, as well as provide an overview of the training and funding structures utilized to create and operate the Center for Child Welfare Excellence. The Center for Child Welfare Excellence was a model of interest to Minnesota because it included the establishment of formal partnership between the state and the University of Washington, with strong collaboration with tribes and private agencies.

All three national meetings included structured questions on planning stages, training frameworks, contracts/budgeting, credentialing/evaluation processes and lessons learned. Both site visits included meeting with training system staff and state partners, as well as observation of training, simulation and coaching strategies.

Beyond direct examination of these three models, CASCW staff also explored New Jersey and California's child welfare training systems. The Professional Development workgroup identified both of these states as having strengths deserving further exploration. New Jersey's training system has comprehensive and multi-tiered simulations. California has a long-standing reputation as a leader in child welfare training evaluation and university partnership. For an additional expert perspective, Sharon Kollar of the National Child Welfare Workforce Institute (NCWWI) was brought to Minnesota to present to the team on the Institute's resources and work, specifically focusing on the supervisor and manager academy.

Throughout the process of gathering insight from other training systems - and in consideration of the recommendations from the Governor's task force - a number of important themes emerged. While training is essential to a well-prepared and competent workforce, it is only one step toward that goal. Training alone is insufficient to ensure that workers and supervisors have what is needed to best serve children and families involved within Minnesota's child welfare system. Therefore, we propose the creation of the Child Welfare Center for Learning and Development (CWCLD) that moves beyond what is thought of as standard "training." In order to fully prepare new employees and implement best practice in child protection, preparation should still include traditional training (classroom and online) that follows new employees into their county and tribal workplaces, but also move beyond single, point-in-time training.

Additional training and learning components are recommended to address all levels within the child protection agency from worker to supervisor to agency level representatives in an effort to fully integrate approaches for exemplary child protection practice across the state. Learning and moving toward competence is an ongoing, career-long process. The proposed Child Welfare Center for Learning and Development includes components to facilitate the development of a partnership between DHS and county agencies including provision of support and technical assistance to address the unique and continuous learning needs of workers, supervisors and agencies in every county and region across the state. The recommended structure includes a regionalized model with a primary academy located in the Twin Cities. Within each region, the CWCLD would include general new worker training, a coaching model and an Organizational Effectiveness specialist. These components are described within this chapter. Detailed information garnered from site visits, interviews, presentations and research are included in the appendices of this report.

DECENTRALIZATION

A fully regionalized training system was found to be a clear and consistent best practice recommendation across the country, and by the Professional Development Work Group. Counties and tribes also suggested decentralization from a metro-based training location across Minnesota.

The recommendation to decentralize training and learning centers intentionally returns to the regional model previously in place in Minnesota, though system organization may be similar or different based on DHS' assessment of current training needs. Determining regional boundaries will need further exploration and discussion with county and tribal partners, but based on current feasibility, we recommend five regions: Northwest, Northeast, Southwest, Southeast and Twin Cities Metro.

> There are multiple goals associated with decentralizing training, most important being convenient locations throughout the state, so that no child protection professional agency incurs significant travel time or expense sending workers to a metro-based training.

There are multiple goals associated with decentralizing training, most important being convenient locations throughout the state, so that no child protection professional agency incurs significant travel time or expense sending workers to a metro-based training. Beyond this obvious benefit, a regionalized model is essential for the implementation of the proposed training and development elements. Both coaching and organizational effectiveness, outlined below, would be provided to counties and tribes on site. With regions established, counties and tribes would have deeper and richer relationships with the staff of the regional hub providing the training, essential to successful implementation of coaching and learning and also beneficial to the delivery of traditional classroom training. Within an established relationship, counties can more fully articulate their training needs and training staff located within that region can respond. As evidenced through site visits to Pennsylvania and Colorado, regional offices promote the development of these relationships with an opportunity to best meet the training and development needs

of each region and an outcome of strengthened communication. Further discussion of the development of a communication loop and feedback structure is included later in this chapter.

Methods for locating regional hubs were outlined during the Planning Grant team's site visit to Colorado. They utilized a request for proposal process that was distributed state wide to county child protection offices. This is a possible option for Minnesota once regional zones are established. Counties hosting the regional hub provide space and amenities in exchange for the convenience of location, thus eliminating travel for their staff. The Department of Human Services may want to consider additional options for regional sites, including having universities, tribes or other sites provide both training and office space. Regional training staff would be located at these hubs, and training sessions would take place in these spaces.

Staffing for regional teams is also to be determined, but we recommend that at a minimum, each region include a trainer/coach, a training coordinator and an Organizational Effectiveness technical assistance provider. Regional staffing would be determined based on geography and demographics as well as potential training needs. Determination of need requires further exploration, but considerations include staffing numbers, experience and education of the regional workforce, county-specific Child and Family Service Review (CFSR) and associated Program Improvement Plan (PIP) needs. For example, the Twin Cities metro will require more training staff given the higher numbers of workers within the region; staff ratios should match regional need.

Organizational Effectiveness

Organizational Effectiveness (OE) is a term describing the efficacy of an organization, and refers to a group of strategies, methods and techniques that help organizations achieve desired outcomes. It is also sometimes called Continuous Improvement (CI), Continuous Quality Improvement (CQI), or Process Improvement. There are multiple methods of OE including: Define, Assess, Plan, Implement and Monitor (DAPIM), Six Sigma, Kaizen and Lean.

The DAPIM model was developed by the Organizational Effectiveness unit of the American Public Human Services Association (APHSA) and was specifically intended to help public child welfare agencies, but its utility is not limited to that context. The process used in the DAPIM model is:

Define: priority improvements in operational terms

Assess: observable, measurable strengths and gaps; identify root causes and general remedies for priority gaps

Plan: quick wins, mid-term, and longer improvements

Implement: action plans while managing communication and capacity

Monitor: progress, impact, and lessons learned for accountability and ongoing adjustments

The possible uses of OE to enhance learning and professional development within the child protection training system are many. On a small scale, OE could help a single unit in a single agency streamline a process that has been causing some inefficiency or concern. On a larger scale, Organizational Effectiveness could facilitate a complete organizational restructuring. In between are many examples where OE can help map out a path to change, such as county agencies needing help providing additional assistance to resource families or regions needing to design an equitable way to pool resources between counties to maximize limited funds. A county may be interested in implementing new and innovative techniques for working with families. Sometimes the most straightforward changes can have profound impact.

DAPIM is utilized with success in Pennsylvania's child protection training system, and also by the Minnesota Department of Human Services extensively since 2009. For example, in 2014, the DHS Child Safety and Permanency Division took part in an OE review of the process for listing children on the State Adoption Exchange. The Exchange was intended as a method for prospective adoptive parents to learn about children awaiting adoption but in practice it turned out that many eligible children were not listed on the exchange. After finishing their review, the team recommended that the agency in charge of the exchange be given access to the DHS child welfare data system, Social Services Information System (SSIS), allowing them to work directly with counties. As a result, the number of children listed on the exchange has significantly increased. Because of the nature of the OE review, the relationship between SSIS and the Adoption Exchange became clear in a way it might not have otherwise, as OE enhanced the decision making process and cleared the way for solutions. A key factor in the successful use of OE, of course, is the support of agency leaders. If the OE process isn't fully supported by upper management, its chances of success drop dramatically.

Pennsylvania's system demonstrates the importance of regional OE experts. Building regional OE specialists within Minnesota's CWCLD would be an intentional step toward a technical assistance component supporting county agency process. OE could support the incorporation of new policies into practice, major leadership and staffing changes, adaptation of new practice models, preparing for and responding to the CFSR, coping with crisis, and other agency challenges and practice shifts. It is important to note that the process of organizational change is most effective within the context of a trusted, supported relationship built over time.

> **Child protection workforce literature has suggested that one of the primary reasons workers leave agencies is related to workplace culture.**

Capacity building is another element of organizational process improvement based on self-identified need. Regional teams build relationships with counties to develop trust and more effectiveness within roles OE specialists do not need to be content experts, but instead use OE tools to help workers apply their skills by asking what they are doing well, what challenges they face and determining how to address the need for additional training or support.

Regional technical assistance providers in Pennsylvania have successfully approached their work as a partnership with counties, and offered services voluntarily. They are often brought in to facilitate difficult conversations and identify processes for implementing new policies and practices. The OE staff of the Pennsylvania Training System identify knowledge, resource and service gaps in counties and can share that information with the state.

Child protection workforce literature has suggested that one of the primary reasons workers leave agencies is related to workplace culture. OE is a strategy to begin to address some of what was revealed in the Workforce Study (outlined in chapter 2). Specialists trained to create organizational change would be a valuable addition to the Center for Learning and Development.

COACHING

Like Organizational Effectiveness, coaching is designed to meet the unique needs of counties, workers and supervisors to augment and enhance the knowledge and skills developed through uniform training components. Colorado's successful approach to coaching is distinct from other models in child protection across the country in that their method preserves the supervisory relationship:coaching does not relate to job function but rather helps an individual creatively realize their vision and goals as they relate to working with children and families. Coaching in child protection is often used to provide technical support intended to directly translate classroom

or online new worker training to on the job skills. However, technical skill building (completion of forms, notes, processes for visits, etc.) is best developed by a new worker's direct supervisor and unit through shadowing and supervision.

Colorado utilized the Coaches Training Institute (CTI), a national training program, to develop their coaching process. There are a number of national programs to choose from in preparing coaches for this work, including CTI's Co-Active Coach Training Program. Coaching is a discipline in and of itself, and would require training of DHS staff and a staged implementation process. There is a significant distinction between the work of a supervisor and that of a coach; their respective roles can be complementary, but one does not replace the other and coaching does not supersede supervisor authority. A supervisor has a level of positional power that enables him or her to compel a worker's level of professionalism and completion of work.

Additionally, a supervisor's evaluative power is used to determine the quality of work and need for additional support. Coaching is not about monitoring day-to-day roles and responsibilities, but instead about the provision of support, transfer of learning and helping workers gain insight into their individual skills and professional development needs within the context of the organization. A coach does not have the power to evaluate a worker's performance or determine tasks, but instead the power lies within the relationship between the worker and the coach. Thus, coaching would be in addition to, not a replacement for, quality supervision.

Coaches use their skills to develop a partnership with counties in providing services. While some counties may wish to make coaching mandatory for all new workers, others may view this opportunity as an option among a menu of services to develop workers' competencies, depending on need. CTI-trained coaches view their work as change management by facilitating workers' professional growth and maximizing training resources. Depending on the purpose, the work of a coach can manifest in a number of ways, with individuals or with groups. Group coaching works well when a new law is enacted and all staff must adapt practice to comply with new requirements.

There are a number of benefits associated with coaching, including establishing a connection from classroom and online training back into trainees' work settings.

There are several different coaching models that can be used in helping workers get "unstuck," or move them toward more effective practice. Fulfillment Coaching helps link people to their key values and can be used to help them visualize how they can move forward in pursuit of fulfilling their commitment. This model could work effectively in building a worker's knowledge base for a new practice skill and help them take the initiative to enact change in their work. Process Coaching dives into worker's emotions to identify and troubleshoot areas needing attention. This type of coaching can prove helpful when a worker has experienced a high-stress situation and needs support beyond what a traditional supervisory relationship can provide. Balance Coaching helps workers gain perspective in moments of chaos, clearing the way for more deliberate, focused work. This coaching style can provide some sense of calm amidst high stress situations, as when a high-profile abuse case is highlighted in the media.

There are a number of benefits associated with coaching, including establishing a connection from classroom and online training back into trainees' work settings. Translation is essential to truly incorporate evidence-based practices consistently throughout the state, as many jurisdictions experience a disconnect between what is taught in training and how things are applied in counties. Coaching can serve as a feedback loop to support workers in implementing best practice, but also to respond to those who develop and provide training about what does and doesn't work for child protection work across the state. Additionally, new and ongoing workers may better develop ongoing individualized learning and skill development in an effort to support a high-quality child protection work force.

Establishing a regional coaching team will serve a number of purposes and can be useful in mitigating many challenges facing the child welfare workforce today - namely retention. This is a critical issue in child welfare across the nation, with high rates of turnover, and research suggesting that retaining staff leads to better outcomes for children and families at each decision point in the child welfare continuum.   With coaches offered to both new and experienced workers, more emphasis can be placed on individualized interests and needs. Coupled with certification requirements, coaches can help identify unique professional development needs, thus filling in gaps in knowledge and abilities and helping workers build confidence in their skill sets and perform better work. A highly supported, well-trained and engaged worker is more likely to stay in their position.

A second workforce challenge involves racial disparities for open cases and out-of-home placements alike. Unconscious racial bias affects the decision-making process at all stages of the child protection system. Willing workers can identify and address implicit bias in a systematic process with the support of a coach. The change process can only be effective if the worker is willing to do the work to move forward in an engaged and honest way. Having the support of a coach can facilitate the process and help workers incorporate changing views and greater understanding by talking through struggles and areas of uncertainty.

Another primary concern in the field of child protection identified as in the Workforce Stabilization Study is the issue of Secondary Traumatic Stress (STS), or the emotional toll of working with families experiencing child abuse and neglect. Investing in supportive services for worker well-being in the form of individualized coaching can help incorporate ways to mitigate STS using a variety of self-care methods, as well as agency advocacy, in an effort to avoid burnout and promote meaningful work with families and children.
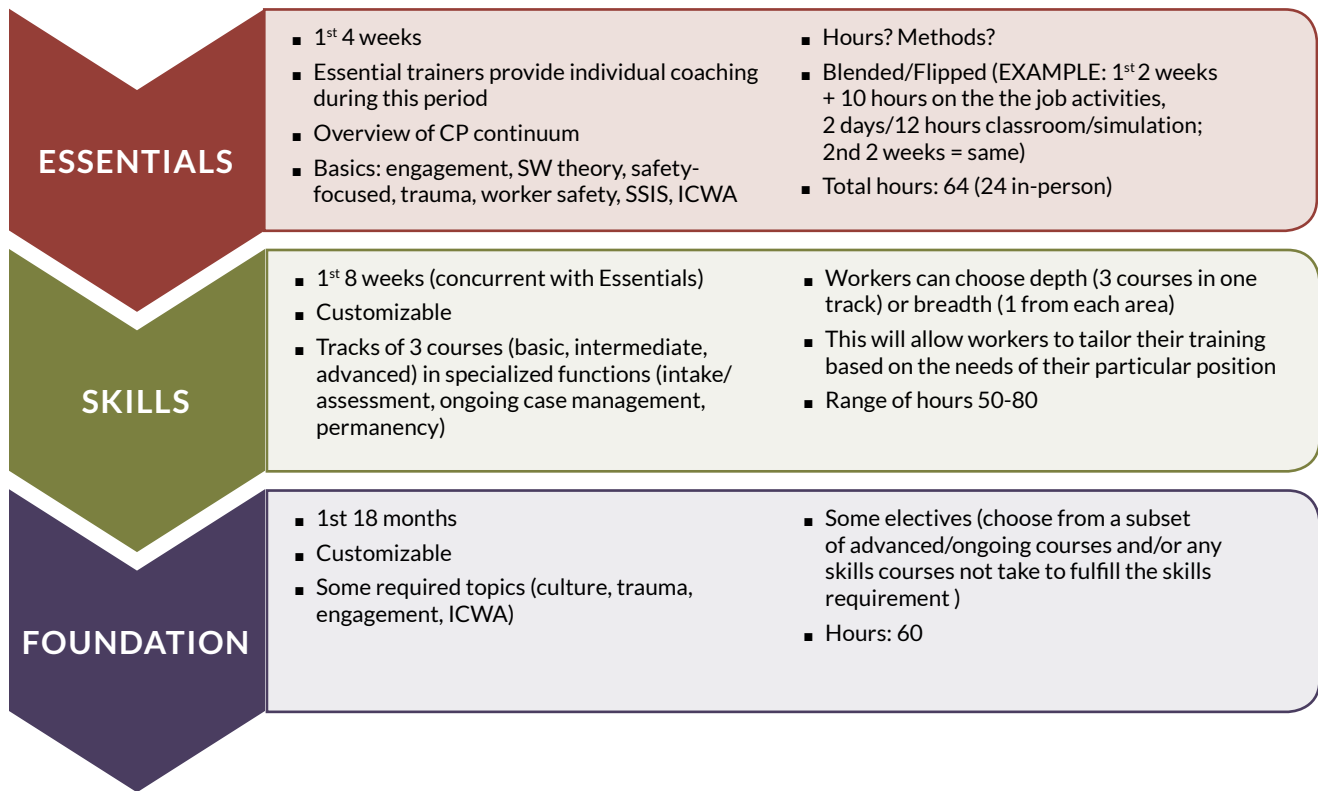
We envision the coaching component of the training system having multiple layers that may look different across agencies and staff levels. However, all regions will benefit by moving beyond the idea of coaching as time-limited mentoring for new workers, and instead as an ongoing, voluntary opportunity to promote growth, engagement and stability for agency workers and supervisors across the state.

Curriculum

Effective training requires well-informed, advanced-level practice with the guidance of evidence and research, using multiple methods to develop a foundation of knowledge and skill guided by a set of universal competencies. The Professional Development Workgroup developed an initial structure for training new and ongoing workers and supervisors. The structure was developed with the understanding that training and learning is challenging because each participant brings different skills, experience, and learning style. These levels and modalities are intended to be considerate of that uniqueness.

Thus far the Professional Development Workgroup and most of the work of the legislative and governor's taskforces have focused on child protection. Resource Parent training is on the radar of DHS and the broader community and will be considered further in the planning process. In order to account for the unique needs of trainees, the Workgroup developed the following three levels of new worker training. These levels can be seen on the next page in Figure 1.

FIGURE 1. LEVELS OF NEW WORKER TRAINING

ESSENTIALS

- 1st 4 weeks
- Essential trainers provide individual coaching during this period
- Overview of CP continuum
- Basics: engagement, SW theory, safety-focused, trauma, worker safety, SSIS, ICWA

- Hours? Methods?
- Blended/Flipped (EXAMPLE: 1st 2 weeks + 10 hours on the the job activities, 2 days/12 hours classroom/simulation; 2nd 2 weeks = same)
- Total hours: 64 (24 in-person)

SKILLS

- 1st 8 weeks (concurrent with Essentials)
- Customizable
- Tracks of 3 courses (basic, intermediate, advanced) in specialized functions (intake/assessment, ongoing case management, permanency)

- Workers can choose depth (3 courses in one track) or breadth (1 from each area)
- This will allow workers to tailor their training based on the needs of their particular position
- Range of hours 50-80

FOUNDATION

- 1st 18 months
- Customizable
- Some required topics (culture, trauma, engagement, ICWA)

- Some electives (choose from a subset of advanced/ongoing courses and/or any skills courses not take to fulfill the skills requirement)
- Hours: 60

Significant work remains in determining content for the three levels of new worker training but this identified frame is a significant first step.

As part of the broader recommendation associated with the Center for Learning and Development, it would be ideal for all training for new workers at these three levels (Essentials, Skills and Foundation) to be provided by DHS staff trainers. Training for new workers will be standardized and universal across the state, including multiple learning modalities spread across a worker's first months on the job.

In addition to standard new worker training, the development of supervisor competencies and associated new supervisor training will be an important next step. Training at four levels is recommended:

- New worker
- Ongoing/Advanced worker
- New supervisor
- Ongoing/Advanced supervisor

Engaging current staff and supervisors as part of ongoing worker and supervisor training was identified through site visits and research as an asset to successful training systems. It is recommended that a training pool be regularly evaluated, allowing trainers to have expertise in specific areas of practice.

Ongoing training will be required in association with certification (outlined in chapter 4 of this report), therefore, regular offerings based on worker and regional needs will be provided with frequency. The standardized new worker and new supervisor training is also best led by DHS staff trainers as regularly scheduled training. Moving away from a request-based model will ensure that the workforce has relevant and timely access to topics important to day to day practice, as well as larger system change efforts.

METHODS OF CURRICULUM DELIVERY

The method chosen for curriculum delivery can be nearly as important as the content itself. When workers are engaged and actively participating in a training session, their retention of content improves significantly compared with a passive listening session. Additionally, workers are more likely to internalize and apply information once they have practiced using it. A variety of active learning processes and methods in use around the country were thus examined for adaption and incorporation into Minnesota's training system.

- **The addition of a simulation lab, in which workers are presented with a fictional situation using a staged space with actors (known as "standardized clients") playing the roles of parent and child, provides an important opportunity for workers to practice skills before working with actual clients.**

The use of a variety of methods can be incorporated into the training system to provide workers with multiple strategies, offering both content and practical experience to fully engage and prepare workers to do their jobs effectively. Online interactive modules can provide basic information in advance of classroom learning. This is the current Foundation Training model used by DHS. While in the classroom, workers then apply online learning through group activities that encourage them to think critically and develop skills.

Additional work can be done with supervisors and coaches when workers return to their caseloads and begin to incorporate training knowledge. Specific Transfer of Learning (TOL) activities tied to learning objectives and customized to the content of the session can be useful in bridging training to practice.

The addition of a simulation lab, in which workers are presented with a fictional situation using a staged space with actors (known as "standardized clients") playing the roles of parent and child, provides an important opportunity for workers to practice skills before working with actual clients. Videotaped interactions between workers and actors, along with preparation and coaching provided by training staff, provide useful feedback for workers to identify strengths along with areas for further development when engaging with families and conducting assessments and investigations.

Through both simulations and TOL activities associated with online and classroom learning, supervisors, managers and DHS trainers will have an opportunity to fully assess and vet new hires. Individualized learning plans connected to training and supervision can be developed to support workers as they enter the child protection workforce.

LOGISTICS

Returning to a regional training structure allows workers to attend training in convenient locations and in close proximity to their agencies. Each region may have multiple training locations, depending on size and the needs of the agencies that comprise that area.

Full-time regional training staff should conduct the bulk of the Essentials courses, to ensure consistency across regions and trainers. Additional courses should continue to be taught by a pool of trainers, recruited from current child protection workers and supervisors.

Curriculum was studied in both Pennsylvania and Colorado, and the Professional Development work group made recommendations for modifications to Minnesota's existing curriculum, but further work is needed to determine what changes will be recommended to the existing content and will be an area for exploration, and development ongoing.

STAKEHOLDER COMMUNICATION

Background research to develop these recommendations uncovered that clear and intentional development of feedback loops was essential for successful training and learning, particularly in county administered, state supervised systems. Thus it will be key to build a framework for stakeholder communication early in the creation of the Child Welfare Center for Learning and Development.

> In the case of Minnesota, both regional and statewide advisory boards would be created consisting of key stakeholders to provide a forum for input to help ensure that the system will be responsive and nimble to the needs of counties and tribes throughout the state.

Colorado has a structure for regional and statewide communication and feedback ideal for modified replication. In the case of Minnesota, both regional and statewide advisory boards would be created consisting of key stakeholders to provide a forum for input to help ensure that the system will be responsive and nimble to the needs of counties and tribes throughout the state. Information should flow in both directions, with new policy, regulations, and training modifications at the state and federal levels shared with stakeholders for feedback. This will allow a platform for ongoing conversation on the challenges and benefits to implementing such change from all perspectives including workers, supervisors, directors, trainers, county board members, state and university representatives, and DHS.

Regional meetings will be important to understand county/area specific issues. In Colorado, such meetings are facilitated by the Regional Training Supervisor, allowing them to garner information and provide input to members of the group, while also strengthening relationships with counties in the region. Members from each of the regional groups will also be part of the larger statewide group. The statewide advisory board should review important insights garnered from regional advisory groups, as well as tackle larger issues associated with the training and development of the workforce across Minnesota.

This structure will be particularly important as the Child Welfare Center for Learning and Development begins implementation. The Advisory Board model offers counties and tribes a forum to participate and provide feedback for the training curriculum, coaching program, Organizational Effectiveness, and other components of the CWCLD as it is phased into full operation.

Deliberate and regular communication with county agency staff will help keep training system staff apprised of ongoing workforce needs, as well as opportunities for enhancing practice and improving policy at the state level. These meetings will also provide an opportunity for regional staff at all levels to share concerns, learn about new legislation and practice implications, and identify commonalities across counties and regions for gaps in knowledge and skills. Discussions taking place at the regional level will be shared at the state level to help inform and shape ongoing improvements to the system.

CAPITAL EXPENSE AND STARTUP COSTS

Engaging in collaborative conversations following site visits, in addition to the research outlined above, the Center for Advanced Studies in Child Welfare provided DHS with recommendations for two types of budgets: ongoing training academy operations and capital expense/startup costs. CASCW Executive Director Dr. Traci LaLiberte developed a budget framework in consultation with appropriate University advisors. Identified expenditures included:

STARTUP COSTS:

- Professional consulting and services (Curriculum consult, Learner Management System consult, Organizational support, Organization Effectiveness and Coaching training, etc.)
- Securing a central academy building, (renovation costs, purchase of office furnishing and computer lab equipment, computer hardware and software, the development of a teleconferencing and video production rooms and 4-6 simulation rooms), and regional office space – (renovations, equipment for computer labs, office furnishings, computer hardware and software, etc.)

ONGOING TRAINING ACADEMY COSTS:

- Personnel (approximately 60 staff hired through DHS and/or the University of Minnesota)
- Contracted Trainers
- Annual lease of central academy and regional office space
- Operation of simulation center
- Supplies and expenses
- Travel (local and regional)

CASCW provided costs and figures associated with all expenses (with the exception of personnel and contracted trainers). DHS personnel utilized these figures for their internal conversation to advance discussion and the development of a legislative budget proposal internally. The University of Minnesota ceased participation in budget discussions at that juncture.

CHAPTER 4:

Key Stakeholder Meetings

The success of any system in preparing child protection workers for their roles is dependent, in part, on the support and cooperation of the users of the system, including county and tribal workers, supervisors, and administrators throughout Minnesota. Although the structure presented within this report is primarily foundational in nature, CASCW staff sought input from stakeholders across the state. While the feedback garnered was not generalizable across the state, it does represent multiple geographic areas and points of view.

Incorporating the feedback of stakeholders into the plan, as well as vetting the structure proposed within this report, was important for a number of reasons. Of most significance is the fact that workers and supervisors will be the primary users of the revised CWCLD. These stakeholders are best positioned to identify the challenges, opportunities and other important considerations associated with a revised training structure.

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In order to reach stakeholders from around the state, CASCW contracted with Priscilla Day, Professor and Director of the Center for Regional and Tribal Child Welfare(CRTCW) at the University of Minnesota-Duluth, and Mary Pfohl, Associate Professor and Title IV-E Program Director, St. Cloud State University, to conduct stakeholder sessions in the north and central portions of the state. Dr. Day took advantage of the CRTCW's Summer Institute in American Indian Child Welfare, to meet with tribal workers and supervisors. In addition, she conducted two focus groups in the Northeast region of the state. Dr. Pfohl also conducted three focus groups to seek input from child welfare workers and determine whether the proposed ideas would address their needs.

Furthermore, CASCW staff met with individuals (workers, supervisors and managers), and conducted a focus group session following a University of Minnesota child welfare conference. In addition, individual interviews included directors of Hennepin and Ramsey Counties, as well as the Director of Olmstead County who has been an innovator in training and professional development. Workers and supervisors from counties within the metro and southern regions of the state were also able to provide their insight individually or in group settings.

In preparation for these sessions, CASCW created a training Power Point presentation (included in Appendix G of this report) outlining the proposed system components. In focus groups and individual meetings, CASCW staff and contractors presented the new training components and an explanation for how they support the training of the child welfare workforce. This presentation served as the outline for discussion and feedback for each session.

PRIMARY THEMES

Overall, participants were largely in favor of the components under consideration for the new training system. The primary concern voiced repeatedly was the impact of the new training on worker and supervisor time. Specifically noted was time spent away from caseloads to attend training sessions or participate in coaching or technical assistance activities. There was also an overall sense that the funds allocated by the legislature to increase the number of workers did not go far enough, resulting in counties remaining understaffed. Comments during these sessions often reflected frustration about limited resources which could help to decrease

caseloads and support workers, skepticism that sufficient funding would truly be made available, and whether the state or counties would become responsible for funding the new training components on an ongoing basis.

Some tribal child welfare leaders expressed concern with current practices around ICWA regulations. Their comments centered around a need for regional ICWA training, coaching staff to be knowledgeable of requirements and incorporating ICWA compliance into all levels of professional education and training when working with children and families affiliated with a tribe.

Regionalized training was widely viewed as an improvement to the current centralized training delivery system. One pitfall shared during discussions was a potential lack of consistency among individual trainers in their presentation of material that was seen as a past challenge when training was delivered regionally in the past. However, some saw trainer variance as a benefit, customizing training to meet the needs of the region. Stakeholders asserted that current training is inadequate to properly prepare supervisors to support staff, and is a priority for improvement.

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Coaching was seen as a helpful support to new workers, but even more important were reduced caseload sizes and shadowing opportunities. Tribal leaders expressed interest in this component but wanted to ensure that coaches working with tribal child welfare staff be competent culturally and with ICWA requirements. Stakeholders were also unsure whether coaches would be onsite full-time at county agencies, or whether their role as coach was in conjunction with other roles in the agency or training system. If caseworkers or supervisors were to take on coaching, there was concern about how adding that role would affect workload. Additional concerns were expressed around ensuring a coaching role would complement, not conflict with, supervisor responsibility.

Several stakeholders questioned requirements for certification. They wondered about frequency of re-certification, requirements of the process, how certification would differ from social work licensure, and grandfathering opportunities. Participants also questioned/asked if certification would be tied to pay scales, and whether that would lead to more standardized pay across counties and tribes. Much of the discussion in focus groups and individual meetings revolved around suggestions and concerns regarding next steps. For example, certification itself wasn't a concern for respondents, but a process lacking substance was. The three directors interviewed were excited about the benefits of certification, but all expressed concern over the process if it is not tied to competency and acts instead as a compliance measure (i.e. X number of hours equals renewal of certification).

Participants did not share significant feedback about Organizational Effectiveness technical assistance, in part because some saw this piece to be out of reach due to more pressing needs for counties, including staff retention and caseload size. It may also be that this component was the most challenging to articulate since the issues addressed through OE are co-created with a county or agency.

CHALLENGES

Indian Child Welfare Act (ICWA) compliance remains a critically important issue to address. Those in attendance at the Summer Institute and White Earth Stakeholder meetings expressed their desire to have ICWA-specific coaching, technical assistance and training components that strengthened workforce knowledge and implementation of ICWA and the Minnesota Indian Family Preservation Act (MIFPA). It was suggested that a training center managed by and serving tribal child welfare agencies, focused specifically on providing American Indian-specific child welfare training be considered.

Currently, the Child Welfare foundation training provides information on what workers need to know and do, but does not extend the application of that knowledge. Feedback from stakeholder sessions was clear about needing to hold workers and supervisors accountable to attend training, and also for that training to go beyond the "what" to help workers learn the "how."

Additional input that from focus groups included that video conferencing (VPC) is not an effective training method because participants tune out and do not follow the instruction. Another concern reported with this model that participants have shared screen-printed answers to questions with co-workers for web-based training (WBT) modules.

Although specific training content was not a feedback area for interviews and focus groups, many respondents did begin to address this area including the request for additional training for court proceedings, terminology, and processes to better prepare workers for court involvement.

OPPORTUNITIES

Attendees offered suggestions for collaboration to strengthen and reinforce training:

- Collaborate with the Minnesota Social Service Association (MSSA) for their annual conference, which is attended by thousands of county staff, to provide a track
- Collect a master list of best practices for counties and tribes to share with one another
- Provide resources about topics related to training for reference after training is completed

Suggestions about the structure and delivery of training:

- Provide foundation training to new workers within 90 days of start date, rather than six months, and ensure courses are available ongoing
- Extend SSIS (Minnesota's Statewide Automated Child Welfare Information System) training to a full three-day training incorporated into foundation training, so workers can grasp what is needed to be able to use the system effectively early in their employment
- Customize requirements to reflect the various levels of training and experience that new workers have, and based on job description
- Incorporate ICWA requirements and American Indian specific training throughout training sessions, similar to other practice foci at DHS (e.g. mental health, substance abuse)
- Offer Simulation as a training tool that provides valuable experience to workers
- Bring workers together in trainings to build inter-county relationships
- Facilitate agency communication and information sharing across counties through region-based training
- Engage an element of fun (e.g. trainings through the law enforcement academy have prize raffles). People who attend these trainings enjoy them, which encourages attendance and active learning
- Schedule training soon after they begin working in child protection to make it most meaningful and useful

Feedback specifically around SSIS capability includes:

- Tribes cannot customize reports to reflect their cultural views
- SSIS is not redundant, so the same information must be input multiple times in different screens and areas of the system
- Judges complain that case reports submitted for court are too subjective, "cookie-cutter" and not culturally specific

General suggestions:

- People want to improve their quality of work, and will prioritize training if they believe it's valuable, and if the training provides hands-on learning opportunities

- Consistent training for child protection workers needs to take into account the variety of other professionals they intersect with, including law enforcement, county attorneys, medical examiners and others who do not have consistent practice across jurisdictions

- Trainers, coaches and technical support staff should be highly experienced with child protection and well-versed in the core values and practice model

- Diversify training for new workers that currently includes much of the same content as schools of social work across the state, (particularly for those coming from schools of social work across the state such as IV-E scholars, the content in training is duplicative and doesn't build on coursework around topics like trauma and engagement) – the training system needs to provide new content.

- Provide "Child Protection 101" that includes information about court and core functions of a child protection worker in concrete ways

Chapter 5:

Credentialing and Evaluation

Evaluation & Credentialing Review: Child Welfare Center for Learning & Development

As part of the current contract, CASCW staff members were tasked with: 1) creating an evaluation framework for worker and supervisor training trajectories in the proposed Child Welfare Center for Learning and Development model (contract deliverable C.g.), and 2) conducting a preliminary review of DHS' credentialing process, including the provision of written feedback on improvements and challenges of the proposed certification process (contract deliverable C.f.). As a means of accomplishing these tasks, CASCW staff members reviewed proposed training requirements, completed a literature review to document strengths and limitations of various evaluation and certification methodologies, and conducted an electronic review and site visits to observe evaluation and certification processes used in other states. This portion of the report integrates and summarizes findings from these activities. Because the new Child Welfare Center for Learning and Development has not yet been fully developed (or funded), the information contained in this report provides a broad framework for evaluation and certification for consideration by DHS. Please note that while the suggested framework relies on a highly rigorous design, less rigorous (and therefore less resource-intensive) options are presented alternatively near the end of this section. Further work to develop specific evaluation and certification activities will be required once the training system is more fully developed and resources become known.

The proposed workforce training and development structure from the Professional Development Workgroup consists of a trajectory beginning with new worker training and certification, and continuing with advanced/on-going training and annual certification thereafter (Figure 2). Similar, but separate, training trajectories are proposed for both front-line professionals and supervisors.

FIGURE 2. CHILD WELFARE CENTER FOR LEARNING AND DEVELOPMENT (CWCLD) TRAINING AND CREDENTIALING TRAJECTORY

Evaluation - the systematic collection, analysis, and use of information to answer basic questions regarding the overall effectiveness of a program (JBA, 2008) - will be an essential component of the CWCLD. Evaluation will require a structured and consistent method of collecting and analyzing information that is tied directly to its theory of change (and thus, the training system's logic model). In order to fully explain changes occurring within the child welfare workforce and to attribute them to training delivered by the CWCLD, CASCW staff members recommend the use of both process and outcome evaluations are recommended. An example of a basic logic model for the evaluation is presented in Figure 3:

FIGURE 3. BASIC LOGIC MODEL FOR CWCLD

Resources	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Longterm Outcomes
• Trainers • Evaluators • Workforce • etc.	• Simulations • Problem-based learning • In-person training • On-line training • Coaching • Organizational Effectiveness	• Training delivered with fidelity in accordance with the MN Child Welfare Practice Model and Child Welfare Compencies • All front-line and supervisory staff trained • Training pool • Agencies work with OE team • Coaching delivered • Learner Management System established	• Workforce demonstrates foundation-level competencies *(as measured by MN Child Welfare Competencies)* • Agencies develop OE plans • Agencies implement coaching	• Workforce demonstrates advanced-level competencies *(as measured by Mn Child Welfare Competencies)* • Agencies implement and monitor OE plans • Workforce improves skills	• Improved outcomes for children and families

LEARNER MANAGEMENT SYSTEM

CASCW staff members recommend that the process and outcome evaluation be tied directly to a Learner Management System (LMS). We recommend that the CWCLD LMS serve as the core source of information for the training system from both a user and administrative level. The LMS should allow the user (child welfare professional) direct access to his/her training portal, while at the same time provide an opportunity for ongoing data collection necessary for evaluation. The landing page of the LMS would ideally serve as a dashboard, individualized for each child welfare professional The dashboard should provide a user-friendly overview (e.g. data visualizations) of a worker's progression and performance in the CWCLD (e.g. certification timeline, courses taken and those remaining, performance on training assessments, etc.). From the landing page, a user should be able to access the course catalog, register for courses, and complete pre- and posttest assessments required by individual trainings. All assessment data should be stored directly in the LMS and configured to provide immediate feedback to the user following submission of an assessment. In addition, the LMS should be configured to automatically generate communication to child welfare professionals and their supervisors at critical time points for training and certification purposes (e.g. 3 months prior to certification completion).

Finally, the LMS should serve as a direct data collection portal, requiring the user input information about their educational preparation, participation in Title IV-E Programming, job title and responsibilities, tenure in the system, salary, etc. on an annual or semi-annual basis. Thus, the LMS should have the capacity to be configured to collect salient points of data to understand workforce retention and turnover, workload issues, and other areas of interest to the agency, tribe, and/or state.

From an administrative perspective, the LMS should be similarly configured, ideally providing a dashboard (with data visualizations permitting statewide, agency level, and individual level analysis) for evaluators and administrators. In addition, the administrative functions should allow for the import and export of data held within the LMS. Allowing for data export is key to providing context and data for broader process and outcome evaluation. Analysts at local child welfare agencies and DHS should have access to user data for evaluation purposes, and standard agency- and state-level reporting functions should be built into the system.

PROCESS EVALUATION

The CWCLD process evaluation should describe the specific services, activities, policies, and procedures that are being implemented through the training system. With regard to the logic model, the process evaluation should be used to describe the resources, activities, and outputs associated with the training system. Without a rigorous and systematic process evaluation, it becomes difficult to isolate problems that occurred during implementation that may have influenced observed outcomes, or provide insight into the relationship between training and positive observed outcomes. Thus, a process evaluation is a critical part of the broader evaluation plan.

> The CWCLD process evaluation should describe the specific services, activities, policies, and procedures that are being implemented through the training system.

CASCW staff members recommend that (at a minimum) three core aspects of the training system comprise the process evaluation: the number and proportion of professionals trained in each agency); fidelity to training; and barriers, successes, and changes needed for successful implementation of training. Tracking the number and proportion of child welfare professionals trained in each agency via the LMS is critical to understanding outcomes of children and families. From this perspective, evaluators can compare the proportion of child welfare professionals trained in any one content area to the agency's performance in that same content area (e.g. from Federal or State Child and Family Service Review [CFSR]). Program Improvement Plans can also be tied directly to this evaluation opportunity. Assessing fidelity to training protocols is crucial to the evaluation of the training system in order to attribute any gains in child welfare-based competency to the training provided. CASCW staff members recommend using observational measures to describe the degree to which the training adheres to the standards and protocols set in place by DHS, as well as reflections about the training documented by the trainer. This data will be preferably stored in the LMS, providing the ability to easily associate training fidelity with trainee assessment performance. CASCW staff members recommend that the fidelity assessment be structured in accordance with recommendations set forth by James Bell Associates (2009). A final component of the process evaluation recommended by CASCW staff members is the documentation of successes, challenges, and required changes to the training system. LMS data (e.g. class waitlists) can be combined with other data (e.g. surveys of trainers, child welfare professionals, etc.) to document these aspects of the training system as a means of on-going quality assurance.

OUTCOME EVALUATION

The CWCLD outcome evaluation should be used to measure the training's results in a way that informs stakeholders as to whether the training produced desired changes in child welfare professionals' knowledge, skills, and attitudes. Many options for conducting an outcome evaluation exist, ranging from assessing satisfaction to perceived changes in knowledge, skills, and attitudes, to observed changes in knowledge, skills, and attitudes. These methods vary with regard to the resources required to implement as well as the quality of information provided by the method (see Table 1).

TABLE 1. STRENGTHS AND LIMITATIONS OF SUGGESTED EVALUATIVE METHODS

Method	Strengths	Limitations
Satisfaction	› Inexpensive › Can provide information about respondents' internal meanings and ways of thinking › Quick turnaround › Can easily be administered to groups › Moderately high measurement validity (high reliability and validity) for well-constructed and validated questionnaires › Closed-ended items can provide exact information needed by evaluator › Open-ended items can provide detailed information in respondents' own words › Ease of data analysis for closed-ended items › Useful for exploration as well as confirmation	› Reactive effects may occur (e.g. respondents may answer in socially desirable ways) › Open-ended items may reflect differences in verbal ability or importance ascribed by respondents, obscuring the issues of interest › Data analysis can be time consuming for open-ended items › Some measures need validation › Does not measure changes in knowledge, skills, or attitudes
Perceived changes in knowledge, skills, or attitudes	› Good for measuring attitudes and eliciting other content from respondents › Inexpensive › Can provide information about respondents' internal meanings and ways of thinking › Quick turnaround › Can easily be administered to groups › Moderately high measurement validity for well-constructed and validated questionnaires › Closed-ended items can provide exact information needed by evaluator › Open-ended items can provide detailed information in respondents' own words › Ease of data analysis for closed-ended items › Useful for exploration as well as confirmation › Ability to measure change in knowledge, skills, or attitudes, associated within content area of interest (e.g. competencies)	› Reactive effects may occur (e.g. respondents may answer in socially desirable ways) › Respondents' may not recall important information and may lack self-awareness; this may affect pretest scores more than posttest › Open-ended items may reflect differences in verbal ability or importance ascribed by respondents, obscuring the issues of interest › Data analysis can be time consuming for open-ended items › Some measures need validation › Non-objective assessment of changes in knowledge, skills, or attitudes
Test-based observed changes in knowledge	› Can be standardized › Allows comparability of common measures across groups › Strong psychometric properties (high measurement validity) › Can easily be administered to groups › Can provide objective assessment of knowledge, associated directly with content of interest (e.g. competencies) › Ease of data analysis because of quantitative nature of data	› Tests may need to be developed to be assess the content of interest, requiring additional work from evaluators (e.g. development, establishment of psychometric properties, refinement, etc.) › Tests can carry biases for particular groups › Does not measure changes in skills

Method	Strengths	Limitations
Direct observation of changes in skills and attitudes	› Allows evaluators to directly see what people do (e.g. skills demonstrated) without relying on what people report they do › Provides firsthand experience, especially if the evaluator participates in activities › Can provide relatively objective measurement of behavior (especially for standardized observations) › Observer may observe things that escape the awareness of people in the setting › May provide information on things people would otherwise be unwilling or unable to talk about due to social desirability bias or lack of self-awareness › Provides moderate degree of realism › Scenarios/settings can be tailored for particular skill demonstration	› Reasons for observed behavior may be unclear (without complementary interviews) › Reactive effects may occur when respondents know they are being observed (people being observed may behave in atypical ways) › Investigator effects (personal biases and selective perception of observers) › Some settings and content of interest cannot be observed › Significantly more expensive to conduct than questionnaires and tests (e.g. simulation labs, development of scenarios) › Data analysis can be extremely time consuming, resulting in delayed feedback to respondents

As noted previously in this report, a site team including CASCW staff members visited two statewide child welfare training systems in Pennsylvania and Colorado. Each of these jurisdictions developed evaluation designs for given components of their specific training and development models. Both jurisdictions incorporate evaluation of their classroom, online, and simulation-based training as well as systems for evaluating trainers. While these evaluations are strong, they are not the most rigorous designs that could be employed. For example, Colorado relies on satisfaction and perceived preparation for working in the field to evaluate each of its individual training sessions (rather than employing a knowledge assessment). They then employ a "capstone" simulation-based training opportunity at the end of the required training program. The simulation provides an opportunity for trainees to demonstrate knowledge, skills, and attitudes, which are observed by the trainer/coach and the trainee's supervisor. In this role, the observers provide a team-based set of feedback to the trainee immediately following the simulated encounter. However, formal assessment (based upon observational coding of a set of skill-based competencies) is not the focus of this activity.

Given the information learned via extant research literature and in combination with feedback garnered by site visits, CASCW staff members suggest implementing a mixed-methods approach with regard to the outcome evaluation, incorporating each method described in Table 1 as appropriate to the training modality (and training objectives) being utilized. The outcome evaluation should be directly tied to, and informed by, the Minnesota Child Welfare Practice Model and Minnesota Child Welfare Competencies. Results of the outcome evaluation should be promptly made available to the trainee, his/her supervisor and agency, and DHS for ongoing evaluation at the individual, agency, and state level (e.g. via reporting/data visualization mechanisms included in the LMS).

Satisfaction with each training session should be assessed for ongoing quality improvement. CASCW staff members suggest that the satisfaction assessment be completed directly at the end of training (if online access to the LMS is available) to ensure the most accurate responses by trainees and the highest response rate possible. Additionally, we recommend this assessment contain questions about overall satisfaction, satisfaction with each training component, and satisfaction with the logistical details of the training (room, waitlist, etc.). In addition, trainees should have the opportunity to provide open-ended responses on what worked well for them as well as what should be changed. If desired, additional questions about perceived changes in knowledge, skills, and/or attitudes may be incorporated into the satisfaction survey, however, this survey should be kept to the minimum number of items needed for evaluation. Results of satisfaction surveys should be used to assess

satisfaction with individual trainers, individual trainings (across trainers), and the CWCLD as a whole (across trainings).

When assessing changes in knowledge, and knowledge-based competencies, CASCW staff members recommend using a pretest/posttest design uniquely tailored to each training session. The assessments should be based on a random selection of items/questions at each assessment point given the large number of respondents and as a means of preventing biases associated with repeated testing over short time frames (Stein & Graham, 2014). Care should be taken when creating assessment items/questions to follow best practice guidelines for test development, such as those described by the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999; National Research Center, 2004). Benchmarks for achieving competency should be established, tested/validated, and employed (e.g. a cutoff score of 80% or higher indicating competency; Hatcher et al., 2013; Mills & Melican, 1988; Newble et al., 1994).

Simulations (and formal observational assessments of such) should be used to assess changes in attitudes and skills, and skill-based competencies as resources permit. Simulation bridges classroom learning and real-world experience, and has been intensively used in healthcare education (e.g. medicine and nursing) with demonstrated effectiveness (Madenci, Solis, & de Moya, 2014; Motola et al., 2013). Simulation-based training in the field of child welfare is in its early stages but is being increasingly employed as a method of training child welfare social workers. Recent studies on simulation-based training in child welfare have demonstrated positive student learning outcomes in key social work skills (e.g. client engagement, critical thinking, assessment skills, interviewing techniques, and decision-making; Bogo, Shlonsky, Lee, & Serbinski, 2014; Logie, Bogo, Regehr, & Regehr, 2013; Rawlings, 2012) and in cultural competence (Logie, Bogo, & Katz, 2015). In addition, child welfare professionals participating in simulation-based training have provided positive feedback about the method (Lee, Staples, & Mankowski, 2015). Thus, CASCW staff members recommend utilizing simulations (as compared to other observational assessment opportunities) in the outcome evaluation. The use of simulations is preferred, as evaluators can create specific scenarios for assessment while controlling for potentially confounding issues that may arise in a real-life setting. The use of simulations also allows for the video recording of encounters between trainees (child welfare professionals) and simulated clients, providing opportunities for direct feedback from clients, observational data coding (including inter-rater reliability assessments), and ongoing analysis.

Coaching

Coaching may be employed by the CWCLD (in addition to training tailored to individual learning needs) as a means of promoting additional professional development for child welfare staff members. During the Colorado site visit, CASCW staff members learned that the Kempe Center has begun to utilize a coaching model as part of its child welfare training system, and recently conducted a pilot evaluation of this coaching practice. As part of this process, those staff members charged with implementing child welfare training in Colorado since 2013 were trained in coaching.In 2014 a two-county coaching pilot was conducted following a readiness assessment of Colorado counties (Hutto, Matz, & Sleeger, 2015). Kempe and county staff members co-created desired county-level outcomes of the coaching process and connected them to the Colorado child welfare practice model. Outcomes were focused on five practice model areas:engaging, assessing, decision-making, communicating, and organizing. Coaching was piloted with supervisory staff in each county and a longitudinal evaluation was conducted. The evaluation was carried out at baseline (prior to implementation of coaching), midpoint, and posttest (approximately 4-6 months [8-17 sessions] after implementation). Each assessment relied on supervisor's self-assessment, ratings by the agency's administrator, and supervisee evaluation with regard to the five Colorado practice model skills. Each practice model skill was rated on a 10-point scale with

anchors specifying "emergent," "accomplished," and "distinguished" practice levels for each skill. It is important to note that while a midpoint assessment was designed, it was not fully implemented and therefore the results of the evaluation were based upon changes between baseline and posttest. Results of the pilot evaluation revealed increases in skill (across raters), with largest growth reported by administrators (increases of 1.6-2.6 points), followed by growth reported by supervisors (increases of 0.2-1.5 points), and then growth reported by supervisees (range increases of 0.2-1.3 points). Qualitative data revealed five key findings:

1. The individual engaging in coaching needs to be ready for coaching.

2. The organizational culture influences the coaching process.

3. The learner needs dedicated time for coaching.

4. The learner needs to be open and willing to grow.

5. Revisions should be made to the evaluation process to better capture the learner-centric nature of coaching.

Six recommendations were developed based upon this evaluation, including:

1. Learners who wish to engage in coaching must be supported by organizational leadership.

2. Leaders who supervise learners engaged in coaching should simultaneously engage in their own coaching process.

3. Coaching should be made available to child welfare workforce at all levels (and not be limited to casework staff).

4. The coach should be supervised by someone who does not have positional power over anyone being coached.

5. Coaching should be voluntary and driven by the learner.

6. Coaches need to be trained and may require continuous coaching support.

While Colorado's evaluation may serve to inform Minnesota's use and evaluation of coaching as a key component of CWCLD, much work remains to be conducted. If coaching is implemented in Minnesota, it should be intricately tied to the Minnesota Child Welfare Practice Model and tailored to enhance child welfare professionals' ability to demonstrate the Minnesota Child Welfare Competencies in their work with children and families. Additionally, the plan for implementation of coaching must be carefully considered as not all agencies (or individuals) may be ready to implement coaching during initial phases of the CWCLD. Developing a full evaluation design for this element of the CWCLD is premature, as the focus of coaching in Minnesota has not yet been fully articulated. However, CASCW staff members recommend that the lessons learned in be carefully considered when making decisions about the use and evaluation of coaching in Minnesota, and, if coaching is implemented, a process and outcome evaluation be developed to assess the effectiveness of this component of the CWCLD.

Organizational Effectiveness

Organizational Effectiveness (OE) may also be employed by the CWCLD as a means of implementing a systematic approach to continuous quality improvement, and therefore promoting agency-level support for the learning and development of child welfare professionals. During site visits, CASCW staff members learned that Pennsylvania has implemented OE through stakeholder requests generated at the county, regional, and statewide levels (Parry, 2014). The American Public Human Services Association (APHSA) has provided targeted technical assistance to public child welfare agencies since 2004, and Pennsylvania was an early adopter of the OE framework and one of the first states to develop an internal OE function. Pennsylvania's

model was evaluated to 1) provide feedback for continuous improvement of OE team skills, the DAPIM/OE model, and facilitation processes and tools, and 2) identify elements of the model associated with achievement of targeted organizational outcomes as a first step toward defining how to implement the model with fidelity. The evaluation was carried out using a retrospective survey of agencies, key informant interviews, and a prospective pilot test of enhanced monitoring tools in a small number of Pennsylvania counties. Key findings of this evaluation revealed:

1. The majority of respondents were using all five levels of the DAPIM model (usually as part of CQI)

2. The majority of respondents indicated having strong sponsorship accompanied by high levels of resources devoted to OE work. Benefits included buy-in and commitment to the work (across organizational levels), and barriers to the work included lack of staff time and competing workload priorities. Respondents high-lighted the importance of staff having a voice in the process.

3. Organizations were reported as being moderately ready for initiation of OE work, with some agencies more prepared than others.

4. Respondents reported high levels of satisfaction with the OE process, including facilitation, models and tools.

5. Respondents reported that their organizations achieved "quick win goals" via OE, with some organizations achieving mid- to long-range goals. In addition, respondents reported that their OE work had a sizable impact on client outcomes and was associated with positive aspects of their agency's functionality (e.g. collaboration with wider networks outside of the organization).

6. Fidelity to various components of OE was associated with more positive outcomes.

While Pennsylvania's example may influence Minnesota's evaluation and use of Organizational Effectiveness as a key component of the CWCLD, further consideration will be required. The plan for OE implementation must account for the preparedness of individuals and agencies to utilize this tool during initial phases of the CWCLD. If Organizational Effectiveness is used in Minnesota, it should connect directly to the Minnesota Child Welfare Practice Model to enhance child welfare professionals' competency in working with children and families. CASCW staff members recommend that observations from Pennsylvania inform the integration and assessment of Organizational Effectiveness in Minnesota's CWCLD, and, that if OE is implemented, a process and outcome evaluation be developed to measure this component as well.

CONSIDERATION OF EVALUATION OPTIONS

As previously described, the proposed CWCLD evaluation plan is one of the most rigorous evaluation plans available for implementation on a statewide basis, surpassing evaluation designs implemented by jurisdictions visited by CASCW staff, as well as the current evaluation design of Minnesota's child welfare training system. While the proposed evaluation design provides the best information for individuals, agencies, and DHS, it will also require significant, dedicated resources to implement. If sufficient resources are not available, alternative evaluation designs may be considered. Table 2 provides evaluation design alternatives/examples for CWCLD, with attention to various training and development elements. Examples of rigorous, moderate, and basic evaluation designs are available for each programmatic option. CWCLD programmatic Option One includes only those training elements that have been tailored to individual learners, and does not include the professional development element of coaching or the agency development element of OE. CWCLD programmatic Option Two also focuses on individuals but does so by including those training elements that have been tailored to individual learners as well as the professional development element of coaching but does not include the agency development element of OE. CWCLD programmatic Option Three is a fully comprehensive training and development model, including training elements tailored to individual learners, the professional development element of coaching, and the agency development element of OE.

TABLE 2. ALTERNATIVE EVALUATION DESIGNS FOR CWCLD

OPTION ONE

Individual Training Elements	Individual Professional Development Elements	Agency Development Elements
› Simulations › Classroom & online learning › Other training modalities (as appropriate)	----------	----------
Rigorous Evaluation: Full process evaluation of training (number and proportion of professionals trained in each agency, observationally-based fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and full outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge and skills assessments with observational coding of simulations).		
Moderate Evaluation: Full process evaluation of training (number and proportion of professionals trained in each agency, fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and tailored outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge and skills assessments; skills assessments are not observationally coded but competency-based feedback is provided to the learner).		
Basic Evaluation: Tailored process evaluation of training (number and proportion of professionals trained in each agency, self-report or survey-based fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and tailored outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge assessments).		

Individual Training Elements	Individual Professional Development Elements	Agency Development Elements
› Simulations › Classroom & online learning › Other training modalities (as appropriate)	› Coaching	-----------

Rigorous Evaluation: Full process evaluation of training (number and proportion of professionals trained in each agency, observationally-based fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and full outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge and skills assessments with observational coding of simulations). Coaching evaluation should include a readiness assessment, a full process evaluation (in keeping with that of the full process evaluation for the individual training component), and a full outcome evaluation (in keeping with that of the full outcome evaluation for the individual training component).

Moderate Evaluation: Full process evaluation of training (number and proportion of professionals trained in each agency, fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and tailored outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge and skills assessments; skills assessments are not observationally coded but competency-based feedback is provided to the learner). Coaching evaluation should include a readiness assessment, a full process evaluation (in keeping with that of the full process evaluation for the individual training component), and an outcome evaluation such as that implemented by Colorado (e.g. triangulation of skills based on multiple informant assessments).

Basic Evaluation: Tailored process evaluation of training (number and proportion of professionals trained in each agency, self-report or survey-based fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and tailored outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge assessments). Coaching evaluation should include a basic readiness assessment, a tailored process evaluation (in keeping with that of the tailored process evaluation for the individual training component), and an outcome evaluation such as that implemented by Colorado (e.g. triangulation of skills based on multiple informant assessments). The outcome evaluation for coaching may utilize quantitative methods as a sole source of data.

Individual Training Elements	Individual Professional Development Elements	Agency Development Elements
› Simulations › Classroom & online learning › Other training modalities (as appropriate)	› Coaching	› Organizational Effectiveness

Rigorous Evaluation: Full process evaluation of training (number and proportion of professionals trained in each agency, observationally-based fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and full outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge and skills assessments with observational coding of simulations). Coaching and OE evaluation should include a readiness assessment, a full process evaluation (in keeping with that of the full process evaluation for the individual training component), and a full outcome evaluation (in keeping with that of the full outcome evaluation for the individual training component).

Moderate Evaluation: Full process evaluation of training (number and proportion of professionals trained in each agency, fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and tailored outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge and skills assessments; skills assessments are not observationally coded but competency-based feedback is provided to the learner). Coaching and OE evaluation should include a readiness assessment, a full process evaluation (in keeping with that of the full process evaluation for the individual training component), and an outcome evaluation such as that implemented by Colorado and Pennsylvania (e.g. triangulation of [coaching-relevant] skills or progress toward [OE] goals based on multiple informant assessments, satisfaction with OE and coaching, etc.).

Basic Evaluation: Tailored process evaluation of training (number and proportion of professionals trained in each agency, self-report or survey-based fidelity to training, and barriers, successes, and changes needed for successful implementation of training) and tailored outcome evaluation of training (satisfaction surveys following each completed training, pre- and posttest knowledge assessments). Coaching and OE evaluation should include a basic readiness assessment, a tailored process evaluation (in keeping with that of the tailored process evaluation for the individual training component), and an outcome evaluation such as that implemented by Colorado and Pennsylvania (e.g. triangulation of [coaching-relevant] skills or progress toward [OE] goals based on multiple informant assessments, satisfaction with OE and coaching, etc.). The outcome evaluation for coaching and OE may utilize quantitative methods as a sole source of data.

Note: All evaluation scenarios presented should include a strong validation and testing component for measures utilized prior to implementation in the CWCLD (e.g. piloting of knowledge assessment questions, assessing reliability and validity, etc.)

CERTIFICATION

Certification, which describes level of education obtained through institutional courses or continuing education programs, is a core component of the CWCLD requiring significant consideration as well as support from key stakeholders prior to implementation. Certification increases the credibility of child welfare workers and promotes their ethical code of practice (Curry et al., 2013). Certification may be based on compliance (e.g. completing all required training activities during a predetermined time period) or competency (e.g. demonstrating a requisite level of knowledge and skills after completing all required training activities; Gannett et al., 2009; Shackman, 2015). While compliance-based certification protocols require fewer resources to implement than competency-based protocols, it remains unclear as to whether individuals who are certified via compliance-based protocols have sufficient knowledge and skills to carry out their duties while working with children and families. While competency-based certification protocols provide this important information, they also provide additional, formal opportunities for remedial knowledge and skill building as well as opportunities to discontinue (temporarily or permanently) work with children and families for professionals who are not able to demonstrate requisite knowledge and skill (Burnette, 2016; Weinstein, 2000). In addition, competency-based certification enables personalized learning through valid and reliable assessment; through this process, child welfare workers can become aware of (and then resolve issues of) competencies that have not been mastered in a learning process before they move on other competencies or areas (Burnette, 2016).

During site visits, CASCW staff learned that both Colorado and Pennsylvania utilize compliance-based certification protocols in their child welfare training systems. (An electronic review of child welfare certification protocols across the U.S. revealed the vast majority of states that utilize certification rely on compliance-based protocols; however, a small number of states rely on competency-based models, including Mississippi and New Jersey.) In Colorado, the Department of Human Services is responsible for certification, not the training entity (the Kempe Center at the University of Colorado). In Pennsylvania, the county is responsible for certification while the state provides training. In both states, there is a close working relationship between the training system and public entity providing certification, ensuring proper access to information required for certification. However, both states expressed a desire to implement competency-based certification protocols, and Colorado is currently considering this shift. It is important to note that changing certification processes may be challenging, especially in Pennsylvania's structure, because negotiation must be completed between the state and each individual county.

While it is acceptable to use compliance-based credentialing processes (the method used most frequently by jurisdictions across the nation), CASCW staff members recommend using competency-based credentialing as resources and key stakeholders (e.g. unions) permit. In addition, CASCW staff members highly recommend implementing both the new training system and a competency-based certification protocol simultaneously (rather than implementing a compliance-based certification protocol as a temporary certification method). If resources or support from key stakeholders are not available to implement a rigorous, competency-based certification protocol, it may be advisable to implement a competency-based protocol that relies on a less rigorous certification process as a temporary method.

ALTERNATIVE TRAJECTORIES FOR TRAINING & CERTIFICATION

While methods utilized for evaluation are important, care must also be taken to develop alternative trajectories for training and certification that is tailored to the individualized educational and experiential preparation of child welfare professionals as well as the demonstration of knowledge and skills (or lack thereof) by child welfare professionals. A variety of options exist to acknowledge the unique preparation of child welfare professionals, including trajectories that provide exemptions for particular trainings. Exemptions

or grandfathering processes may be based on educational preparation (e.g. attainment of a BSW or MSW, successful completion of a Title IV-E Child Welfare Educational Program, etc.) or previous experience in public or tribal child welfare systems (e.g. completion of the existing Child Welfare Foundation Training, current child welfare professionals, etc.), documentation of knowledge or skills captured in assessments existing outside of the child welfare training system (e.g. the Minnesota Child Welfare Knowledge Assessment [MCWKA]), testing out of a training (e.g. demonstrating competency at pretest), or a combination of the aforementioned methods. It is important to note that regardless of preparation, some trainings may not permit exemption (as per current legislative statute and/or upon the discretion of DHS and other stakeholders).

Conversely, some child welfare professionals may not meet the benchmarks established by the training system after completing particular trainings. In these instances, alternate, remedial/skill-building training and assessment opportunities must be developed and implemented. These alternative opportunities for skill building may consist of re-taking training, or working with a coach or supervisor to increase knowledge or skills in a purposeful manner (with re-assessment or documentation by the coach or supervisor). It is important to note that the decisions made with respect to alternate trajectories and exemptions rely heavily on the content and structure of the proposed training system, and thus will need deeper exploration when more fully developed.

Summary and Next Steps

Acting under the recommendations of the Governor's Taskforce and DHS' Workgroup, CASCW's team decisively embraced the important task of helping to develop a highly effective child welfare training model for professionals charged with serving children and families in Minnesota. County engagement helped assess regional barriers and strengths, while creating a functional Realistic Job Preview video that can be used to increase understanding of child welfare practice across the state. The Workforce Stabilization Study further examined the role of child welfare reform on staff retention. These local initiatives gave way to identifying applicable models at the national level through intensive site visits, interviews and analysis of what has and has not worked for other states. The perspectives of key stakeholders were highly valued and integrated throughout the development of a feasible framework. The work of this contract strives to honor the many considerations of implementing a successful Child Welfare Center for Learning and Development for the state of Minnesota.

Important next steps include thoughtful consideration of the proposed components of the CWCLD outlined in this report, namely curriculum development, the training and hiring of staff, creation of job descriptions, and identification of training regions. DHS will have the substantial task of thinking through implementation options, and determining ways of moving forward. Our hope is that many of these elements could be implemented simultaneously and strategically. If this is not possible, it will be important to consider a staged implementation process based on priorities, and clearly identifying responsible parties. We particularly recommend considering the Stakeholder Communication teams (outlined in this report) as an early next step, because this group can serve as a vital resource to DHS as further development and implementation of the CWCLD continues.

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APPENDICES

Appendix A

NOTES FROM PENNSYLVANIA SITE VISIT

BACKGROUND

The Pennsylvania Child Welfare Resource Center (CWRC) is a collaborative effort of the University of Pittsburgh School of Social Work, the Pennsylvania Department of Human Services, and the Pennsylvania Children and Youth Administrators. The University of Pittsburgh was selected in 2001 to provide training for county child welfare case managers and supervisors. They did not go through a formal proposal process for the contract, but rather have an intergovernmental agreement that provides for flexibility with no specified deliverables. The work of the Resource Center is guided through discussions with the State with advisement through formal channels including counties and stakeholders. The Pennsylvania Child Protection System is a state supervised, county administered system, similar to Minnesota's.

Pennsylvania has approximately 4,500 caseworkers. The University of Pittsburgh employs all Resource Center employees. They have 9 faculty and 91 staff (not including youth ambassadors). Resource Center and degree education programs are two separate entities. Staff have 12-month appointments, non-tenure track.

The $12.5 million budget for the training program is covered by Federal IV-E, IV-B, CAPTA, and CJA funds as well as state dollars. The University of Pittsburgh also waives a portion of its indirect costs (approximately $1.1 million) to support the program. Casey Family Programs, Chafee ILS and Child Welfare Demonstration project have also contributed funds to the program.

STRUCTURE

The CWRC has six major departments:

- Administrative
- Curriculum and Trainer Development
- Fiscal and Human Resources
- Organizational Effectiveness
- Statewide Quality Improvement
- Technology

An advisory group, the CWRC steering committee, which includes 16 university partners – Schools of Social Work in PA (14 undergraduate and 2 graduate – including private universities), and Support Partner Penn Children and Youth Administrators (PCYA) – hold quarterly meetings across the state to share information, conduct leadership training sessions and facilitate practice discussions.

Monthly meetings with state DHS staff help ensure consistent communication and an open dialogue, providing space and opportunity for specific asks when new training needs arise (e.g. sex trafficking federal law).

The commitment to structured, comprehensive implementation is demonstrated through a built-in evaluation strategy for new projects from the beginning, thus promoting data-driven decision making and implementation. This practice has changed the organizational culture by bringing research and evaluation to the forefront of the

work. All staff now get IRB training, which includes the fundamentals of basic research and subject protection, and application of evaluation processes is built into performance appraisals.

Annual reports (available on the website) provide a snapshot of the activities and reach of the Resource Center and include a logic model to demonstrate how their work fulfills the mission and vision of their partnership with DHS to serve the child protection workforce.

DHS PARTNERSHIP

The University of Pittsburgh has a 3-year agreement with two one-year renewable options to provide training and technical assistance to county child protection offices.

The university that previously held the contract for training had some substandard space; the current training center facility was designed and built specifically for this purpose through the Intergovernmental Agreement (IGA) process. The University of Pittsburgh leases the building.

DHS has 14 staff at headquarters focusing on child protection; 4 regional offices have a total of around 50 staff. They provide technical assistance, licensing, and investigations when counties have a conflict of interest.

Staff turnover is a big challenge across the state – the average tenure of child protection staff is two years, with the last three years being even more challenging. A work group is studying recruitment and retention now and will be issuing a report when complete.

Separate fatality reviews are conducted by DHS and the county. The whole report is public, with names and details redacted, and posted publicly on DHS website.

Child Line is a statewide centralized intake system that has been in place for years. Mandated reporters are directed to call Child Line and reports are sent to counties; but each county has its own intake process to take referrals directly as well. Counties are expected to accept online referrals, and they must submit electronically to Child Line centralized intake.

With the change to a statewide automated system, there have been glitches with counties submitting referrals but Child Line not receiving them. The project has been in Phase 1 since December 31, 2014. It is funded by the state and employs over 100 state employees.

COUNTY LICENSING

Counties are licensed by DHS to operate child protective services agencies. They must maintain a level of competency to continue to operate independently. If certain effectiveness criteria are not met, DHS may impose a provisional license and require a plan for improved practice.

The state monitors counties through compliance checklists and random sample case reviews; generally up to ten cases are reviewed, but additional cases may be reviewed if warranted. State DHS staff work with individual caseworkers to review safety assessments and risk assessments. Specific regulations and annual requirements are listed in statute.

If counties don't meet requirements for their license, a plan of correction is put in place to address one or more citations, laid out by the county and approved by the state. DHS monitors the plan through spot checks. If corrections are not made and a county is put on a provisional license, it will be monitored on a more frequent basis, and possibly given additional technical assistance. When we visited Pennsylvania, three counties had provisional licenses; they were expected to fix all major areas of noncompliance within six months, at which time

the state would decide whether to restore the license. If counties can't improve their practice, then DHS may revoke the license and provide the services itself.

CWRC is looking at implementing a state-led CFSR in addition to the traditional federal CFSR to piggyback off the licensing process, weaving these efforts together. If the QSR and licensing process were integrated, they could be used to improve practice and compliance as well. Counties sign up for QSR voluntarily. They are able to prepare for the process by observing another county's review.

REGIONAL TRAINING MODEL

Four regional training centers (RTCs) provide training to new and existing child protection workers, supervisors, administrators and foster parents across 67 counties. The regions, Central, Northeast, Southeast (which includes Philadelphia) and Western, each have a Regional Supervisor and several practice improvement and resource staff who provide training, technical assistance and support to county child protection agencies.

Across the state, fourteen locations are used for training, with a goal of no more than one hour of travel for any worker to attend training. Ten of these locations are dedicated space, and four are reserved and used when needed. All locations, including the main training center in Mechanicsburg, just outside of Pittsburgh, are leased.

In capacity building, regional staff realized the importance of incorporating the social work concept of starting where the client is, and approach the work like a partnership, jointly identifying what county staff would like to learn or change about their current practice. They recognize that change is hard.

Regional training staff apply the American Public Human Service Association (APHSA) Organizational Effectiveness Handbook in their technical assistance work with counties. All CWRC staff are trained in the OE model, and the Resource Center maintains a contract with APHSA that includes monthly professional development. They are always working to improve their practice to be flexible in meeting the needs of counties. They have received federal approval for OE work to be eligible for IV-E funding.

OE sets CWRC part as a Resource Center, not just a provider of training. Regional staff can impact change, not just through more training, but by helping answer how people can apply their knowledge using OE's DAPIM continuous quality improvement method: Define, Assess, Plan, Implement and Monitor. The consistent use of DAPIM in working with counties helps maintain a learning environment and empowers county staff to identify, process and troubleshoot implementation of a new law, working through crisis or planning a new method of practice.

The process has worked well in applying social work values and adapting Pennsylvania's practice model for workers in the field. For instance, their state legislature passed 23 new laws last year that affected the child protection system, and OE provides a structure for managing the process of implementing these new laws into practice. They can also bring information back to the CWRC about the counties' needs and practices, such as access to internet, use of technology, and other helpful information.

Counties can request topics for technical assistance on a voluntary basis, although counties that are on provisional license are required to have certain training to improve the areas of practice that are substandard. Regional teams can coordinate with other training needs and collaborative partners that provide technical assistance at the statewide level such as an adoption and permanency network, or a local partner at the county level.

Technical assistance staff can also facilitate transfer of learning sessions following classroom training by supporting staff in identifying how they can apply their knowledge to improve practice skills.

Regional staff are not expected to be content experts. Several staff have expertise in a certain area, but they use the social work generalist model in applying OE tools to help county workers apply their skills. Using DAPIM, regional specialists gauge what is already working, what challenges the agency is facing, identify root causes to those challenges and then find a way to plan and incorporate a culture shift. When requested, specialists also sometimes assist the plan's implementation.

Recently, CWRC was looking at how Pennsylvania would apply APPLA (Another Planned Permanent Living Arrangement), with less than two months to finalize. A group was formed, and participants in the group - all with strong opinions- had to decide on a specific plan. They worked hard, put their egos aside, and got to work. OE offered the framework to pull the discussion back to the agenda.

Some counties embrace the regional teams and request their support frequently, some not at all, and everywhere in between. County staff network with other counties, and recommend regional staff's services when results are positive.

Regional teams see part of their job as building relationships with county staff in order to build trust in their services. When assigning projects, supervisors need to think about fit with the county for the staff member, as well as distance. Sometimes mobile work via Skype or Go ToMeeting is a good option, especially when considering regional work – several counties can more easily come together for a joint meeting.

Part of the regional team's role is to build capacity for counties to do the work on their own, by having them do the majority of their own facilitation and assist when they need extra support. The team does not view their work as focused on compliance, but rather on strengthening teams as a neutral party, which has had mixed results

An OE Evaluation is posted on the CWRC website.

Curriculum

The CWRC new worker CORE training, called *Charting the Course towards Permanency for Children in Pennsylvania (Charting the Course)* uses online transfer of learning (6 hours) and classroom training methods. The series is moving into more simulation and hybrid training approaches with less lecture. CWRC would like to provide more substantive content online so in-person training sessions give workers the opportunity to apply their knowledge.

There are ten modules:

1. Introduction to Pennsylvania's Child Welfare System;

2. Identifying Child Abuse and Neglect;

3. Using Interactional Helping Skills to Achieve Lasting Change;

4. In-Home Safety Assessment and Management;

5. Risk Assessment;

6. Case Planning with Families;

7. The Court Process;

8. Assessing Safety in Out of Home Care;

9. Out-of-Home Placement and Permanency Planning;

10. Making Permanent Connections: Outcomes for Professional Development

New workers are required to complete 120 hours of training within 18 months of being hired, but recommend workers do not attend back-to-back trainings. The series is best taken in order, and is built around the use of transfer of learning opportunities in county agencies, with space in between modules to complete exercises meant to provide a practical application for knowledge and skills gained through training. Regulation states that new workers cannot have a caseload until they take module four on safety. Due to worker shortages, some are taking a shortcut and taking module four first so they can start carrying a caseload, and then go back to complete the rest of the series.

Transfer of Learning (TOL) is a complementary professional development component carried out in county child protection agencies that includes activities both before and after training modules to reinforce learning and assess gaps in skill development. Ongoing coaching and mentoring by regional teams is built into this process to accompany supervisors' work.

Schools of Social Work encourage IV-E students to take Charting the Course modules but it is not required.

New supervisors must complete a five-module, 60-hour supervisor training series within 12 months of beginning their position. This training series follows the social work supervision model of Alfred Kadushin.

20 hours of ongoing training is required per year for workers and supervisors which can be taken anywhere (not just through CWRC). Content for these ongoing hours is not specified, though CWRC has developed 36 online courses for ongoing training needs, widely accessed by workers throughout the state.

A three-hour online mandated reporter training is managed through the CWRC. Thirteen professional boards require this training, including physicians and social workers. They use Blackboard LMS software for this training, and an external server to manage volume, which averages 1,000 people per day. This training is currently being translated into Spanish.

Counties are responsible for resource foster parent training. The CWRC provides ten sessions at an annual conference.

Curricula/trainer development

Hiring decisions at the resource center generally favored those who had direct practice experience in the child protection system in positions across departments. Over time, they determined that for certain roles, including curriculum writers, an emphasis on writing background and instructional design skills were of greater importance than personal experience in child protection, especially when seeking input and guidance with those who do have direct practice experience.

Writing curriculum is done in cooperation with a university department that provides guidance in curriculum design, and they have an established partnership with Quality Matters (www.qualitymatters.org) to help direct the design and review of online curriculum to use research-based methods to meet the needs of adult learners and provide high-quality training components. The online module system is created using Lectora software and hosted on Course Mill.

An instructional design team of six writers uses the Assessment/Design/Development/Implementation/Evaluation (ADDIE) model of development. The team works closely with curriculum experts (e.g. YWCA, law enforcement, etc.), and seek input before finalizing content.

Ongoing reviews are conducted using an alignment tool to make sure all curriculum lines up with learning objectives that are informed by the child welfare practice model competencies. Advisors who are experts on subject matter have been willing to provide critiques for draft curriculum at no charge to ensure that training is aligned with practice. The process can get stale without the perspective of content experts who are working in the field now; critiques from experts only strengthen the training.

All curriculum content is posted online. A shift between the old and new methods for delivery has placed trainers in the role of facilitator and learners are more responsible for their own learning. In turn, the use of Power Point presentations has become more of a road map than a process for delivering content.

A concerted effort is being made to convert the entire Charting the Course curriculum into a blended model with more online content and in-class instruction focused on active instruction and applied learning. Transfer of Learning objectives are developed for each component. Simulation–based training is also currently being developed.

After development, writers test curriculum at least twice. OCYF The Office of Children, Youth, and Families (OCYF) reviews and signs off on curriculum. Online, a quality assurance check is done before finalizing content, then an online pilot is conducted, changes are incorporated, and an evaluation is completed.

The writing staff is also working on ensuring a "trainer presence" for online components. People taking online courses still need a "connection" to answer questions as they move through the modules.

Modifications to training content are informed by a variety of sources to ensure that the material included in training is valid, relevant and current. Stakeholders such as the OCYF, PA Children and Youth Administrators, and Courts and Statewide roundtable help identify priority areas to focus on and guide decision making for curriculum updates and modifications. Internally, regional training staff can inform curriculum writers that something is out of date or not working and identify a new training need. CFSR and Quality Service Review data is also considered when determining training content by comparing results with practice performance indicators and competencies. Other considerations include statutory requirements, availability of existing resources, extensiveness or nature of stakeholder need, and potential impact if a curriculum component is delayed or not included.

TRAINING POOL

A pool of approximately 100 trainers are available to provide training on a variety of topics consists of experienced Child Welfare professionals (99% are contracted; some were youth in the child welfare system; most are active practitioners or recently retired).

A call for trainers is conducted periodically in which prospective trainers can apply to offer a certain component of the curriculum. Each type of training may have anywhere from 1 – 30 trainers able to provide that training component. Charting the Course foundation training has 30 trainers; these courses are being delivered very frequently across the state.

Trainers receive $100/hour to conduct training, along with a one-time annual payment of $400 for anyone completing six hours of training. Contractors need to carry liability insurance. They provide training on their own time, using vacation days or other arrangements. No travel reimbursement is provided.

TRAINER /CONSULTANT SELECTION PROCESS

Prospective trainers submit an application and are interviewed by a panel before being approved to offer training. Trainer/consultant training includes instruction on adult learning theory and attending a training on the

chosen component. The observation process is being overhauled for new trainers, and for existing trainers with new content. Trainers are required to have at least six hours of ongoing professional development per year.

Trainers have established a Consultant and Trainer Advisory Group (CTAG) that includes a regular newsletter and meetings to discuss new developments.

WORKER CERTIFICATION

Workers must be trained and certified as direct service workers, but are not required to have a social work degree. Through the civil service hiring process, they are listed as county case workers; counties can opt out of this process (12 out of 67 opt out, including Philadelphia), but for most counties, civil service dictates hiring procedures.

Individual Training Needs Assessment (ITNA) is a collaborative process done by the caseworker and supervisor and tied to established competencies expected for child welfare case managers. After case managers complete the CORE training, the ITNA is completed to determine additional training needs in order to ensure that the worker meets the requirements for competencies. The results of the ITNA are entered into a database and the CWRC uses this information to determine its workshop schedule for in-service training across the four regions.

From the results of the ITNA, a supervisor, in consultation with the worker, will develop an Individual Training Plan (ITP), which will help the supervisor and worker prioritize which continuing education training the worker will attend in the upcoming year.

The Resource Center monitors the certification process, but counties track and provide certification for workers.

TECHNOLOGY

The IT Department is currently comprised of 11 staff currently including:

- Systems administrators – network administrator, backup data, etc.
- Web developers
- Database administrators
- Help desk specialists
- Mandated Reporter module staff

Software developers were hired to work with Stars software to track courses, trainers, and trainees. They developed the Encompass application in 2006 to capture a variety of data/information: courses, materials, workshops, registrations and cancellations (counties have a training liaison to register staff for courses), and trainers. Encompass also tracks trainee demographics and conference attendance.

Encompass has 60-70 standard reports. It tracks ITNA data based on the current list of competencies. It can also help identify trends for training needs in different areas of the state. Tracking that information helps inform the development of the calendar for the coming year to meet the identified training needs.

Encompass no longer meets the CWRC's needs, as staff has expanded and the variety of training and technical support has grown, so they are developing a bigger and more robust system, with more capabilities than a Learning Management System (LMS). Developers are reaching out to trainers for input, and there is a goal to establish logins for trainers and trainees so they can access a listing of the courses they have completed.

CourseMill and Lectora (authoring tool) were purchased in 2010 and currently serve over 14,000 active

trainees with 27 active online courses in the training system. In terms of ADA compliance, Lectora is known as the industry go-to and features built-in ADA checkers.

In 2007, CWRC began to create video and audio content, including voiceovers for standard classroom trainings, often using community college students, who will work for free in exchange for experience. They can produce high quality videos with scenarios and role-playing using their in-house green screen and high-quality camera equipment.

A demonstration project was implemented in five counties in 2013; now there are six. They track and capture data on assessments such as CANs, FAST, Ages and Stages data. Four counties use the CWRC database. Philadelphia and Allegheny use their own, so they extract data from their system, upload it, and CWRC draws it down.

IT staff support the research and evaluation team using a demonstration processing database, which acts like a workbench or tracking system to watch for inconsistencies or missing data. Another database, Research DB, has created a secure way to transmit identifiable data. Staff also support all IT setups in conference rooms. Meeting planner software helps guide their room set up process for events both locally and remotely. They also run a help desk to troubleshoot issues when people are accessing their online modules. Technology support for staff is handled by this department as well, and computers for staff are on a staggered three-year planned replacement cycle.

SharePoint is a web-based front-end resource tool with multiple functions, including a resource allocation Gantt chart. They are in the process of migrating to the University's domain and ready to add features including a sequel cluster (database) – two sets of data that mirror each other to ensure that you have a live hot spare in case something goes wrong (which happens frequently). They can also create containers on SharePoint for work groups, documents, and meeting minutes, as well as to assign tasks. Blackboard hosts, so they can handle 10,000 concurrent users. Data is drawn down every day for mandated reporting training and uploaded to the Department of State for their records.

Evaluation

The Casey Foundation funded Continuous Quality Improvement for CWRC and was involved in the child welfare demonstration project, currently in the middle of the five-year project. DHS requested assistance to complement and supplement their staffing for bigger initiatives, beginning with work to become compliant with CAPTA. Other projects have included juvenile justice curriculum development, CFSR, PIP monitoring, and youth and family engagement.

The CWRC evaluation team has three unique project manager positions that cover different topic areas for research and evaluation: older youth and family engagement, research and evaluation, and Continuous Quality Improvement. Project managers at DHS have similar roles and coordinate with CWRC staff, working closely together on projects to make the most of needs and capacity and keep the big picture in mind. Their mirrored positions offer the ability for connecting without duplicating resources and services. The Resource Center aims to stay fluid in defining their role with what DHS based on need, while maintaining regular communication.

Family engagement work includes curriculum and staffing a statewide Family Group Decision Making (FGDM) leadership team, which includes subcommittees. The project manager provides input based on what is happening in the counties, and conducts the FGDM program evaluation (voluntary but with a high participation rate of 60 of 67 counties). Reports have looked at fidelity statewide, but county-specific data is also available. They can now look more at outcomes (after 10 years of data collection) and are making data more available to counties in a real time dashboard format to improve quality and usefulness of data to inform practice.

Three staff work on the federal IV-E waiver demonstration project, which is in its final wave. Six counties, in partnership with the state, worked closely in application development, but didn't play a role in implementation so they could be independent evaluators. Instead, they focused on fiscal process and outcomes – comprehensive assessment, family engagement and evidence based practices to improve outcomes for children.

Three to five engagement models are being used by these counties, but the evaluators are using the same approach to evaluate these models. They have identified four pillars of evaluation of training: preparation, fidelity, engagement and delivery.

Web-based data for FGDM coordinators can now be completed online. They are doing some investigating to address internet accessibility. Currently, data is available at the end of the year, but if they can get the data in real time, they may be better at getting information submitted quickly. FGDM has been enthusiastically adopted and encouraged by counties and particularly the courts.

The Organizational Readiness for Change tool is used to help describe strengths in county agencies. If counties want to engage in CQI work, this tool helps identify where they are currently, and what they'd like to achieve. It can help with ongoing monitoring as well. They have incorporated an ORC tool into the demonstration project evaluation as well.

Appendix B

Notes from Colorado Site Visit

Background

The Kempe Center for the Prevention and Treatment of Child Abuse at the University of Colorado School of Medicine, Department of Pediatrics, operates the Colorado Child Welfare Training System (CWTS) in partnership with Colorado Department of Human Services (CDHS) Division of Child Welfare, and on behalf of the Colorado State Training Office. Four Regional Training Centers (RTCs) provide training to new and existing child protection workers and supervisors across 64 counties and two sovereign tribes. The Colorado Child Protection System is a state supervised, county administered system, similar to Minnesota's.

The training system was established in May 2009. The Cutler Institute conducted a needs assessment for Health and Social Policy to determine professional development needs of child protection caseworkers, aides and supervisors. Results of this survey can be found here: http://muskie.usm.maine.edu/helpkids/rcpdfs/COReport100709FINAL.pdf. Training topics that ranked most highly were: effectively dealing with resistant clients, detecting emotional abuse, detecting sexual abuse and mental illness: identification and accessing resources.

Three years ago, a state contract was awarded to Kempe Center to provide training regionally. Over the past three years, Kempe has updated and modified many components of the training program, including shifting from a cohort model to a more flexible format, allowing workers to begin training within a week of their hire date in their region.

Upon receiving the contract, Kempe Center underwent a Theory of Change strategic planning process to define their goals in providing training. A model was built to help them determine their overarching goal in developing the training system, with indicators interventions in order for the program to achieve its goal of providing high quality training to prepare child welfare professionals.

The Leadership Council consists of representatives from the following organizations: Butler Institute for Families, Colorado State Foster Parent Association, National Association of Counsel for Children, Metropolitan State University of Denver Family Center, and Ridgewood Interactive Communications. Each of these organizations has certain courses they are responsible for providing.

A formal Training Steering Committee (TSC) was established to inform the work of the CWTS. They originally met monthly, but are currently meeting every other month. Members include county directors, caseworkers, county commissioners, state finance staff, foster parents, guardians ad litem, the Office of the Child Representative, and Kasey Matz, CWTS Program Director.

An organizational systems coach helped Kempe work through the transition of the training system from Butler to their organization. They keep that coach on retainer for Ms. Matz' individual coaching and troubleshooting challenging situations with partners.

The four RTCs are West, Northeast, Southeast and Denver. Each region has a training coordinator and a training specialist. The trainer pool consists of nearly 50 people who have a minimum of two years of direct child welfare practice experience and/or those who have worked in a related field, and who are experienced training others or have the desire and ability to develop training facilitation skills.

A Regional Training Advisory Committee (RTAC) meets monthly in each region, facilitated by the regional training coordinator. While counties are the customer of their training system, their staff are also seen as the subject matter experts and their input is valuable. The agenda is aligned in each region to ensure that input is received on topics from each region. Every county may send a representative to participate in these meetings, which provide a nice feedback loop for any shifts in the training program, and serves as a way for regional staff to build relationships with county child welfare leaders.

The Leadership Learning Collaborative is being developed now, in conjunction with Butler Institute for Families. The program has a $5 million budget.

DHS Partnership

Colorado has used a university-agency partnership for their child welfare training system since 2009. The transfer of leadership for this partnership to Kempe occurred three years ago. In the process, they've moved much more toward a regionalized system that is supportive and responsive to the counties. Development of new courses is highly collaborative between the state, Kempe, and the counties in an effort to ensure that training is relatable and valuable to the counties they serve.

Colorado's federal IV-E training funds go to the state. Counties do not claim any training money through the federal IV-E program. Title 20 funds, around $255,000, are also claimed at the state level. These funds are used to support the training partnership.

Regionalization

The state is divided into four regions: Western, Northeast, Denver Metro, and Southeast. Two staff work in each region, though more may be added. They find that the regional staff are more responsive to counties than the previous centralized system was providing.

Each region has a Regional Training Center, selected through an RFP process. Counties were chosen based on geographic area, available training center space/ conference rooms, Wi-Fi, staff offices, and maintenance. Each region provides differing levels of amenities and space at no charge to the training system. Counties chose which region to be affiliated with. They also maintain lists of free training spaces in the regions, such as hospitals, counties, college campuses and libraries, as sometimes training is brought out to those locations, particularly in the western region, which covers a large geographic area and is divided by the Rocky Mountains.

Kempe is using a data-informed approach for scheduling based on number of learners in each course in each region. They offer fewer courses in quarters one and two and more in quarters three and four based on cancellations history. They have transitioned from a cohort training series, so workers can start anywhere in the fundamentals series, though counties often hire around the start of a new series so workers take the courses in order.

A Training Steering Committee of around 30 members is a huge part of the decision making process and has helped to build the relationship between state and counties, removing Kempe from the middle. Members are County Directors, county training managers in large counties, state staff, state finance, QA/evaluation, commissioners, foster parent, office of the child representative/GAL and Ms. Matz.

Child Welfare Training System

The CWTS includes New Worker and New Supervisor Academies, using transfer of learning (TOL) (formerly on-the-job training), classroom training and web-based training.

A Fundamentals TOL Guide is available online at http://www.coloradocwts.com/resources-for-caseworkers/learner-s-fundamentals-practice-simulation-resources, and workers are required to complete the activities outlined in the guide to qualify for certification.

New Worker Academy (103.5 hours):

1. Welcome to Colorado Child Welfare,

2. Hotline and RED Team: Where Assessment with Families Begins,

3. Engaging with Families,

4. Comprehensive Assessments,

5. Working Towards Closure: Decision Making and Documentation,

6. Fundamentals Practice Simulation,

7. Legal Preparation for Caseworkers and (optional) Trauma: Understanding the impact on child development.

Workers must start with the first course (a web-based training or WBT) and finish with the seventh course (an in-person course), but may take other courses in any order.

New Supervisor Training:

1. Supervisor as Leader and Manager: Administrative Supervision,

2. Supervisor as Coach: Educational Supervision,

3. Supervisor as Clinician: Clinical Supervision,

4. Supervisor as Team Leader: Supportive Supervision.

Additional classes are required within the first year, and in-service classes on a variety of topics are available for workers annually. The courses required following Fundamentals are: Medical aspects of child maltreatment, Worker safety: protecting those serving others, Protecting professional resiliency, and Confidentiality. Three additional courses are strongly recommended: Building safety when parents use substances, Building safety with families impacted by domestic violence, and Adolescents: The 411.

A new course, Critical Skills for Interviewing, is being developed, with an accompanying simulation being a pre-requisite.

Microburst training, has been incorporated into the ongoing training program.

Mandatory Reporter Training is available online, with several versions based on the type of professional taking the training. http://www.coloradocwts.com/mandated-reporter-training

Training Pool

A pool of around 50 people provide some of the training components. This training pool, consisting of current caseworkers, was created to stay in touch with practice by having someone who works with families in the classroom. This has proven to be a cost effective practice to use these contracted trainers for certain components of the training. They do not train the fundamentals courses.

To be chosen, trainers must complete a written exercise and training demonstration. Most are current child protection workers. These trainers do not offer the Fundamentals courses. All training pool trainers go through facilitation training and are asked to attend quarterly meetings. A training specialist coaches these trainers.

A tiered payment structure has been established for these trainers. They receive $100 per day when attending a skills institute for their own professional development, $200 per day while observing a course, $300 per day when co-training a course, and $500 per day when delivering a training on their own, or serving as an equal co-trainer (as with law enforcement and domestic violence providers who co-train on specific topics). Travel expenses are also reimbursed. All training materials are prepared in advanced by CWTS administrative staff and delivered in tubs for trainers' use. Trainers are assessed annually to observe and assess trainer skills and quality. Their assessment tool is available to us if desired.

CWTS is currently developing a simulations specialist pool. These professionals will be recruited from the current workforce and compensated at $300 per day. They currently contract with a professional actor who is also a communications specialist and an EMT. Actors are able to respond authentically in the moment during these simulation activities. Learners get stuck at times and simulation specialists can help them along. The goal for these activities is an experience where learners walk away with more confidence and skills.

CERTIFICATION

Certification for workers is required and automated at DHS. TSC recommends that workers be given no more than five cases when first certified. It is unclear whether that recommendation is followed.

Trainee Certification can be awarded when all new worker fundamentals courses are completed, before TOL is complete. Full Certification can be requested following completion of all fundamentals courses and TOL is completed.

Caseworker competency level is assessed by supervisors, which informs the Individual Learning Needs Assessment (ILNA). Training needs are determined by this process, and Kempe uses aggregate information from ILNA to determine which courses should be offered in which regions.

Forty hours of training are required annually for certification. CWTS hours automatically post on the website, and workers can upload hours that are completed outside of CWTS. A certificate is automatically generated that certifies that a worker has completed the training requirement for the following year.

Coaching Program

Kasey Matz, Project Director, and Lauren Morley-Hutto, Coaching Manager, bring a coaching background to CWTS, and have established a coaching component to the training system. They have been trained at Coaches Training Institute based in California and are planning to have all of their managers, including regional training coordinators, go through the training as well. DHS child protection training staff is also completing CTI training.

Introducing coaching to the training system offerings was considered a complement to the traditional training sessions as an alternative and companion form of professional development at the individual level. Coaching goals for workers and supervisors in Colorado are based on strengthening the five Practice Model skills: engaging, assessing, decision making, communicating, and organizing.

CWTS began a coaching pilot program in two counties. Supervisors who had completed the New Supervisor Pre-Service Training Academy within a year were eligible for participation in the pilot. Coaching is seen as a form of professional development and a type of parallel process, in which learners are taught supportive learning models that inform their work in the field.

The coaching program activities offered through the CWTS include:

- Training, Technical Assistance, and Coaching with Counties Developing Internal Coaching Programs
- Leadership and Team Coaching
    - » Upon request, CWTS coaching staff may provide coaching one-on-one with leaders and in a group setting with leaders and their teams
- Individual and Group Coaching
    - » Upon request, CWTS coaching staff may provide one-on-one and group coaching for child welfare staff at all levels
- Convene the Colorado Coaches Collaborative
    - » Group convenes with county-based coaches on a monthly basis to share updates and resources, facilitate skill-building activities and facilitate group supervision process
- Research and Development of a Coaches' Training Academy for Colorado

An evaluation of the coaching program with supervisors found that self-assessment ratings and caseworker ratings of their supervisors increased across the five practice model skills, organizing, assessing, engaging, decision making and communicating. A coaching application will soon be posted on the CWTS website.

The evaluation results indicated that a voluntary coaching program supported and encouraged by agency administrators available to workers and supervisors with all levels of experience with coaches who receive support and are not supervised from within the agency would best meet the needs of the child welfare workforce.

Technology

The state SACWIS system, TRAILS, is undergoing a modernization effort. They are working to connect TRAILS to caseworker level data, which Kempe will have access to as well.

Kempe contracts with [Ridgewood](#) Interactive Communications for the development and management of their Learning Management System (LMS), along with web-based training development, technology for certification and automated evaluation, website, video making, and technology customer support. They have developed pre- and post-tests for every course that are tied to the competencies.

Online learning modules are developed using the ADDIE model. They identify a four doors model for their online learning modules: Training Base, Learning Lab, Browsing Bistro and Test Knowledge.

Expert Case Consultation

The Child Abuse and Neglect Expert Staffing (CANES) program utilizes a multidisciplinary team of experts to engage in critical thinking surrounding the dynamics and concerns at play in complex and challenging child abuse and/or neglect cases. The CANES program may be utilized at no cost to county departments to determine next steps in a complex, challenging, and/or difficult referral, assessment, or case. The CANES program will facilitate the consultations using the Consultation and Information Sharing Framework to organize and analyze available information. By utilizing a diverse team of experts, CANES can ensure that questions are being asked that inspire solution-focused critical thinking and enhance creativity in managing child welfare cases.

The START Program (STate And Regional Team) provides counties, law enforcement agencies, and case workers with expert consultation regarding egregious cases of child abuse/neglect. Some examples may include, but are not limited to:

County requesting a second opinion regarding an egregious child injury or rare medical condition;
County seeking guidance with interpreting a complex psychiatric evaluation;

County seeking guidance on developing a treatment plan for a child with severe mental health issues; and/or,
County and/or law enforcement agency seeking guidance regarding civil and criminal proceedings.

Appendix C

Notes from the Washington State Reverse Site Visit

Background

Theresa Tanoury, University of Washington, came to Minnesota to share information about the state-university partnership that was established to provide training to child protection workers throughout Washington State.

The resulting partnership, the Alliance for Child Welfare Excellence, is comprised of five organizations: University of Washington, University of Washington Tacoma, Eastern Washington University, The State of Washington Children's Administration and Partners for Our Children, a policy analysis organization.

Washington State did not use an RFP process to select a partner for their child welfare training system. The Children's Administration went directly to University of Washington and Eastern Washington University to discuss their interest in a state-university partnership and requested that one university take the lead in the Alliance, which became the University of Washington.

The state Children's Administration created a 10-year master agreement for the Alliance (modeled on a similar partnership in Oregon), and state training staff were transferred to University employee. This transition was relatively smooth, as the state and the university had the same fringe benefits - health insurance plans and retirement plans didn't need to change during this transition. Staff were given "return rights" for a comparable position at the state if they chose not to continue with the Alliance.

The Design Team created guiding principles along with a mission, vision, and values to guide the planning of the training system. Above all, they wanted a system that was nimble, responsive and timely to the current needs of the child protection system in the state.

The partnership began in 2010 with a one-year planning process, funded by Ballmer Family Endowment. During this time, the Design Team, made up of the IV-E Program Director and state agency staff, contracted with Don Schmidt for one week per month to consult on financial planning for the partnership. He worked with them on a curriculum analysis, which replaced their random moment time study, to double the IV-E funds they received for training.

Leaders conducted a 13-state deep analysis on budgets and university-state agreements for child welfare training systems and sought input through focus groups with supervisors across the state on gaps in knowledge for their workers after completing pre-service training. They also completed a literature review and consulted with experts on training systems and agency-university partnerships.

Structure

In developing the partnership, the design team studied the concept of boundary organizations, which offers guidance for partnerships that bridge research and policy with an arrow pointing in both directions for communication and information sharing.

Roles and responsibilities of each partner were written, but at too high of a level, in Ms. Tanoury's opinion. Tasks need to be clearly delineated to avoid confusion and duplication. The planning team discussed policies, procedures and practice at the start, but they need to also establish an engagement process, written clearly so all players are on the same page.

Very few university faculty were involved in the planning and ongoing work of the Alliance. One faculty member co-chaired a statewide committee for competencies and curriculum, and assisted with developing the curriculum guide as well. A larger competencies and curriculum planning committee was developed after the first year, once the agreement was in place.

UNIVERSITY TRAINING AND WORKER INFORMATION

Licensure is not required in Washington for child protection workers. Caseworkers are given thetitle is Social Service Specialist, and many of them are union members.

Washington has three MSW programs, two public and one private, with an additional program in candidacy. The IV-E programs offer agency matched paid field placements for MSW students placed in child protection agencies for $15 per hour. Federal matching funds will reimburse at 75% if students only have IV-E eligible cases. They place students in the Administrative Training 2 job class in order to treat them as employees.

BSW-level students do not qualify for case-carrying positions; requirements are a Bachelors degree plus two years of experience or a Masters degree. To give BSW students placements, they could flex down to a case aide role, and make an administrative claim for some payment. For these roles to be counted for federal match, learning outcomes were developed along with job descriptions. No memorandum of agreement is in place for BSW students – they can't stay in agencies because they don't have enough experience, so schools can't require them to fulfill an obligation to take a child protection role. Casey Family Programs offers paid field placements as well in their field offices.

Annual reports contain what they need to include in the federal Annual Progress and Services Report (APSR), and include how many staff were trained and next year's goals for the training system.

BUDGET

The Alliance has a budget of $2.3 million state funds, which has been consistent over the years, and $12 million federal for 30 FTEs (includes all trainers) and contracts to train just under 2,000 in the workforce and 6,000 foster parents. They have 10,000 kids in foster care and this number is growing.

Training Model

The training academy model was developed in Alaska, patterned after Ohio's system, and adapted in Washington. The executive planning team studied adult learning needs and reformatted the entire training academy using adult learning theory and automating some modules for consistency of delivery. The second year of planning, they spent around nine months developing competencies, with base knowledge from CSWE and other states, including Oregon and Tennessee.

The executive team still meets with a statewide competencies curriculum group to work on changes to competencies – all curriculum must tie back to the competencies. They've learned that the university's decision making time frame is slower and less nimble than the agency, so they have adapted their process.

The team studied several states' competencies when developing their own. In their research, they discovered that Wisconsin started with Ohio competencies, but then developed their own. California and Colorado also had good models to draw from.

In reflecting on the process of developing the university-state partnership, Ms. Tanoury emphasized that building a trusting relationship is critical. She admits they did not spend enough time developing and valuing that trust beyond the initial planning process, which has had an impact on the ongoing work of the partnership. When the planning phase began, a regular weekly meeting was scheduled for central office staff to discuss

policy, program and training. When a new leader came on board, meetings became less frequent and the relationships within the partnership have suffered.

The new training academy was phased in, with a one-year pilot in Region 1, which was comprised of the eastern half of the state, then the other two regions of the state followed.

TRAINERS

Regional offices like having trainers embedded. The hiring of trainers was in partnership between the school and the agency, which isn't written in policy, but they have learned that it's critical that those who deliver the training series are trusted and respected throughout the partnership. Trainers are not curriculum developers, though they do give input regarding methods of learning. Salaries for coaches and trainers are 3-5% higher than supervisor rate to provide an incentive for taking on this role.

CERTIFICATION

The certification process is less formal than in some states. Once all the modules have been completed, workers receive a certificate of completion, but it's not tied to competencies and testing isn't included as part of this process.

When coaches are worried that a worker isn't applying training in their work with families, they are able to reach out and talk to this staff and supervisor to devise a plan, or they may decide not to retain the worker.

CURRICULUM

The Alliance employs six workers in curriculum development. They have transitioned the training curriculum from a four- to an eight-week model, which includes classroom structured learning supplemented by e-learning modules. They also studied adult learning methods and chose to incorporate a "flip the classroom" approach, which involved listening to pre-recorded lectures at home and applying that information in class through activities. While the training academy was in development, they used some of the old training components and filled in new curriculum.

Part of the choice to use the flipped classroom method was to address issues of consistency. They wanted all regions to standardize their training, and recognize that trainers must really know important concepts and skills in order to teach them well. Automated modules ensure consistency in getting information to new workers. A 70% pass rate is expected for e-learning, and modules require worker interaction to ensure that the information is being absorbed.

The team used a policy expert to blend policy into the training curriculum and regulations. Coaches and workers previewed new training and provided feedback for improvements, and the curriculum developer took that input back to work group.

Voice recognition software is used in e-learning modules using Captivate software. They have two structural designers in place to automate training pieces. Canvass is the learning management system (LMS) used by the university, which offers an online classroom platform.

A new cohort begins training every two weeks (1st and 16th of the month) in each of three regions, with recent expansion to merged cohorts between regions. Remote counties must be creative in getting training for their workers - some have found success in blended learning techniques-but classroom trainings are needed for certain components.

Agencies often hire new workers to align with pay periods so they can begin when a new cohort is starting the training series. Five modules, for a total of 34 sessions comprise the new worker training, guided by 82 competencies over an average of two days of classroom learning per week.

Partners still debate whether new workers should get cases during this initial training period. The federal government allows reduced caseload during that time. It has been found that having a few cases can help workers apply their learning during training. Automated group e-learning has worked well in walking through documentation requirements.

The state requires 20 hours of ongoing training, which seems to be typical across the country, with at least half delivered by the training academy. The Alliance developed many automated training modules for ongoing workers, but have seen very few hits on those e-learning modules, as workers are too busy.

The focus for training in Washington currently emphasizes family engagement over safety, but the pendulum swings back and forth, as both are important. Leaders are now looking at safety as more of a focus, with some counties are using the Signs of Safety model for assessment.

With the new curriculum, they did away with all handouts and instead provide laptops for all attendees, using IV-E funds. Training includes use of the SACWIS system, and all classrooms have wireless access.

Region 10 federal child welfare staff asked many questions as they developed the training system. Washington tripled the federal IV-E funds received for training, so questions were inevitable, but they were ultimately approved.

Each tier of competencies is tied to a portion of the curriculum for workers, as well as exploring a testing out process using an individual training needs assessment that would exempt experienced workers from certain components of the training series. Several topic areas are prioritized in the training curriculum: child sexual abuse training is required before case managers receive a case (within first three months of employment), as well as training on domestic violence assessments. ICWA training was already well established through a contract with NICWA providing their full-day academy for new workers. Safety and risk assessment training is repeated every few years.

Supervisor Training

In year three of the Alliance, new supervisor training was addressed starting with and adaption of Colorado's supervisor training (run three times per year). California does not survey training satisfaction, but instead focuses on pre- and post-training evaluation – knowledge and skills.

New workers receive two months of training and coaching, and then they are assigned in-service training. They have a limited caseload for a while after that – 5-10 cases – then program-specific training. Research shows that agencies lose workers when they give them too many cases right away, so they are deliberate about keeping their caseloads low during training.

There has been a reduction in complaints from workers on SACWIS system after the implementation of the training improvements. They have not necessarily seen a reduction in turnover, which begs the question of whether improved training is a motivating factor alongside others like strong supervision.

Foster Parent Training

The Alliance used the PRIDE curriculum for training new foster parents, but eventually developed their own curriculum to better meet the needs of foster parents in Washington.

Foster care providers receive free childcare when attending training despite budget cuts reducing this benefit, as it is a useful support. North Dakota pays for child care so foster parents can attend training (Reimbursable for IV-E). Some conferences have childcare on site. Travel expenses are also reimbursed – hotel, mileage, and childcare. Some training is joint with both foster parents and workers, though it is challenging to schedule those sessions. Milwaukee has two training tracks for foster parents – one for relative providers, and another for traditional foster care providers.

Coaching

Annie E. Casey Foundation funded the development of a practice model for coaches. They began with six coaches, who received ample training for this role. They have now tripled that number. Their trainers are all trained as coaches and the terms are used interchangeably. Trainers were requested to deviate from their coaching role to assist with other tasks, but Ms. Tanoury was firm about maintaining their role as coaches, despite budget challenges.

Coaches are university employees and work in agencies across the state. All are former child protection workers; the state agency is involved in the hiring process for university training and coaching staff. Coaches are sent through certification process and must demonstrate skill and knowledge. Some are specialized to work just on SACWIS system. The federal agency created an intensive training model with focused supervision and a reduced caseload. The structured learning model has a set plan for each day for coaches, supervisors and new workers.

Four coaches per region are working with a cohort of new workers at any given time. A fifth coach gets a two-week break from coaching until the next cohort. Washington was losing a significant number of workers within a year of hiring, but the coaching component has made a huge difference in workers' application of skills and retention.

Budget

The state agency initiated the discussion for the Alliance partnership. No additional state funding was allocated for this partnership, and no legislative mandate was enacted. Putting protections around funds generated by the partnership in the master agreement helped prevent the budget from getting cut. A capacity fund was created, which contained money generated through the partnership and it was established that it could only be spent on training. That funding is used for additional trainers and coaches (approval of dean and agency head are required).

Washington worked with Don Schmidt to analyze curriculum for IV-E relevant content – most of it can be counted for matching federal dollars, depending on fitting the requirements for matching funding. Following the analysis, course titles, competencies and a narrative were submitted to the federal office for review. The Obama administration has broadened the categories, and some family assessment training can now be matched, but training on investigation cannot. The University of Washington claims their indirect as the match (.53) and Ms. Tanoury advised being sure of what is in that amount and that it is allowable.

Appendix D

Notes from the Off-site Review of California

The California Social Work Education Center (CalSWEC) holds a contract with the California Department of Social Services (CDSS) to coordinate California's Regional Training Academy and provide training to child protection workers, supervisors and resource families through four regional academy sites. They work in conjunction with the University Consortium for Children and Families.

Their curriculum is known as the Common Core Curricula, which includes tracks for both workers and supervisors. The curriculum is based on the California Child Welfare Core Practice Model, and they are currently transitioning from Common Core Version 2.0 to Version 3.0. New workers are required to complete the required courses within 12 months of their hire date. Five foundational themes were developed in conjunction with the establishment of the Common Core: fairness and equity, family and youth engagement, strength-based practice, outcomes-informed practice, and evidence-based practice.

Curriculum

Common Core 3.0 transitions from an all-classroom to a hybrid structure that includes e-learning modules, field activities and activities in a classroom lab designed to reinforce knowledge and integrate skill-building into the training models. Field activities provide structure and direction for transfer of learning for workers in their agencies, working closely with a field advisor (who may or may not be the worker's supervisor), and who is specifically trained to help facilitate the learning activities included in this component of the training menu. Coaching is also added as a component to enhance workers' retention of knowledge and skills.

The Foundation Block for Version 3.0 when implemented in early 2017 will include 13 e-learning modules, 10 skills-based classroom modules, two field activities and a classroom lab and e-learning components to reinforce workers' integration of skills. The Assessment Block has been implemented and includes three e-learning modules, four classroom modules, two field activities and a classroom lab. Content in this block is focused on critical thinking, standardized assessment, and identification of child maltreatment.

A third block, the Engagement Block, will also be implemented in early 2017, and includes three e-learning modules, one classroom module, two field activities and a classroom lab, which focuses on strengths-based interviewing, concurrent planning, investigative interviews, engagement and special considerations when interviewing children. Additional blocks include Case Planning and Service Delivery, Monitoring and Adapting, and Transition, which includes permanency, trauma-informed practice and team-based decision-making. Additional details on the content for these blocks will be posted online in early 2017.

Simulations

The RTA has developed a Residential Simulation Lab (RSL) in Los Angeles that gives students and workers the opportunity to practice their skills following their completion of certain core classroom training sessions within an environment that replicates the type of space where they will be meeting with families. This activity is seen as an enhancement to the curriculum and promotes the development of critical thinking and decision-making skills while incorporating values aligned with the child welfare practice model and established competencies expected of workers.

Development of the simulation lab incorporated input from multidisciplinary professionals, including law enforcement and attorneys, to ensure that worker safety, client confidentiality and legal ramifications for home searches are kept at the forefront of learners' minds while engaging with the actors.

This space, which includes a bedroom, living room, dining area, bathroom and kitchen, can be staged to mimic a variety of home situations, and actors are trained to interact with professionals who come to them with a simulated assessment or investigation process. Additional locations are also being developed to provide this opportunity to a wider number of training participants throughout the state.

Videotaping these sessions provides the workers an opportunity to go back and critique their interactions and decision-making, and learn from the process before trying out those skills with parents and children in their caseloads.

Appendix E

Notes from the Off-site Review of New Jersey

New Jersey's child welfare system is state-run by the New Jersey Department of Children and Families Division of Child Protection and Permanency, unlike most of the other states researched. However, they have a model for simulations used in the training of child protection workers that provided a useful model to examine

A 2005 lawsuit spearheaded by Children's Rights resulted in a Modified Settlement Agreement (MSA), out of which came the Child Welfare Training Partnership between the Department of Children and Families Office of Training and Professional Development and Rutgers School of Social Work, along with two additional universities: Montclair State University and Stockton University.

Curriculum

New worker training consists of a 3-day orientation, car seat safety, pre-service online modules and a set of foundation courses that are required in the first 18 months of service.

Workers are given pre and post-tests to determine knowledge gained as a result of the courses included in the training system. They are required to achieve at least an 80% pass-rate on post-tests for required courses, and 70% for elective courses.

Simulations

Simulation exercises in New Jersey are conducted in conjunction with foundation training to help reinforce concepts being taught in classroom and online modules, and to give workers an opportunity to practice their skills with actors before they meet with clients. This component takes place over seven days, during which time the trainer acts as a supervisor who is assigning a case to the trainee worker.

Trainees are given the opportunity to interview the person who made the report, the parent, and other related parties with information on the alleged abuse or neglect of a fictitious case that includes some common issues that trainees are likely to see in assigned cases, such as drug or alcohol abuse, inadequate supervision of young children, harsh discipline and other issues. These interview are videotaped. They are then given time to write a report to document their findings. On the second day, the trainer reviews and critiques the videotaped interviews from the previous day with the trainee and others from the class. Feedback from trainers is offered on the trainee's interview style, engagement skills, listening skills, interviewing techniques, nonverbal communication, and respectfulness.

Over the next several days, the trainer walks the class through safety assessment and family risk assessment, family team meeting, case plan and case closure. The trainees participate in a simulated family team meeting as a group after they receive training.

The trainer is instructed to serve as a coach or mentor through the simulation process, observing each worker's strengths and offering helpful input when a worker struggles with how to proceed. Actors are given background information on their character, and tips on what is expected of the trainee as a worker to achieve from their interaction with each character.

Appendix F

NOTES FROM THE REVERSE SITE-VISIT BY THE NATIONAL CHILD WELFARE WORKFORCE INSTITUTE

CASCW invited Sharon Kollar to Minnesota to meet along with DHS staff to get a broad look at the professional development and training resources available through the National Child Welfare Workforce Institute (NCCWI). NCCWI develops resources for child welfare agencies through a collaborative agreement with Children's Bureau of the Administration for Children and Families on topics related to child welfare practice effectiveness, systems development, organizational interventions and leadership. Workforce development is promoted by way of:

Learning: interactive, reflective and relevant

Leading: diverse leadership at all levels

Changing: workforce development/organizational capacity building

Programs

NCCWI's core programs include:

- University – Agency Partnerships (UP)
- Leadership Academies:
  » School of Social Work Deans and Child Welfare Agency Directors (LADD)
  » Middle Managers (LAMM) – 3-day residential training, with coaching and online modules prior to 3-day training; six months coaching afterwards
  » Supervisors (LAS) – not a training on how to be a supervisor but instead how to be a leader in your role as a supervisor

Curriculum is offered entirely online, including an implementation guide, for anyone in the country to use:

- Leading Information-sharing Networks, Knowledge-management & Dissemination (LINKD)
  » Support 12 jurisdictions – find resources for them, create tools, instruments to move implementation forward
  » Support national child welfare workforce via web portal

NCWWI has approved and will soon release a planning toolkit for the planning phase that we could use with counties for technical assistance on workforce development.

Workforce recruitment and retention

Conducting a job analysis with position requirements, tasks and qualifications is useful in identifying trends, challenges and areas for improvement in recruiting and retaining a high-quality workforce.

Establishing competencies and providing realistic job preview videos can support counties in their hiring practices and help align practice methods across counties throughout Minnesota. Implementing and integrating practice or policy change takes a long time to get people on board – signs of safety or family assessment, for example

Professional Development and Training

Learning organization principles can be applied at all levels. Agency leaders can promote an organizational culture and climate that is positive and solution-focused, that values diverse points of view and new ideas from all staff, and encourages teamwork and collaboration.

Supervision and performance management

Routine supportive and quality supervision is critical for engaging and retaining a high-quality workforce. Including a component of ongoing coaching and mentoring of staff by their supervisors, beyond annual performance reviews and also using outside coaches, will make a difference in the overall effectiveness of the work being done in child protection.

LAS

LAS is NICWWI's ongoing professional training program for supervisors, after they complete the initial supervisor training. Implementation materials are on the NCWWI website for states to use in implementing this training program. A competency set for supervisors is incorporated into the training, which includes 3-5 minute videos with a group discussion and coaching component.

Appendix G

Key Stakeholder PowerPoint

Development of a Child Welfare Center for Learning and Development
Stakeholder Meeting

Background
- Governor's Task Force on Child Protection
- 93 recommendations to improve child protection
- Ongoing Legislative Task Force on Child Protection

Professional Development Workgroup
- Appointed members
- Drafted competencies
- Developed recommendations for training framework

Decentralization
- State is divided into a number of regions, and training and development would be delivered across the state, coordinated in these regions
- Each region would have staff dedicated to the counties and tribes within that region
- Ongoing training schedule, beyond new worker training, could be based on needs identified by personalized competency profiles of workers in that region

Area Training Centers
Regional Training Map

Overarching Framework

Coaching

- Expand upon point-in-time classroom and online training
- Provide an ongoing connection of training content to practice setting
- Ongoing support to aid in retention
- Can support at multiple levels within the agency
- Coaching as support to supervision not as replacement

Organizational Effectiveness (OE)

- American Public Human Services Association (APHSA) developed the OE model and provides training and materials for use by providers of technical assistance to improve service delivery
- Uses DAPIM approach
  - Define
  - Assess
  - Plan
  - Implement
  - Monitor
- To plan, strategize and effect change systematically

Training Levels and Modalities

- Training Levels
  - Foundation/New Worker
  - Ongoing/Advanced
  - New Supervisor
  - Ongoing Supervisor
- Training Modalities
  - Simulation
  - Problem-based Learning
  - Online
  - Classroom
- Resource (Foster/Adopt) Parent Training
  - Coming soon

New Worker Training

Trainers

- Trainers
  - Regional staff trainers for new worker foundation training
  - Training pool
    - Current workers can apply to serve as trainers for ongoing classes

Certification

- New Worker Certification
  - Can be attained after completion of foundation WBT and classroom training contingent on post test results based on competencies (current Foundation Training is 9 in-person training days (52 hours) and 13 web-based modules (ranging in time)
- Annual Certification
  - Ongoing workers and supervisors are required to complete 40 hours of training every two years

Evaluation

- All components of the training system would be evaluated for consistency, efficacy and fidelity to the Minnesota Child Welfare Practice Model

Other Considerations with Training Implications

- Limiting caseload for new workers?

Overarching Framework

Formal feedback loop

- A statewide advisory board, in conjunction with regional advisory boards, will inform the development, implementation and ongoing work of the unified learning and development system.

Next Steps

- Curriculum Content
- Certification requirements
- Caseload size
- Funding

Questions?

As we continue the planning phase for the Center for Learning and Development, we invite input throughout the process.