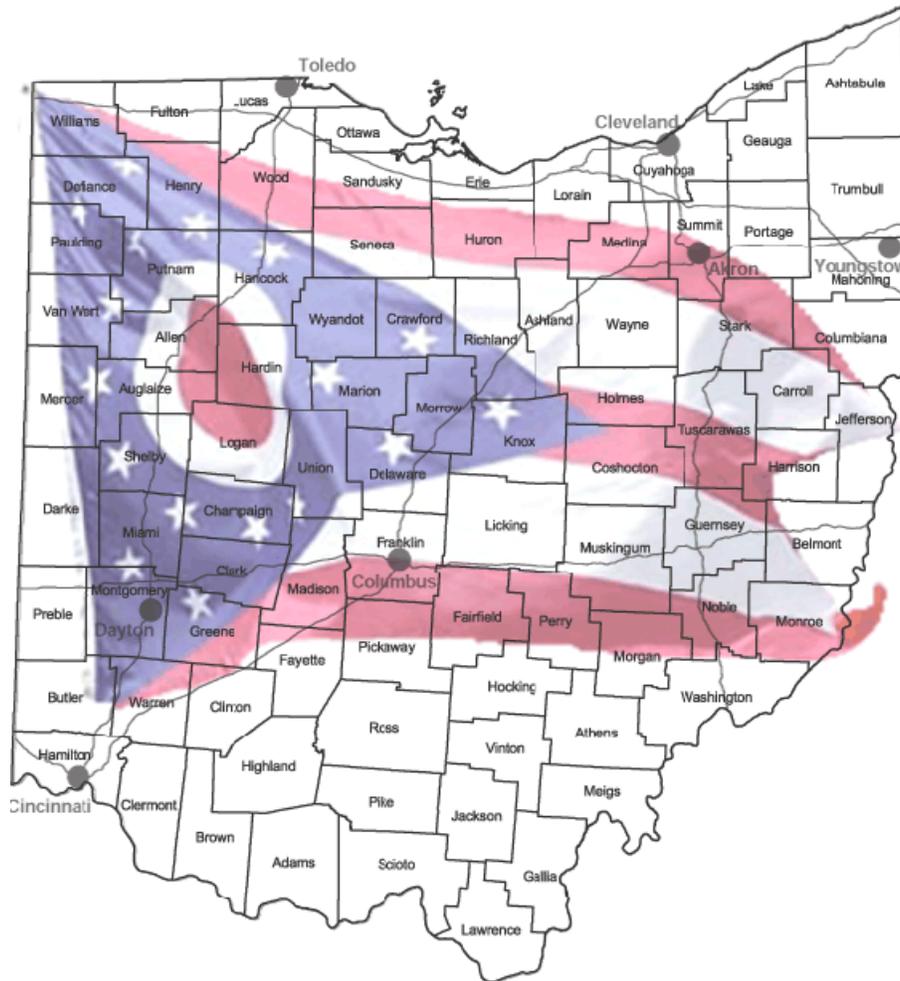


# Appendix D

## Staff Development & Training Plan



**Ohio Department of Job and Family Services  
Office of Families and Children**

**2015 - 2019**

# 2015 – 2019 Staff Development & Training Plan

## I. Title IV-B, Subpart 1 Child Welfare Services

### Ohio Child Welfare Training Program

The Ohio Department of Job and Family Services (ODJFS) views training as an important support for effective child welfare practice, and continues its leadership role in providing training to public child welfare agency staff. Recognizing the critical need for consistent, high quality, standardized training for child welfare professionals, ODJFS and Ohio's public children services executive directors continue to support the Ohio Child Welfare Training Program (OCWTP).

The mission of the Ohio Child Welfare Training Program (OCWTP) is to:

- Promote best child welfare practice through comprehensive skill development, strategic partnerships and effective advocacy.
- Provide competency-based training to public agency child welfare professionals, caregivers, and adoptive parents;
- Collaborate with other service providers to promote the delivery of competency-based training; and
- Advocate for practice standards for the public agencies to reflect the best child welfare practice.

The OCWTP is governed by a Steering Committee comprised of members from ODJFS, the Public Children Services Association of Ohio (PCSAO), each of the eight Regional Training Centers (RTCs), the State Training Coordinator (currently the Institute for Human Services), two foster caregivers, and representatives from public and private agencies. Priorities and areas of focus are set each year during an implementation and strategic planning retreat.

The OCWTP offers over 4,000 workshops to approximately 70,000 training participants each year. This number of participants is a duplicative count (staff who have attended multiple workshops). Workshop sessions provide either three or six hours of training credits.

The OCWTP is a model program with seven essential elements:

#### (1) Universe of Competencies

A comprehensive listing of all the knowledge and skills required for staff to do their jobs drives the OCWTP competency-based training system. This list of competencies is the criteria used to assess individual training needs, and also guides the development of all training courses and curriculum content. The universe of competencies guides' curricula development, ensuring course content areas represent the content staff need to do their jobs, and includes only training essential to job performance.

#### (2) Cultural Competence

The OCWTP develops and provides culturally responsive curricula, maintains a pool of trainers that is culturally diverse, and values the importance of integrating cultural concepts into all

training opportunities. The OCWTP defines cultural competence as, "... the understanding of how values, beliefs, attitudes, and traditions influence one's own and other people's behaviors; and the understanding of the content and dynamics of specific cultures, and the ability to use this knowledge to work productively with persons."

### (3) Individual Training Needs Assessment (ITNA) Instrument

The Individual Training Needs Assessment (ITNA) instrument identifies each worker's training needs. Completed jointly with one's supervisor, the training needs assessment is performed at least every two years and provides the RTCs with the information needed to schedule training that meets each worker's highest priority training needs in that Region. The OCWTP is currently piloting the collection of Individual Training Needs Assessments (ITNAs) and the construction of Individual Development Plans (IDPs) for PCSA staff through E-Track. The ITNA process helps narrow the universe of competencies to prioritized skill sets and competencies that are 1) important to the worker's own job, and that 2) need skill development.

### (4) Certification of Competent Trainers

OCWTP trainers are carefully screened, trained, and certified. They must have the appropriate course content knowledge, the necessary adult training skills, and the ability to promote culturally-competent practice. Trainers must maintain a minimum average performance score to continue training for the OCWTP.

### (5) Statewide System for the Delivery of Training

The eight Regional Training Centers assess regional training needs, and provide training to meet the highest priority needs of managers and staff in their region. Training is developed and delivered based upon ongoing ITNA data and other assessments of staff in the region. Quarterly training calendars publicize training activities throughout the region. All quarterly training calendars for child welfare workers and foster parents can be accessed online through the OCWTP website at [www.OCWTP.net](http://www.OCWTP.net).

### (6) Transfer of Learning

"Transfer of learning" refers to the utilization of knowledge and skills learned by trainees in training and used back on their jobs. Research suggests that without system-wide strategies that promote transfer, much of what is learned in training will never be used in the work place. Strategies to promote transfer are incorporated into activities that prepare the worker to attend training; that occur during the training itself; and that support the worker in utilizing new skills on their jobs after training. The continued development of county agency supervisors through in-county coaching on leadership development will help workers and supervisors in the area of transfer.

### (7) Computerized System for Administration, Monitoring, and Quality Control

E-Track currently maintains records for 15,241 active users (and an additional 6,291 inactive users). The E-Track learning catalog currently consists of 1,863 active learnings (courses). Of the 1,863 active learnings, 852 are foster/adoptive/kinship courses. The OCWTP has tracked 21,194 learning sessions in E-Track since the fall of 2009. An additional 2,397 sessions are scheduled in E-Track for future occurrence.

The OCWTP is currently launching distance and blended learning interventions through E-Track in addition to traditional classroom-based training. Examples of distance learning include fully asynchronous (just-in-time) online modules and synchronous (real-time, instructor-led) virtual classroom sessions. Blended learning interventions combine distance learning interventions with classroom training interventions to maximize the unique potential of each delivery method in order to enhance learning.

## **2015 – 2019 OCWTP Training Activities<sup>1</sup>**

### **(1) Assessing Training Needs - Supporting ODJFS 2015-2019 CFSP Goals**

#### ***E-Track***

- The OCWTP will roll out finalized ITNA/IDP functionality to PCSA staff statewide. Full implementation of the automated ITNA and IDP processes will ensure caseworker and supervisor training needs are routinely communicated to the training system, and supervisors/managers can plan and monitor their staff's professional development.
- The ITNA/IDP data will be used to determine high-priority learning needs in agencies, regions, and around the state, and ensure the OCWTP is delivering the right training to the right people at the right time.

#### ***CPOE/CFSR Reviews***

- RTCs continue to engage in the CPOE/CFSR processes at the county level using data and collaboration to increase timely and accurate training.
- RTCs continue to assist counties in obtaining accreditation through COA (reliable and relevant methods of external reviews and internal processes toward quality improvement).

#### ***RTC Program and Technical Assistance with Counties***

- RTCs will continue to collect learning needs assessment data through:
  - Annual Strategic Site Visits with agency Leadership Teams;
  - Quarterly communication with supervisors on technical and program training needs and support; and
  - Quarterly contact with adoption and foster care managers.
- RTCs will continue to provide venues and forums to share innovations and CSFR strategic views across county lines and promote a common shared vision through conferences, meetings, focus groups, and regional meetings.

#### ***Comprehensive Organizational Learning Assessments (COLAs)***

- It is anticipated that this formalized assessment process will continue and be implemented in additional counties over the next few years.

### **(2) Training Content – Supporting ODJFS 2015-2019 CFSP Goals**

#### ***Integrate DR, CAPMIS, SACWIS into Caseworker Core***

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<sup>1</sup> Please note this section includes an overview of strategic training priorities in support of Ohio's 2015-2019 CFSP. A complete list of training offerings for Ohio's child welfare professionals and caregivers is attached.

- DR and CAPMIS are fundamental to child welfare casework in Ohio. Proper entry of case information in SACWIS is critical to ensure tracking and monitoring of casework activities as well as gathering individual and aggregate data regarding completion and quality of casework activities. The data can also be used for a variety of administrative planning and decision making purposes.
- Fundamental concepts regarding Differential Response, CAPMIS and SACWIS will be integrated into eight Caseworker Core workshops. Integrating these concepts into Core ensures that fundamental concepts regarding these initiatives are trained to all new staff.
- Workshops or corresponding learning labs will include explanation of how to document case information in SACWIS, SACWIS screen shots, and in-class practice entering data.
- Trainers with current or recent experience in child welfare, SACWIS and CAPMIS will be recruited from PCSAs and will be prepared to train these workshops. Current trainers who do not have experience in CAPMIS, SACWIS, and DR will be provided with instruction; if they are not able to master CAPMIS, SACWIS and DR concepts they will be removed from the trainer pool for those workshops.

### ***CAPMIS (Comprehensive Assessment and Planning Model – Interim Solution)***

- Ohio's model for assessing child safety and risk for future maltreatment. It contains a set of tools used to guide accurate assessments and effective decisions to promote children's safety, permanence and well-being. CAPMIS guides the casework process throughout the life of a case.
- Based on Ohio's CPOE findings in the area of CAPMIS, OCWTP has prioritized the following:
  - ✓ **Priority 1** – Incorporate CAPMIS concepts and tools into Caseworker Core
  - ✓ **Priority 2** - Develop in-classroom foundational level trainings. Six areas have been prioritized:
    - Safety Assessment
    - Safety Response and Planning
    - Family Strengths and Needs
    - Case Planning
    - Case Review
    - Reunification Assessment
  - ✓ **Priority 3** – Develop and recruit trainers
  - ✓ **Priority 4** – Develop a continuum of training (in-classroom, coaching, GAPS, etc.) to support development of advanced CAPMIS skills and supervision of the CAPMIS process
  - ✓ **Priority 5** – Integrate SACWIS into CAPMIS training

### ***Substance Abuse Training, Coordination, and Partnership***

- To enhance the ability of Ohio's child welfare practice professionals, caregivers, and adoptive parents to assist families impacted by substance abuse, the OCWTP has adopted a major initiative to leverage strategic partnerships and current resources to develop a responsive array of cross-system training and skill-building opportunities:

#### *Identify Partnerships*

- Identify individuals and organizations that could help OCWTP access resources and subject matter experts from throughout Ohio
- Explore specific partnership opportunities that will be used to identify skilled individuals needed to expand the trainer pool, share training resources, and develop cross-training mechanisms

- Build connections between RTC's and subject matter experts from both PCSA's and substance abuse professionals that can assist with ongoing collaborative efforts

#### *Identify and Select Training Resources*

- Research and identify relevant training curricula on substance abuse intervention and collaboration between substance abuse and child welfare agencies and select best practice models
- Examine existing local and state resources for both trainers/experts and training curricula
- Search for web-based and self-instructional training resources; determine their effectiveness and relevance; incorporate these into E-Track when appropriate; put links on the OCWTP web site; and publicize the resources to Ohio's PCSAs

#### *Develop Trainers for the OCWTP Trainer Pool*

- Recruit subject matter experts and trainers from the substance abuse field
- Identify additional experienced county PCSA staff who are proficient in working with families affected by substance abuse who could be developed as trainers and subject matter experts
- Provide training on content related to selected training curricula for identified trainers
- Create mechanisms for trainer development and ongoing support

#### *Expand Learning Opportunities*

- Pilot selected substance abuse curricula
- Focus on joint training sessions attended by both substance abuse and PCSA staff to identify and work through barriers to interagency collaboration at the county or regional level
- Offer a continuum of learning opportunities such as learning labs, GAPS, coaching, desk aides, etc. that support skill development
- Integrate substance abuse information and learning opportunities into existing venues, newsletters and other communications

#### ***Permanency Roundtables (PRT's)***

- PRT trainings will continue to be offered as the state expands its pilot project to other counties. It is anticipated additional counties will implement PRT's based on evaluation findings from the pilot.

#### ***Family Search and Engagement***

- An in-class training utilizing the distance learning *Family Search and Engagement: An Overview* will be developed.
- The distance learning course *Family Search and Engagement: An Overview* will be launched through E-Track, allowing the OCWTP to track utilization.
- OCWTP will identify and work with trainers to develop additional Family Search and Engagement trainings that help workers develop skills.

#### ***SACWIS Training***

- The OCWTP will develop a set of self-instructional tools to train staff on using SACWIS, including:

- On-line modules, using detailed screen shots and accompanying verbal instructions for each SACWIS function. These will be designed to be “just-in-time” learning interventions accessible through the Knowledge Base and help buttons from SACWIS screens to the Knowledge Base
- Corresponding PDF print instructions for each on-line module
- Quick start guides for groups of SACWIS functions (for individuals who need an overview, but not detailed instructions).
- Learning labs developed for Caseworker Core will be available to other PCSA staff.
- SACWIS coaches will be prepared and deployed through the Ohio Child Welfare Training Program to assist PCSA staff either in-person, or through GoToMeeting.
- OCWTP trainers will be provided with information and technical assistance to help them integrate SACWIS screens into identified and prioritized workshops.
- In partnership with ODJFS, the OCWTP will continue to conduct workshops on how supervisors can use programs such as BIC and ROM to mine data from SACWIS that is useful in monitoring and tracking caseworkers’ case-related activities, and generating various reports to be used for supervisory, program development and administrative purposes.

### **Trauma/Well-Being**

- The OCWTP can assist ODJFS in the roll out of trauma screening and assessment tools as developed by the state. One staff person is trained on the use of the CAN, a tool being implemented by several public and private agencies.

### **KINSHIP**

- OCWTP plans to recruit and develop trainers and coaches to provide coaching, GAPs, and specialized workshops to enhance skills of Kinship workers.
- The OCWTP will distribute the self-directed *ProtectOHIO Kinship Strategy* course and provide ongoing technical assistance to county supervisors wanting to use the course.

### **Psychotropic Medication**

- The OCWTP plans to continue to collaborate with experts from the Minds Matter Initiative and utilize their materials to further train caregivers and adoptive parents on medication management.

### **Assessor**

- Additional Assessor trainings will be identified for revision to incorporate SACWIS language and trauma concepts.
- The OCWTP will also continue to develop additional skill-building trainings for Assessors such as additional SACWIS-focused learning labs.

### **Children under Five**

- Family visits with children in out-of-home care are an underutilized service which, if carefully orchestrated, can be the determining factor in safe reunification. OCWTP’s blended course entitled, *Engaging Families in Planned and Purposeful Visitation* addresses effective strategies to enhance visitation but is underutilized. This course needs to be taken to scale. RTCs have been reluctant to implement due to lack of familiarity with distance learning of staff, trainers and participants. Increasing implementation of distance learning is an initiative the OCWTP is addressing on several fronts.
- The OCWTP will identify and develop visitation coaches.

- Information on early brain development and trauma will be incorporated into relevant standardized curricula.
- Staff will work with trainers to make use of on-line existing resources, such as the podcast series for parents on the Zero to Three website, *Little Kids, Big Questions*.

### ***Supervisor Training, Preparation, and Development***

- Ohio's Differential Response (DR) Model will be incorporated into Supervisor Core by integrating DR key components and Practice Profiles, ensuring examples reflect both types of responses – AR and traditional, and through the development of a learning lab to help supervisors practice strategies used in both responses
- Continued revisions to Supervisor Core are planned to incorporate current trends and best practices in child welfare supervision.
- Additional learning labs to support supervisor Core concepts are likely in the future as the OCWTP continues to implement strategies that help new supervisors transfer new knowledge and skills when they return to their units.
- New learning objectives for Supervisor Core workshops will be finalized and used to develop transfer-of-learning instruments that can be used by immediate supervisors and managers.
- The OCWTP will pilot a process for developing communities of learners with Ohio supervisors to help develop activities and resources to promote supervision of engagement practices. Results of these groups will be housed in a database on the OCWTP website listing “best practice” resources related to family engagement, case planning, and concurrent planning.
- Bi-monthly meetings of the Supervisor Advisory Team will continue to help better inform the training program of ongoing skill development needed by supervisors.
- Distribution of the quarterly newsletter, *The Forum* will continue, and hopefully, grow. This newsletter provides information, resources, and tools to support Ohio's child welfare supervisors.
- Strategic planning of OCWTP's team focused on supervisor training includes development and distribution of:
  - A variety of tools, resources, and learning activities to promote professional development for casework supervisors and their staff;
  - A variety of tools, resources, and learning activities to enhance supervisors' ability to provide transfer of learning for their staff;
  - A variety of tools, resources, and learning activities to promote unit learning cultures for casework supervisors and their staff; and
  - Activities for supervisors regarding the use of SACWIS, BIC, and ROM.

### ***University Partnership Program***

- Ohio plans to maintain the current number of eight participating universities, and maximize slots of up to 90 students per year.
- Processes among the eight universities regarding recruitment, application, screening, and field experience will become more standardized over the next five years.
- Casework I and Casework II curricula will be reviewed and revised to ensure they reflect revised OCWTP Caseworker Core. OCWTP will have to address the fact that university-based UPP instructors cannot train the SACWIS sections in Caseworker Core Module IV and Module VI. Possibilities include:
  - UPP students attend learning lab on Module VI (which will include all CAPMIS tools related to case planning, and all the corresponding SACWIS screens).

- UPP students work through on-line SACWIS learning modules being developed in 2014-2015, perhaps as part of field placement, and could practice in the Training Environment, or they could complete SACWIS screens on real cases assigned to them (under the supervision of their field instructor).

### **Coaching**

- Currently, OCWTP receives evaluation data that measures learners' satisfaction with the coaching experience and perception of skill before and immediately after coaching events. The OCWTP plans to pilot a follow-up assessment of skill with learners' supervisors three to four months after the final coaching session to assess the impact of coaching in the field.
- As front-line professionals, caregivers need increased opportunity for coaching of newly learned skills. Initial pilots have been extremely positive, and OCWTP hopes to expand offerings to this population.
- Coaching supervisors remains a priority. Essentially, as a "coach-the-coach" model, coaching supervisors has the potential to make the greatest impact in direct practice.

### **(3) OCWTP Infrastructure – Supporting ODJFS 2015-2019 CFSP Goals**

#### ***Trainers and Coaches – Contract Workforce is Knowledgeable and Skilled***

- Training of Trainers (TOTs) materials will be updated to reflect best-available evidence.
- The OCWTP will continue to find ways to incorporate foster care alumni as consultants and trainers.
- The OCWTP plans to develop four new Supervisor Core trainers.
- New and revised standards for Supervisor Core Trainers, utilizing E-Track's IDP process will be developed.
- Trainers with current or recent experience in child welfare, SACWIS and CAPMIS will be recruited from PCSAs and will be prepared to train these workshops. Current trainers who do not have experience in CAPMIS, SACWIS, and DR will be provided with instruction; if they are not able to master CAPMIS, SACWIS and DR concepts they will be removed from the trainer pool for those workshops.
- Current assessor practitioners who are proficient in SACWIS will be recruited as trainers.
- The OCWTP will work with trainers to develop learning interventions that address application and skill-building levels of learning in priority areas.
- The OCWTP currently has 74 coaches; some are able to coach broad-based fundamental casework skills and others are able to coach isolated skills, such as engaging fathers. Despite this number, the OCWTP needs to strategically recruit additional coaches from each region of the state to facilitate timely response to coaching needs.

#### ***E-Track***

- The OCWTP will be rapidly increasing its catalog of distance and blended learning opportunities available through E-Track. In addition to increasing the number of courses, the OCWTP will begin piloting new types of blended learning delivery (e.g., chat, message boards, wikis, etc.).
- The OCWTP will begin looking at ways to better monitor completion of mandated training requirements in E-Track.

### ***OCWTP Evaluation***

- OCWTP staff will collect and report data to ODJFS for the Child and Family Services Review, Round 3.
- E-Track online evaluation items, rating scales, and evaluation processes will be improved. There are over 35 E-Track evaluation surveys specific to individual training sessions for Caseworker Core, Supervisor Core, Adoption Assessor, and Core learning labs; a generic evaluation survey is used for most trainings captured in E-Track.
- Both quality and quantity of foster and adoptive pre-service evaluation data are planned to be revised and improved. Pre-service evaluation data is collected through paper-and-pencil evaluations after only three pre-service sessions (3, 8 and 12). This evaluation data is reviewed and analyzed by each of the RTCs. In the future, evaluation data will be collected for all 12 pre-service sessions, and continuous feedback loops using the evaluation data will be established between the RTCs and IHS.
- The OCWTP will work with PCSAs to assess transfer of learning (TOL) after caseworkers attend the Caseworker Core series and after supervisors attend the Supervisor Core series. The TOL items will be the learning objectives for each module, and the data sources to determine if TOL happened will be both a self-assessment by staff who attended Core, and an assessment by their supervisor. Although OCWTP will provide Caseworker Core and Supervisor Core learning objectives to all who attend Core training, the OCWTP will select a sample of participants and supervisors to collect TOL data from for OCWTP purposes. On average, 450 caseworkers attend Caseworker Core each year, and 50 supervisors attend Supervisor Core each year.
- The OCWTP will work with PCSA licensing specialists to assess transfer of learning (TOL) of caregivers who complete pre-service and continue on to become licensed caregivers. The TOL items will be the learning objectives for each pre-service session, and the data source to determine if TOL happened will be the agency licensing specialist. Although OCWTP will provide pre-service learning objectives to all who attend pre-service training, the OCWTP will select a sample of agencies to collect TOL data from for OCWTP purposes. On average, 1,900 potential caregivers complete pre-service training each year.
- Follow up phone call interviews will be conducted with supervisors three months after they complete the Supervisor Core series. These interviews will identify Supervisor Core content most helpful to new supervisors, content that was least helpful, content that is needed but is missing from the Supervisor Core series, and identify knowledge and skill needs supervisors have after completing the Supervisor Core series and begin on the job.

### ***University Partnership Evaluation***

- OCWTP staff will pilot a matched comparison-control group study to assess UPP graduate preparedness, engagement skills and safety assessment skills.
- Staff will also gather data from UPP participants and university campus coordinators to inform UPP program improvement.

### ***RTC Technology***

- RTC capacity to offer SACWIS training will include an assessment of, and recommendations on:
  - Number of participants per lab
  - Which devices RTCs should purchase: iPad, Chrome Book, Surface, etc., for those RTCs who have not already purchased equipment

- How to connect to internet to access the SACWIS training environment
- How to connect to the ODJFS intranet for BIC and ROM training
- Maintaining systems – bandwidth, charging, software updates, configuration, security, technical support, hardware upgrades

***CQI - OCWTP Steering Committee Ad Hoc Data Committee***

- As one component of a CQI system, the Steering Committee Ad Hoc Data Committee will determine, through the use of data, the Steering Committee’s success in:
  - OCWTP’s integration and coordination with ODJFS on ODJFS initiatives
  - Adequately determining stakeholders and customers satisfaction with, and relevance of, training content
  - Addressing high priority learning needs
  - Ensuring there are adequate OCWTP trainers and coaches to meet needs and that trainers and coaches maintain program standards

**II. Training Activities Which Will Be Cost Allocated to Title IV-E**

The following is incorporated into the state’s Title IV-B plan per the requirement of 45 CFR 1356.60 (b)(2) and represents training activities, and estimated costs for same, that the state intends to cost-allocate to Title IV-E during the plan period.

Ohio Child Welfare Training Program (OCWTP)

The OCWTP will be cost allocated to Title IV-E and IV-B. Costs for both the state training coordinator and the operation of regional training centers will be included in that allocation which will be performed in accordance with the state’s approved cost allocation plan. Costs related to ODJFS personnel who directly oversee implementation of the OCWTP and other OCWTP training activities will also be allocated as a training cost, in the manner noted in the state’s cost allocation plan.

County Training Costs

Training and staff development costs for staff employed by county child welfare agencies will be allocated to Title IV-E. Such costs will include staff tuition and education costs, travel and per diem costs, registration fees, curriculum costs, seminar or conference costs, etc. Except in the case of tuition and education costs, county level training costs will be allocated to Title IV-E through the use of the state’s Social Services Cost Pool (SSCP) and Social Services Time Study (SSTS) as reflected in the state’s cost allocation plan for county-level costs.

Conference Sponsorship Costs

From time to time, ODJFS may bulk purchase conference registrations for foster parents, adoptive parents, and county agency staff to allow such persons to attend conferences surrounding child welfare practice issues. Costs related to such purchases, will be allocated to Title IV-E per the state’s approved cost allocation plan.

Foster Parent Training

Ohio Administrative Code requires family foster caregivers to receive a minimum of forty hours of training during each certification period. State policy also requires each foster caregiver holding a certificate for a specialized foster home to complete a minimum of sixty hours of in-service training during each certification period. As a result of this training, the state of Ohio is

required to reimburse public children services agencies, private child placing agencies and private non-custodial agencies the cost of stipends paid to foster caregivers for attending the training. The payment shall be based on a stipend rate established by ODJFS. The stipend rate shall be the same regardless of the type of foster home certified by an agency. These payments will be made for each foster caregiver who attends a training episode.

The state reimburses foster caregiver expenses or per diems for up to a maximum of twenty-four hours for pre-placement training for family foster homes and twenty hours for annual training. Maximum reimbursement for specialized foster caregivers will be thirty-six hours for pre-placement training and thirty hours for annual training.

#### Adoptive Parent Training

Adoptive parents in Ohio receive the same thirty-six hour pre-service training offered to foster parents through the OCWTP's regional training centers.

#### Adoption Assessor Training

Ohio law requires ODJFS to provide training to individuals seeking to become adoption assessors in the state of Ohio. Training for adoption assessors is offered through the OCWTP regional training centers. Individuals wanting to be assessors must be in the employment of, appointed by, or under contract with a court, public children services agency, private child placing agency, or private non-custodial agency. The training curriculum for this program includes courses on adoption placement practice, federal and state adoption assistance programs and post adoption support services. Revisions to the training are ongoing to keep in line with current practice. Cost for this training will be distributed to Title IV-E consistent with the state's cost allocation plan for the distribution of adoption related training costs.

#### Scholarship Assistance

Ohio has become increasingly concerned with the public sector's growing inability to recruit and retain persons for entry level social work positions in county child welfare agencies. In an effort to assist county public child welfare agencies with this growing problem, ODJFS created the Child Welfare Workforce Professional Education Program (CWWPEP). The program reimburses tuition and mandatory lab fees to undergraduate students who successfully complete the program and go to work for a public child welfare agency. To receive the reimbursement, the student promises to work for the agency for the number of years of reimbursement received. The universities involved in the program will establish partnerships with local public children services agencies to deploy field practicum supervisors, cultivate the appropriate learning environment for students in their placements, ensure the achievement of desired competencies by students, and promote the rapid and smooth job placement of students in a public children services agency immediately after graduation. The terms of such scholarships will include the requirements noted in 45 CFR 1355.30, as applicable.

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### **III. Initial In-Service Training Program**

#### **Caseworker Core**

State law requires that each newly hired caseworker complete 102 hours of Core in-service training within his or her first year of employment. The Caseworker Core series consists of eight

training modules and corresponding learning labs (LL) for select modules. Descriptions of all modules and corresponding learning labs are included below:

**CW1- Module I: Family-Centered Approach to Child Protective Services (2 days)**

Module I is a two-day workshop that defines and describes the child protective services process within the context of a family-centered model; explores social work and child welfare values; introduces definitions and statutes that provide the legal bases for child welfare practice; reviews issues of cultural competence; and defines the role and responsibility of the child welfare agency and caseworker to provide family-centered, culturally competent child welfare practice and collaboration with community agencies. The module includes a pre-training reading on the history of society's values and responses to maltreatment of children and a post-training assignment to apply the concepts to a family served by the agency. The reading includes an assignment that should be completed by participants and brought to the first day of the workshop.

**CW2 - Module II: Engaging Families in Child Protective Service (1 day + ½ day LL)**

This one-day workshop presents the key concepts of engagement and rapport building between the child welfare caseworker and the family being served. Participants will explore the child protective services casework approach as an integration of engagement and protective authority; explore the dynamics of resistance; and be introduced to interviewing strategies to promote engagement in child protective services.

The one-half day learning lab with Module II is designed to practice and demonstrate strategies learned in the workshop that caseworkers can use to facilitate the engagement process.

**CW3 - Module III: Legal Aspects of Family-Centered Child Protective Service (2 days)**

This two-day workshop addresses the legal base for child welfare practice. The trainer will cover the legal definitions of abuse, neglect, and dependency, the Ohio Neglect/Abuse Reporting statute, and will give an overview of the juvenile court process. Also addressed will be the permanent commitment process, what constitutes good testimony, and the caseworker's role and responsibilities in the courtroom.

Module III also includes a pre-training reading entitled *Legal Aspects of Child Protective Services*, a newsletter whereby experienced Ohio colleagues discuss the laws and rules that impact their daily practice. The reading includes an assignment that should be completed by participants and brought to the first day of the workshop.

**CW4 - Module IV: Assessment in Family-Centered Child Protective Services (2 days+1 day LL)**

Module IV is a two-day workshop that establishes the child protective services process of assessment as the fundamental and critical prerequisite for all case decision-making. Seven steps of critical thinking are applied to assessments at the point of referral, intake, family services, placement planning, and reunification. Participants will understand the complexity of conducting thorough and accurate assessments and the factors that impact that process. Participants will understand the purpose, factors to consider, and information-gathering strategies for safety, risk, and family assessments.

The one-day skill building learning lab for Module IV provides an opportunity to practice interviewing strategies and techniques with families to gather information for safety, risk, and family assessments.

### **CW5 - Module V: Investigative Processes in Family-Centered Child Protective Services (1 day + 1 LL)**

Module V is a one-day workshop that explores principles common to all investigative processes and unique principles for the investigation of child sexual abuse, physical abuse and neglect. Participants will learn the factors to consider in planning and conducting investigations, including the application of CAPTA to protect parents' Fourth and Fourteenth Amendments rights.

The one-day learning lab for Module V provides an opportunity for skill building to enhance the concepts presented in the workshop. The day includes a simulation of an investigation of a case from the investigative planning stage, to developing multiple hypotheses, and to gathering evidence from investigative interviews.

### **CW6 - Module VI: Case Planning and Family-Centered Casework (3 days)**

Module VI is a three-day workshop that stresses the importance of joint case planning by the worker and the family to assure timely, high-quality, culturally relevant services to families. Participants will learn how to engage and involve families in the service planning and delivery process, rather than relying solely on their prescribed authority. This workshop builds on the concepts previously learned on how to engage a parent in the casework relationship to complete the case plan, including steps in the planning process; developing appropriate goals, objectives and activities; engaging fathers in the process; understanding the roles of case management and direct service provision; reassessment; and case reviews. Participants will also explore their role in the change process, motivating parents, cultural issues in casework and the professional use of self. A pre-training reading introduces participants to the purpose, process, and definitions of case planning. A completed assignment should be brought to the first day of the workshop.

### **CW7 - Module VII: The Effects of Abuse and Neglect on Child Development (3 days)**

This three-day workshop examines the developmental consequences of child abuse and neglect from birth through adolescence; establishes a framework for the early recognition of developmental problems and stresses the importance of including developmental and remedial services in child welfare case plans. Strategies to promote the healthy development of children who have been abused and neglected are presented.

### **CW8 - Module VIII: Separation, Placement, and Reunification in Family-Centered Child Protective Services (3 days)**

This workshop addresses the knowledge and skill required for child welfare workers to provide services related to child placement. The workshop will focus on the proper use of a risk and safety assessment, the traumatic effects of separation on children and their families; placement prevention; the proper way to place children to prevent trauma, involving children in the placement process, choosing the "right" placement, working with foster caregivers as part of the service team, strategies to promote timely reunification, and the importance of permanence for all children.

## **Supervisor Core**

State law requires that each new child welfare supervisor complete a minimum of 60 hours of Core in-service training within his or her first year as a supervisor. The Supervisor Core series consists of six training modules totaling 72 training hours and a corresponding learning lab. Descriptions of all modules and the learning lab follow:

### **SC1 – Module I: Casework Supervision (2 days)**

In this module, new child welfare casework supervisors are introduced to basic tools and strategies to help with the transition to direct practice supervisor. In this workshop, the foundational principles for casework supervision are introduced. Various tools for succeeding in the role of a direct practice supervisor are presented and consideration is given to the pressures and stresses that child welfare supervisors often face.

### **SC1 – Learning Lab: Promoting Critical Thinking in Casework Practice (6 hours)**

This learning lab is designed to help participants practice applying critical thinking skills to various casework practice issues and dilemmas. The main part of the lab involves viewing a DVD entitled, *Failure to Protect: The Taking of Logan Marr*. This DVD has three parts: Part One tells the tragic story of a 5-year-old girl whose death in foster care promoted the state of Maine to reexamine its child welfare policies. Part Two follows caseworkers in Bangor, Maine as they struggle to make decisions that child welfare professionals face daily. Part Three brings together national experts gathered in a town meeting to confront a hypothetical child welfare case and to explore how they would make difficult decisions. The viewing of the DVD will be interspersed with dialog and guided discussions to help participants practice critical decision-making skills as they apply to casework supervision.

### **SC2 – Module II: Leadership in Child Welfare (2 days)**

This module is the second in the Supervisory Core series. The emphasis of this workshop is to help new child welfare supervisors understand the importance of leadership in child welfare and the role they have in leading their unit and being a leader within the agency. Participants will identify leadership qualities and have the opportunity to assess their own leadership skills and potential. Various leadership tools are also presented.

### **SC3 – Module III: Communication, Conflict and Change (2 days)**

This module, the third in the Supervisory Core series, introduces three concepts that directly impact the work of a supervisor and the functioning of the unit. First, communication is presented in a way that highlights the necessity of good communication. Strategies are presented for improving communication and ensuring that intended messages are received. Conflict is then presented, as frequently, it is caused by poor communication or lack of communication. The conflict cycle is presented; also several strategies for conflict prevention and management are presented. Finally, change is presented as a force that is necessary and unavoidable in the child welfare field. Causes of change, stages of change, and strategies for change management are introduced. The workshop concludes by emphasizing the interrelated relationship between communication, conflict, and change.

### **SC4 – Module IV: Improving Individual Staff Performance (2 days)**

In the fourth module of the Supervisory Core series, supervisors are introduced to the concepts of performance assessment, evaluation and improvement of the individual staff in their unit. This workshop is intended to help the new supervisor develop competent and confident staff that can perform the tasks assigned to them, supporting the agency mission and vision. Performance assessment is introduced as a continuous process necessary for staff development, and performance evaluation is introduced as a discrete function to be conducted annually. Strategies for conducting ongoing assessment and evaluation, facilitating performance improvement, and providing feedback are explored.

### **SC5 – Module V: Professional Development of Staff (2 days)**

This module, the fifth in the Supervisory Core series, builds upon the previous modules to focus on the supervisor's attention to creating and sustaining a learning environment within the organization and facilitating learning opportunities for staff to grow and develop. Supervisors are given information to help them understand the diverse learning needs they may encounter with their staff. The Individual Training Needs Assessment (ITNA) is introduced as a tool to help them identify the training needs of their staff and themselves. A variety of learning opportunities are presented, and the role of the supervisor as coach is highlighted. Supervisors are also introduced to the professional development planning process and their role in the facilitation of transfer of learning for staff.

### **SC6 – Module VI: Collaboration and Teamwork (2 days)**

This module, the final in the Supervisory Core series, applies many of the concepts learned throughout the previous modules with an emphasis on collaboration with others and the successful functioning of the unit. Benefits and strategies for collaboration are highlighted through consideration of the unit as a single system within the larger agency, department and community. Characteristics of units that function effectively are also presented. Supervisors are given tools to assess the level of performance of their unit and are presented with an opportunity to develop a plan to improve their unit's functioning. Finally, strategies are introduced to help the supervisor build a unit that is successful in achieving the agency mission and vision through successful collaboration and teamwork.

## **New Employee Orientation**

As an additional support for new employees, OCWTP has developed orientation and readiness materials for caseworkers, supervisors and managers. The readiness courses are designed to help orient new caseworkers, supervisors, and managers to their jobs. Effective orientation and readiness training is one means to assure that new caseworkers and new supervisors acquire pre-requisite awareness and knowledge they can build on when they attend Core training. OCWTP continues to post newly developed content, worksheets and activities for both caseworker and supervisor readiness. Counties can use these materials on their own, or they can request a coach to work one-on-one with new employees and their supervisor to facilitate a self-directed, on-site learning process.

## **Core Revisions**

As noted in Section I of this plan, both the Caseworker and Supervisor Core training series are undergoing significant revisions within this next five-year strategic planning cycle. These revisions will include integration of content related to Differential Response, CAPMIS and SACWIS.

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## **IV. Ongoing In-Service Training**

Ohio Administrative Code specifies the in-service training requirements for caseworkers, supervisors and foster caregivers. State policy requires caseworkers to complete 36 hours and supervisors to complete 30 hours of annual in-service training following their first year of

employment (when Core is completed). Family foster caregivers are required to receive a minimum of forty hours of training during each certification period. Foster caregivers holding a certificate for a specialized foster home are required to complete a minimum of sixty hours of in-service training during each certification period. PCSAs are required to maintain records of the completion of these required training hours.

Eight Regional Training Centers (RTCs) serve as the hub for statewide child welfare training activities. The RTCs assess regional training needs, and provide training to meet the highest priority needs of managers and staff in their region. Training is developed and delivered based upon ongoing Individualized Training Needs Assessment (ITNA) data and other assessments of staff in the region. Quarterly training calendars publicize training activities throughout the region. All quarterly training calendars for child welfare workers and foster parents can be accessed online through the Ohio Child Welfare Training Program website at [www.ocwtp.net](http://www.ocwtp.net).

Please see the attached description of all current training offerings for Ohio's child welfare professionals and caregivers. The attachment includes:

- A brief, one-paragraph description of the training activity, which includes information about the Title IV-E administrative functions addressed by the training;
- Venue/setting for the training activity
- Training hours, provider & intended audience

Please see the attached total annual budget for training activities provided through OCWTP.

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## **V. Additional Strategic Training & Professional Development Activities (Supported through other Funding Sources)**

In addition to the comprehensive training offerings of the Ohio Child Welfare Training Program, ODJFS and various partners are collaborating to provide other innovative training and professional development supports to PCSAs and critical child welfare partners.

### ***The Ohio Intimate Partner Violence (IPV) Collaborative***

The Ohio IPV Collaborative is a partnership of the Ohio Department of Job and Family Services (ODJFS), Casey Family Programs, the Supreme Court of Ohio Subcommittee on Responding to Child Abuse, Neglect, and Dependency, the Ohio Domestic Violence Network, the Ohio Children's Trust Fund, the HealthPath Foundation of Ohio, and the National Center for Adoption Law and Policy (NCALP). The Collaborative was established with the goal of reducing trauma to children experiencing violence in their homes and avoidable entry of children into foster care by forging community partnerships to develop a collaborative and holistic response to intimate partner violence, especially within the context of a Differential Response child protection practice approach.

Under the oversight of the Subcommittee and Differential Response leadership at the Ohio Department of Job and Family Services, the Collaborative enlisted David Mandel & Associates (DMA) in 2010 to train four demonstration sites on its Safe and Together™ model, a strengths-based, behaviorally focused approach to intimate partner violence that utilizes skills-based trainings to assist workers in strengthening their assessment, client engagement, and

interviewing skills for timely identification of intimate partner violence and to provide appropriate and adequate service recommendations. The model also places a strong emphasis on cross-systems collaboration by inviting community partners to participate in the training alongside agency workers.

Following intense training, technical assistance, coaching, and mentoring, the four demonstration sites implemented the model with very positive results. Based on positive feedback from the demonstration counties' community partners and children service agencies, the Collaborative partners committed to a statewide expansion plan for county training utilizing Ohio-based trainers certified by DMA for model training.

Thirty-four Ohio counties have been trained in the Safe and Together™ model to date. An evaluation completed in early 2014 with support from the HealthPath Foundation of Ohio showed strong evidence that Safe and Together™ training led to a significant reduction in victim-blaming attitudes; increased understanding of the impact of witnessing intimate partner violence on children; and improved documentation of intimate partner violence among child welfare caseworkers. With support through its Children's Justice Act Grant, ODJFS will continue its partnership with the Supreme Court of Ohio, the National Center for Adoption Law & Policy at Capital University Law School, David Mandel & Associates and other project partners to further expand implementation of the Safe and Together™ model in Ohio.

### ***Child Welfare Experiential Learning***

Through Ohio's implementation of Differential Response, there has been increased focus on the value of county-to-county peer learning in achieving practice change. These types of learning opportunities include field shadowing, onsite mentoring and cross-county consultation support between workers, supervisors and agency leaders. Following Ohio's Alternative Response pilot with generous support from Casey Family Programs, ODJFS was able to establish a fiscal rule to assist counties with costs associated with hosting and participating in onsite peer-to-peer learning. Experienced counties were then able to assist new counties in implementing effective AR practices. With continued support from Casey Family Programs, the former Alternative Response Experiential Learning (AREL) fiscal rule has very recently been expanded to become Ohio's Child Welfare Experiential Learning fiscal rule. This important professional development support will assist in the spread of Permanency Roundtables as well as other child welfare best practices.