Charlie Crist, Governor
George Sheldon, Secretary

“What’s Now” and “What’s Next” for the statewide child welfare training system

Matthew Claps, Chief of Policy and Training, Family Safety Program Office

Florida Coalition for Children Conference
Orlando
November 6th, 2008

Learning Objectives of Workshop

(1) Participants will increase understanding of links between practice and child and family outcomes

(2) Participants will recognize the link between training and learning and the need for organizations to promote it.

(3) Participants will review current child welfare training systems

(4) Participants will become familiar with short and long-term child welfare system training initiatives
Reflecting on the link between practice and performance...

PRACTICE

= case-based problem-solving activities aimed at specific, helpful RESULTS for a child with special needs and family.

Child and family outcomes are critically linked to our practice and performance.

RESULTS

- Achieve and maintain adequate safety and well-being in the home.
- Stable and permanent home for child and family.
- Child’s medical, emotional and educational well-being needs are met.
- Build child resiliency and sustain adequate daily functioning.
- Reduce risks of harm, hardship, and poor down-stream outcomes.
- Create a sustainable family support network enabling members to live together safely and successfully.

Slide used by permission from Human Systems and Outcomes, Inc.
The Range of Practice

<table>
<thead>
<tr>
<th>Action Directed by Policy</th>
<th>Discretionary actions based on values, principles, knowledge experience, judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Approaches</td>
<td>Active, case-specific problem-solving in the context of real children and families:</td>
</tr>
<tr>
<td>Core Practice Functions</td>
<td>- Good Judgment</td>
</tr>
<tr>
<td>Policy &amp; Procedure</td>
<td>- Decision-Making</td>
</tr>
<tr>
<td></td>
<td>- Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>- Cautionary Risks</td>
</tr>
</tbody>
</table>

Policy, procedure and theory → Applied Skills

Slide used by permission from Human Systems and Outcomes, Inc.
A Practice Model Framework: And the Competencies Related to These Core Functions

Coordinate and lead services while Advocating for those not available

- Engage a Child & Family in Need => ENTRY
- Engage Family Members/ Assemble Service Team
- Assess & Understand Current Situation, Strengths, Needs, Wishes, Underlying Factors
- Plan Interventions, Supports, and Services Following a Long-term Guiding View & Path
- Serve children and families. Implement Plan of Interventions, Strategies, Supports, Transitions
- Monitor Plan Progress, Evaluate Results, What’s Working & Not Working
- Adapt Delivered Services Through Ongoing Assessment and Planning
- Reassess & Safe Case Closure => EXIT

ENTRY

EXIT
Training and the Larger System: Factors Contributing to Successful Systems of Care

- A model of practice consistent with best practice approaches
- Policy Framework that supports effective frontline practice
- Adequate funding and resources to allow for individualized approaches to practice
- Quality assurance system that provides sufficient feedback on practice and performance
- Supervision that promotes growth and development
- Leadership that sets the tone and provides the vision for effective frontline practice
- Fast and effective “front-door” that can capitalize on key decision-points in the life of the case for effective service delivery
- A professional workforce with adequate background, skills and abilities
Levels of Competence:

Why Promoting Learning is Critical

- **NOVICES**: have beginning awareness and simple understandings; follow the rules; can’t recognize a problem clearly enough to diagnose it.

- **ADVANCED BEGINNERS**: can perform acceptably in some situations; acknowledge their lack of knowledge; can reliably follow prescribed steps so long at the situation matches the ones they have studied or encountered.

- **COMPETENT LEARNERS**: exposed to the full array of knowledge; can work beyond the rules; can adapt skills to circumstances; they “know what” but still lack “know how.”

- **PROFICIENT PRACTITIONERS**: have engrained skills through continual practice in diverse situations; can reliably meet any situation applying the full range of strategies and tools with a full grasp of the whole problem; still act on conscious level.

- **EXPERTS**: break the rules to surpass the goals; have fully internalized their practice; work in the flow, adjust as they go; rely on pattern recognition and intuition. They continue learning through interaction with other experts.

- Senge, et al, *The Dance of Change*, 1999 -
# Levels of Learning:

Moving from Awareness and Understanding to Knowledge and Wisdom...

<table>
<thead>
<tr>
<th>Levels of Knowledge and Application to Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts: varying bits of information gathered for specific purposes</td>
</tr>
<tr>
<td>Basis: derived from observations and measurements</td>
</tr>
<tr>
<td>Information gathering and Assembly: Pattern recognition and meaning</td>
</tr>
</tbody>
</table>

---

**Lower Order**

---

**Higher Order**
Building a Learning Organization

Well trained people are more effective: Competencies aligned with outcomes

Collaboration is supported:
Teamwork and shared understanding is a key to productivity

Learning provided where and when needed: Individual and organizational performance are enhanced through ongoing support

Needed information easily accessible to all. Learning opportunities are promoted

New hire and ongoing training are linked: On the job support is just as important as initial training

Characteristics of Learning Organizations
Promoting Learning & Improving “Sta-bility” (or staff ability)

IMPROVES OUR...

• SPEED OF UNDERSTANDING:
  How fast you are able to acquire and act upon new information

• DEPTH OF UNDERSTANDING:
  How well you are able to learn and gain more understanding by questioning assumptions and improving the capacity to learn in the future.

• BREADTH OF UNDERSTANDING:
  How extensively one is able to transfer new insights and knowledge to other issues

- Action Learning, Marquardt, 1999 -
Family Safety Program Office:
Training and Policy Unit

Background:
• Included in restructuring was creation of a “Training and Policy Unit” (Spring 2008)

Intent:
• Support the Department’s Mission by ensuring child welfare professionals have mastery of core child welfare competencies
• Promote pursuit of Department strategic goals through ongoing learning and professional development of child welfare professionals
• Assist in coordinating the development of the child welfare policy framework through statute and administrative code
Family Safety Program Office:
Training and Policy Unit – cont.

Role:
- Oversight of pre-services training system and development of a structured in-services training approach
- Coordinate within Family Safety Program Office, DCF - Legislative Affairs and broader stakeholder community to assist in the development of child welfare statutory and administrative code framework

Goals:
- Enhance the knowledge, skills and abilities of Florida’s child welfare professional workforce
- “Get back to the basics” by promoting the importance of practice through ongoing training and learning opportunities
- Increase communication and collaboration with the child welfare training community
- In light of current budget issues, “…Do more with less”
Descriptive Information

Average Caseload Sizes

Protective Investigator’s
- 14.47 per FTE (1,067)
- 15.15 per filled position (1,019) (excludes Sheriff’s)

Case Manager’s
- Ranging from 11.4-23.7
- 18 out of 21 CBC’s at 18 or below

Certification

<table>
<thead>
<tr>
<th>Certification</th>
<th>PIs</th>
<th>CBCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing Pre-Services Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-2007</td>
<td>726</td>
<td>2006</td>
</tr>
<tr>
<td>2007-2008</td>
<td>887</td>
<td>2744</td>
</tr>
</tbody>
</table>
Child Welfare Training: Statutory Framework

Florida Statutes, Chap. 402.40

- Legislative Intent: Establish, maintain and oversee operations of child welfare training academies. F.S. 402.40(1)


- Child Welfare Training Program: develop, implement and require successful completion of, for child welfare professionals. F.S. 402.40(3)

- Certification and Trainer Qualifications: develop standards based on core competencies and requires mastery for persons providing child welfare services. F.S. 402.40(7)
Certification and Recertification Requirements

- F.S. 402.40 requires Department to develop certification process for child welfare professionals
- Child welfare professionals and their supervisors must meet certification requirement
- Recertification requirements reinstated on Jan. 1st, 2007 – recent memorandum clarified recertification requirements
- Child welfare professionals have three years to obtain 48 hours of in-service training
- Upcoming training rule further will define certification and recertification requirements
Pre-Services Training:
Curriculum Development Status

<table>
<thead>
<tr>
<th>FSFN Integrated curriculum design includes:</th>
<th>Status of FSFN integrated pre-services curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic assumption in design: Practice and policy expectations have not significantly changed but official system of record has</td>
<td>• Florida International University under contract for curriculum development</td>
</tr>
<tr>
<td>• However, updates of curriculum content consistent with current policy and practice expectations</td>
<td>• DRAFT curriculum received in October 2008</td>
</tr>
<tr>
<td>• Instruction on FSFN navigation and linking practice concepts to FSFN documentation requirements</td>
<td>• DRAFT curriculum to be made available on-line for review and comment</td>
</tr>
<tr>
<td>• Assumes instructors are fluent in FSFN functionality and navigation</td>
<td>• Walk-through schedule for December 2008</td>
</tr>
<tr>
<td>• Will require classroom and computer lab instruction</td>
<td>• Targeting pilot (3 locations) for January 2009 – locations TBD</td>
</tr>
<tr>
<td></td>
<td>• “Booster Trainings” being developed by Academy – Similar to a “walkthrough” format</td>
</tr>
<tr>
<td></td>
<td>• “Go-live” date no later than June 30th, 2009</td>
</tr>
</tbody>
</table>
Florida Safe Families Network:
Release 2b roll-out training plans

- The first R2b *Train the Trainer* is currently underway
- Pilot sites for R2b are currently being selected and notified
- One of the primary focal points of the R2b training is regarding financial functions.
- Training for pilot participants will take place November 10 through December 5.
- R2b pilot will begin December 9, 2008, and extend through January 8, 2009.
- Train the Trainer staff will be present at each pilot site.
- FSFN trainers will begin statewide user training in early December (schedule TBD)
- R2b training for staff from the FSFN project, Family Safety Program Office, District Operations Review Specialists ("DORS"), DCF Help Desk and other support and project staff will take place in Tallahassee November 12 to November 21.
- The date for transfer and conversion of the financial components of R2b will be January 8, 2009. There will be a 20 day period for data validation, transfer and conversion.
- Release 2b is scheduled to go into production ("Go Live") on January 19, 2009.
F.A.C. 65C-33 “The Training Rule”
(Notice of proposed rule making filed 11/5/08)

- Establishes the training and certification requirements for Child Protection Professionals
- Establishes timeframes for obtaining certification and addresses breaks in employment
- Sets pre-test, post-test and waiver protocols
- Provides guidelines and expectations for training caseloads
- Reinstates recertification process
- Establishes criteria to obtain and maintain child welfare trainer certification
- Establishes guidelines for supervisor certification
- Establishes expectations to types and mix of in-services training *
- Establishes guidelines for individualized training plans *
- Establishes a “core” performance assessment (FBPA) for certification*
# In-Services Training

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• To provide ongoing learning and professional development opportunities for staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Requirements:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minimum Standard: 48 hours every three years to maintain certification with no parameters on training topics</td>
</tr>
<tr>
<td>• To be changed with upcoming “training rule”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Events Offered by FSPO:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dependency Summit</td>
</tr>
<tr>
<td>• Regional Training Events scheduled for January and May</td>
</tr>
<tr>
<td>• A blend of on-line trainings, webinars, workshops and targeted on-site technical assistance</td>
</tr>
<tr>
<td>• Center for the Advancement of Child Welfare Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tracking:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training hours are to be inputted into SkillNet. Also recommended to maintain hard copy of in-service participation in personnel file</td>
</tr>
</tbody>
</table>
## Analysis of 2007-2008 In-service Training Plans

- 2007-2008 CBC Training Plans were requested by FSPO
- 10 out of 22 CBCs (45%) responded
- Frequency distribution of training events completed
- 120 different events occurred
- Average of 10 training events per year per CBC – Generally following an annual calendar of one event per month
- 45 different training topics were covered
- Topics typically grouped on mental health, sub-ab, legal, documentation, professionalism issues
- Often, many of the same topics were occurring in contiguous circuits at similar times
- Generally “classroom style,” “lunch and learning” or other traditional “stand-up” instruction
- No single calendar listing training events at state or regional level
- Anecdotal responses suggest limited amount of “sharing” training resources, and typically occurring on informal and need specific basis
## Analysis of 2007-2008 CBC In-service Trainings Plans

<table>
<thead>
<tr>
<th>Training Topic</th>
<th># of CBCs</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td>9 (90%)</td>
<td>33% of total training events</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>6 (60%)</td>
<td>Total of 45 different training topics covering a broad range of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>practice concepts, dependency proceedings, professionalism,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mental health and substance abuse related issues</td>
</tr>
<tr>
<td>Family Team Conferencing</td>
<td>6 (60%)</td>
<td></td>
</tr>
<tr>
<td>Drug Endangerment and Substance Use Identification</td>
<td>6 (60%)</td>
<td></td>
</tr>
<tr>
<td>Advanced Interviewing Skills</td>
<td>6 (60%)</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse Issues</td>
<td>6 (60%)</td>
<td></td>
</tr>
</tbody>
</table>
## Child Welfare Leadership Program

### CWLP Classes “IV”
- Approximately 9 month leadership development program
- Class sizes averaged 25-30
- Monthly face-to-face workshops and training events
- Sponsored large class project (e.g. – Youth Leadership Academy, Camp Sib)
- Curriculum focused on a variety of key leadership and management skills
- Culminated with graduation at Dependency Summit

### CWLP Class “V”
- Approximately 9 month leadership program
- Broad and diverse class is targeted
- Monthly self-directed study and webinars (3 face-to-face meetings)
- Proposing smaller scale “regional” projects based on enrollment
- Curriculum focuses on administrative functions of managing child welfare systems
- Leadership development threaded through each monthly module
- Culminates with graduation at Dependency Summit

---

**APPLICATIONS ARE CURRENTLY BEING ACCEPTED** *(Available on-line through Center and DCF Intranet Page)*

**DEADLINE IS NOV. 19th**
Family Centered Practice:
Training Series

- Three-part training series focusing on; (1) Family centered practice; (2) Strengths based engagement, assessment and family-teaming; and (3) Making tough decisions: Critical discernment in child welfare

- Responsive to challenge to safely reduce number of children in foster care; preliminary CFSR findings; and (3) Recent National Resource Center technical assistance

- First workshop in development; Second and third planned for 2009

- Design team includes members from CBC, Sheriff and CLS with broad geographic representation

- Deliverables will be training curriculum – to be rolled out via training child welfare trainers

- Curriculum design is being supported through instructional design professionals

- Target audience are child welfare professionals and stakeholders
Increasing Communication and Collaboration

• Facilitate a monthly “Trainer’s Call” for child welfare training community

• Development of the “Trainer’s Corner” on the Center for the Advancement of Child Welfare Practice (see link) http://centerforchildwelfare.fmhi.usf.edu/kb/resource/trainer.aspx

• Trainer’s e-mail list-serve and use of “blast” e-mails to disseminate related information

• Ongoing development of the FSPOs “Trainer’s Bulletin”

• Increasing on-line and web-based training resources through the Center
Key Questions for Discussion

• How do we continue to promote learning opportunities and shift the perception of training from “classroom” style to ongoing teaching?

• What key skills are needed by new staff entering the workforce and how may training compliment the needed skill sets?

• What key skills are needed by staff already employed in the workforce and how may the work we are doing compliment these ongoing needed skill sets?

• How do we best move to more individualized training and professional development approaches?