



**Statewide Training and Education Committee  
(STEC)**

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**Ongoing Training Requirements  
Executive Summary and Recommendations**

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**November 9, 2004**

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# Executive Summary

## Introduction

The ongoing training recommendations outlined in this report are designed to support the improvement of outcomes for California's children and families affiliated with the Child Welfare Services Program. The proposed requirements outline basic standards while also encouraging a vision of ongoing training as integral to effective and best practice. These statewide recommendations build upon California's existing training and training structures and advocate the use of individualized training plans whenever possible. These recommendations have been developed in conjunction with recommendations for the initial training of newly hired child welfare workers and recommendations for the training of newly hired or promoted supervisors.<sup>1</sup> Together, these three sets of recommendations promote a collaborative and coordinated mission to improve the welfare of California's children and families.

Ongoing, in-service training for child welfare workers and supervisors has historically addressed a broad spectrum of child welfare practice. However, the federal Child and Family Services Review (CFSR) completed in January 2003 determined that California did not have *statewide* requirements for ongoing training.

In response to this finding, the State of California Program Improvement Plan for the Child Welfare Services Program (PIP), effective July 1, 2003, stipulated that the California Department of Social Services (CDSS) finalize requirements for ongoing training that specify the number of training hours, training content, acceptable methods of training delivery and a system for county verification and reporting.<sup>2</sup>

As a result of the PIP, CDSS and the California Social Work Education Center (CalSWEC) convened the Statewide Training and Education Committee (STEC). STEC developed recommendations for ongoing training requirements that promote statewide standardization while simultaneously preserving flexibility to meet the diverse needs of individual staff, counties and regions.<sup>3</sup>

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<sup>1</sup> The initial training for newly hired child welfare workers is referred to as the "common core" training and the training for newly hired or promoted supervisors is referred to as the "supervisor core" training. The training recommendations for the common core and supervisor core will be articulated in separate documents. *See Statewide Training and Education Committee-Common Core Training Requirements-Executive Summary and Recommendations; recommendations for supervisor core training are currently in development.*

<sup>2</sup> See excerpt from PIP, Systemic Factor 4, Item 33, pages 77-78, Appendix A.

<sup>3</sup> STEC membership includes state staff, county staff and training staff. For more information regarding STEC, please refer to the "Mission and Role of STEC" in Appendix B and the following CalSWEC Web site: <http://calswec.berkeley.edu/CalSWEC/STEC.html>.

## **Summary of Recommendations**

The recommendations begin with a statement of the definition, mission and values that underlie the proposed ongoing training requirements. Pursuant to this foundation, STEC addresses the four PIP-identified areas through four individual decision point documents as listed below:

- Number of hours
- Content
- Acceptable Methods of Training Delivery
- Tracking Training

The essential recommendations for each of the four decision point documents are as follows:

### ***Number of Hours***

- A minimum of 40 hours of ongoing training every two years is recommended for child welfare staff following completion of common core training or the first anniversary of hire, whichever is attained first

### ***Content***

- Ongoing training content pertains to the broad areas of safety, permanency, well-being, case planning, issues of fairness and equity, best practices, law, regulations and/or policy
- Using the above criteria, individual counties determine whether or not content qualifies as ongoing training
- Ongoing training can be elective or mandated by individual counties to support flexibility for individual and county training needs
- Statewide ongoing training requirements would be developed using a timeline and process that provides for the involvement of STEC and the County Welfare Directors Association of California (CWDA)

### ***Acceptable Methods of Training Delivery***

- A wide variety of training delivery methods is acceptable, including classroom training, laboratory training, technology-based training, mentor training/structured on-the-job training and structured self-study
- Delivery methods need to reflect the cultural environment, incorporate outcome-based goals, achieve a measurable result and employ transfer of learning strategies

### ***Tracking Training***

- Ongoing training participation data will be collected for each individual worker and supervisor by the counties, but reported in aggregate to CDSS
- The Annual County Training Plan that counties currently prepare for submission to CDSS will be modified to serve as the reporting instrument for ongoing training participation data

- The Regional Training Academies (RTAs), the Inter-University Consortium (IUC) and the Regional Center for Family Focused Practice (RCFFP) will provide counties with participation data for their respective trainees on a semi-annual basis

### **Cost Estimates**

Cost assumptions for implementation of the recommendations regarding number of hours, training content, delivery methods and reporting of training participation data are detailed in each respective decision point document. In June 2004, drafts of the recommendations including cost assumptions were submitted to CWDA for the purpose of determining actual cost estimates.

### **Finalization**

The recommendations contained in this report will be submitted to CWDA and CDSS for review and final approval.

# **Recommendations for Ongoing Training Requirements**

## **Introduction**

### **About this Document**

The State of California Program Improvement Plan for the Child Welfare Services Program (PIP) stipulated that the California Department of Social Services (CDSS) convene and support a statewide training task force that includes state staff, county staff and training staff.<sup>4</sup> Pursuant to this mandate, CDSS and the California Social Work Education Center (CalSWEC) convened the Statewide Training and Education Committee (STEC) to codify recommendations to meet statewide training needs. In addition to proposing a common core training program for newly hired CWS line staff and newly hired or promoted CWS supervisors, STEC's mission includes the formulation of recommendations regarding statewide ongoing training requirements. This document reflects the discussions and collaborative efforts of STEC members with respect to setting forth a coordinated framework for standardization of ongoing in-service training requirements.

### **Background Information**

The federal Child & Family Services Review (CFSR) identified ongoing training as an area in need of improvement. This report stated, "Although a variety of continuing education and training opportunities are made available to staff, there are no statewide requirements for ongoing training of staff that support the goals of the Child and Family Services Plan." While ongoing training is routinely provided by different entities throughout the state, including but not limited to county staff development departments, the regional training academies, the Inter-University Consortium, the CDSS training bureau and the Resource Center for Family-Focused Practice, the federal review determined that there was not a statewide mandatory uniform minimum core curriculum for ongoing training. The CFSR also cited a lack of necessary training for probation staff regarding specific child welfare requirements and an absence of statewide requirements for supervisory training.

### **Five Components of the Recommendations for Ongoing Training Requirements**

The formulation by STEC of statewide standardized ongoing training requirements is by no means intended to constrain ongoing training to minimum standards. Rather, by creating each of the components below, STEC seeks to encourage counties and training entities to support the achievement of the best possible outcomes for children and families through the development and application of knowledge, values, and skills.

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<sup>4</sup>See excerpt from PIP, Systemic Factor 4, Item 32, pg. 218, Appendix A.

The PIP specifies that CDSS “finalize requirements for ongoing training, specifying content, number of hours, acceptable methods of training delivery, and county verification and reporting requirements and format.” STEC members agreed that before proceeding to establish ongoing training requirements according to this directive, it was first necessary to create a context for these standards by composing a “Definition, Mission & Values” statement. This statement, along with four “Decision Point” documents, comprise the five components described below that correspond to the subsequent sections of this Recommendation, as follows:

1. *Definition, Mission & Values* outlines the concepts and values that serve as the foundation for establishing specific ongoing training requirements.
2. *Decision Point—Number of Hours* determines the total hours of training that must be completed and the time for completion.
3. *Decision Point—Content* determines what training content is acceptable to meet ongoing training requirements.
4. *Decision Point—Acceptable Methods of Training Delivery* determines the types of delivery that will satisfy the requirements.
5. *Decision Point—Tracking Training* determines the method by which counties track and report data regarding their staff’s completion of the ongoing training requirements.

## Definition, Mission & Values

### Definition

For the purposes of STEC and its Ongoing Training Subcommittee, Ongoing Training refers to any training that occurs after completion of the common core training for newly hired child welfare workers. Requirements for ongoing training commence after completion of the first year of service or after completion of the common core training, whichever is attained first. For supervisors who are *newly hired*, rather than *promoted* from a worker position, ongoing training refers to any training that occurs after completion of supervisor core training.

### Mission

All child welfare workers and supervisors will utilize ongoing training to improve outcomes for California's children and families while providing the highest caliber of service.

### Resources Required to Accomplish Mission

- California counties will receive tools and assistance from CDSS to provide and track initial and ongoing training and to support counties' strategic planning on future training issues.
- The Regional Training Academies will receive tools and assistance from CDSS to provide initial and ongoing training and to support counties' strategic planning on future training issues.
- The training entity has the responsibility for providing to the counties certification of attendance or individual certificates of training.

### Vision

Ongoing training is envisioned as integral to professional growth and improved public service in a cycle of best practice that begins with the development of individual child welfare workers and culminates in the creation of annual county training plans. In this vision, managers and supervisors meet individually with their supervisees in order to make joint determinations of ongoing training needs. Utilizing these assessments, county managements create Annual County Training Plans for submission to CDSS. The counties pursue training entities equipped to address their plans, and document the status of their ongoing training programs according to the PIP verification and reporting requirement (*see Ongoing Training Requirements Decision Point—Tracking Training*).

As resources, regulations, and applicability permit, ongoing trainings provided for child welfare staff can be made available to community and professional partners. Child



welfare staff and their partners are encouraged to seek a variety of educational opportunities for professional development and for improving outcomes for children and families.

### **Values Underlying the Development of Ongoing Training Requirements**

1. Ongoing training is grounded in social work values and ethics.<sup>5</sup>
2. Ongoing training builds upon, but is not limited to, ongoing training currently underway in California, and utilizes existing training structures.
3. Standards encourage self-assessment of training needs at both organizational and individual levels in order to meet the needs of the workforce, the counties, and the state.
4. Standards encourage flexibility in the way individuals and counties meet identified training needs.
5. Standards encourage the application of best practices aimed at improving outcomes for children and families, by training strategies that progress from knowledge acquisition to building and demonstrating skills.
6. Standards endorse training delivery methods for ongoing training that yield measurable learning objectives and that provide the basis for evaluation of knowledge, skills, and attitude acquisition in order to promote positive outcomes for children and families.
7. Standards encourage acceptance of ongoing training as a continuum of learning integral to child welfare practice at all levels, rather than as a response to crisis or as a disciplinary action.
8. Ongoing training encourages inclusion of community partners, whenever possible, in order to share responsibility for child safety, permanency, and well-being.

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<sup>5</sup> The National Association of Social Workers (NASW) Code of Ethics states, “Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics...” (NASW Code of Ethics, 1996, p. 21).

CalSWEC’s Standards and Values support the use of ongoing training as a form of best practices: “No standards of practice are final. Standards must be subject to continuous review and revision, in view of the constantly growing knowledge about children, human behavior, and human ills.” (CalSWEC Website)

[http://calswec.berkeley.edu/CalSWEC/CalSWEC\\_Values.html](http://calswec.berkeley.edu/CalSWEC/CalSWEC_Values.html) and  
[http://calswec.berkeley.edu/CalSWEC/CalSWEC\\_Standards.html](http://calswec.berkeley.edu/CalSWEC/CalSWEC_Standards.html)

## **Decision Point:**

### **Number of Hours**

#### **Background**

It is common practice for mandatory, ongoing education requirements to be established for professional classifications. This is especially true for professionals who work with the court system and/or children. Therefore, it is not surprising that the PIP requires that a standard be established not only for common core training, but also for ongoing training hours for social workers assigned to Child Welfare Services (CWS).<sup>6</sup>

The following recommendations were based on interviews with social work professionals at the line and managerial levels, and comparison to requirements for ongoing training hours for similar professions, including BBS (36 hours/two years), Registered Nurses (36 hours/two years), and Probation Officers (40 hours/one year).

Proceeding from a consensus in the field that sound case management requires a commitment to continuous knowledge and skills improvement, it was determined that the minimum number of hours for ongoing training should be established at the highest level possible. However, in recognition of other mandates related to case management, such as those derived from Assembly Bill 636 and the PIP, and other training requirements associated with being a county or social services employee (e.g., Civil Rights training, Drug Free Workplace training, etc.), the minimum number of hours for ongoing training cannot exceed the total number of hours available after other mandates and training requirements are met.

#### **Recommendations**

STEC recommends that:

- Following the first year of employment, on a rolling year from date of hire or from the date of completion of common core training, whichever comes first, it is recommended that each employee assigned to CWS complete a minimum of 40 hours of ongoing training every two years.
- Counties assure that the minimum ongoing training hours are completed by all CWS staff during each two-year reporting period.
- Forty (40) hours every two years is a minimum standard.

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<sup>6</sup> See excerpt from PIP, *Systemic Factor 4, Item 33*, pgs. 225-226, Appendix A.

**Identified Cost Assumptions**

To the degree that counties currently provide in excess of 20 hours of training per year per employee, the cost would primarily be driven by development costs for new curricula.

For counties that currently average fewer than 20 hours of training per year per employee, the required additional hours would result in increased training costs.

An increase in staff time for participation in trainings would decrease staff time available for case management, possibly resulting in costs incurred for back-filling of staff when they attend trainings (i.e., additional FTE hours).

RTAs/IUC, counties, and other providers of continuing education will require additional resources to meet the increased training requirements when the core training and ongoing training requirements fall to the same source for delivery. The capacity simply does not currently exist to meet all the requirements.

**Actual Cost Estimates**

Pending fiscal analysis.

## Decision Point:

### Content

#### Definition of Statewide Content

Statewide content is content that is designed, or has utility, for statewide application, or that is mandated by CDSS. For the purposes of STEC, **content** is defined as the *information presented* in the training. This is distinguished from **delivery**, which in this report refers to the *method of presenting the information*.

#### Level of Standardization

With the exception of trainings that are mandated by federal or state requirements, ongoing training content will be determined at the county level. STEC recommends that ongoing training content be consistent with the statewide child welfare system improvement efforts and the targeted outcomes for families and children as outlined in the C-CFSR and the Program Improvement Plan (PIP), as follows:

- Content of ongoing training addresses the broad areas of safety, permanency, well-being, case planning, and/or issues of fairness and equity for children and families affiliated with the child welfare system; and/or
- Content of ongoing training serves to inform the child welfare workforce in current and emerging best practices as well as changes in law, regulations or policy resulting from federal, state or county mandates.

STEC proposes that standardization of ongoing training not require designation of specific content areas.

#### Recommendations

STEC recommends that:

- The respective county child welfare departments determine what constitutes ongoing training content as defined herein.
- CDSS develop an annual training calendar in coordination with STEC that includes state-mandated trainings, if any. The training calendar would serve as a planning device specifically for development of training content that is designed for, or has utility for, statewide application. STEC recommends that this calendar coincide with the timeline of the Annual County Training Plan and that every effort be made by STEC and CDSS to use this calendar. If a request or state requirement for development and implementation of statewide training content

does not coincide with the establishment of the annual training calendar, STEC recommends that an equivalent timeline be followed.

The proposed annual timeline for development of statewide ongoing training content is detailed below. It assumes a fiscal year calendar for county training plans.

- By October 1, STEC submits recommendations to CDSS and CWDA that include the topic, audience, and level of standardization.
- By November 1, CDSS and CWDA review and approve, or make alternative recommendations to STEC's proposal(s). Upon receipt of the CDSS/CWDA final requirements, STEC identifies a lead organization (or organizations) to develop materials to support the training.
- By February 1, STEC approves the learning objectives and competencies drafted by the lead organization(s).
- By May 1, CDSS issues an ACL outlining the requirements for the coming fiscal year.
- By June 1, the training materials are presented to STEC and disseminated to the counties and RTAs/IUC/RCFFP.
- By July 1, the training can begin.
- By August 1, counties report on the completion of ongoing training requirements during the prior fiscal year and projections for trainings for the current fiscal year via the CDSS Annual County Training Plan.

*(Please see Appendix C for a schematic of the proposed timeline.)*

- If specific content is mandated by CDSS, STEC review the requirement in advance in order to determine the cost implications for ongoing training development and production.
- Ongoing training content can be either elective or required by county or state child welfare agencies. STEC recommends that the total number of ongoing training hours mandated by state requirements allows for sufficient hours of elective ongoing trainings to be identified by county administrators, individual workers, and/or supervisors.
- The content of ongoing training can include topics from the core curriculum that enhance the core training or that provide advanced-level learning and applications.
- The re-taking of a core course can be counted toward the fulfillment of the ongoing training requirement.
- Supervisor core courses can be counted toward the fulfillment of the ongoing training requirement.

- STEC notes that ongoing trainings may provide CEU credits for LCSW, MFT and other licensees; however, STEC recommends that such accreditation is not a requirement or obligation of ongoing training providers.

### **Identified Cost Assumptions**

Since trainings that qualify as “ongoing trainings” are currently developed and delivered, the provision of existing trainings that satisfy the content definition herein would not result in additional costs due to the PIP requirement for standardization.

Supervisor and staff time could be allocated to developing annual individualized training plans and the documentation (i.e., a training program) to support these plans. The development of individualized training plans is encouraged, but not required.

RTAs/IUC/RCFFP would incur costs of modifying curricula to incorporate new content areas for ongoing training.

Additionally, costs would be associated with the development and dissemination of new trainings mandated by changes in law, regulations, or policies at the federal, state, or county levels. These costs would be incurred throughout the spectrum of training entities, including CDSS, CalSWEC, RTAs/IUC/RCFFP, and individual counties.

Over time, cost efficiency for ongoing trainings may improve through greater integration and standardization of training development and production in connection with the outcomes identified by the PIP and the statewide child welfare system improvement efforts.

### **Actual Cost Estimates**

Pending fiscal analysis.

## **Decision Point:**

### **Acceptable Methods of Training Delivery**

#### **Definition of Delivery**

Prior to determining the level of standardization that should apply to delivery, it is essential to define the usage of the term. For the purpose of STEC, **delivery** refers to the *method of presenting information* in a training. This is distinguished from **content**, which is *the information that is presented*.

#### **Rationale for Defining “Acceptable Methods of Training Delivery”**

- Methods need to be consistent with social work ethics/values.
- Methods need to be effective in addressing certain types of training needs.
- Methods need to fit with counties’ needs or available resources.
- Methods need to support a continuum of training.
- Methods need to support application of training/transfer of learning.

#### **Level of Standardization**

Training delivery shall include any method of presenting information that addresses identified training needs as indicated by a worker’s supervisor or individual training plan, that is included within the county’s training plan, that can be made available utilizing available monetary and other resources, and that will have a significant likelihood of imparting the knowledge, skills, and values consistent with “good” child welfare practice. All acceptable methods of training delivery shall include measurable learning objectives, i.e., measurable indicators of whether the trainees obtained desired knowledge, skills, and values.

The acceptable methods of training delivery shall:

- Consist of planned, controlled training;
- Integrate transfer of learning oriented principles, content, and strategies;
- Take into consideration the cultural environment;
- Take into consideration available timeframes;
- Take into consideration cost-effectiveness;

- Incorporate outcomes-based goals; and
- Achieve a measurable result.

## **Recommendations**

STEC recommends that acceptable training delivery methods encompass the following:

- *Classroom training:* Classroom training (a.k.a. instructor-based training, stand-up instruction, etc.) is instruction in a classroom setting, provided to a group of trainees, and conducted by a person, usually a professional trainer and/or subject matter expert. In live, instructor-led training, the trainer uses manuals, exercises, and classroom presentations to help ensure that participants learn the material and attain the learning goals.

Classroom training may include:

- Workshops, conferences, or classes delivered to staff, whether obtained through CDSS, the Regional Training Academies, professional organizations, educational institutions, contracted vendors or agency staff development departments.
- Training for Trainers (a/k/a cascade, ripple, or pyramid model), which acts through training small groups of people in both functional skills and training techniques, who then each in turn train small groups of people with functional skills and training techniques, and so on, until functional skills are transmitted throughout the organization.
- *Laboratory training:* Laboratory training is practical instruction or experience conducted in a "non-productive" environment by a training agency, qualified training vendor, an employer, or a group of employers acting jointly. This usually involves mock cases, scenarios, or simulations.
- *Technology-Based Training:* Technology-based training may include:
  - Computer-based training (CBT), which occurs when a trainee uses a computer to access and learn training material through computer-associated media, such as the Internet, intranet, local area network, and CD-ROM. Training takes place via interaction with a computer program. This computer program is carefully and specifically designed to help a trainee achieve certain knowledge or skills and typically incorporates multiple media (multimedia) elements.
  - Video Conference training, which is live, interactive instruction provided by a trainer through a video communication session between 2 or more locations.



- *Supervisor/Mentor Training, a.k.a. Structured, On-the-Job Training (OJT):* Mentor training is delivered by a supervisor and/or specified mentor to an employee within the actual work environment. It consists in planned instruction, is delivered at the work site, and is designed to reinforce skills learned in classroom, laboratory, or videoconference training that helps employees perform their jobs efficiently and effectively. With structure and planning, the supervisor and/or mentor impart(s) proper procedures and best practices to the trainee.
- *Structured Self-Study:* Structured self-study may be an extension of other methods, such as distance learning. An employee “self-trains” in a topic or skill, typically utilizing technical materials and/or supplemental training materials. This method differs from other, more informal learning, which staff may engage in at the workplace, in that it is structured and includes measurable learning objectives.

### **Identified Cost Assumptions**

As described here, a broad range of training delivery methods is deemed acceptable. These methods are currently employed with various frequencies of utilization. Consequently, it is anticipated that costs would only be incurred either to adapt existing trainings to different methodologies or to employ methods that are new to the trainer or training entity. For example, costs could be incurred in the development of technology-based trainings or labor-intensive mentor training.

### **Actual Cost Estimates**

Pending fiscal analysis.

## **Decision Point:**

### **Tracking Training**

#### **Definition of Tracking Training**

For the purposes of the Ongoing Training Requirements, *Tracking Training* refers to collecting and managing data about the supervisors and line staff that have completed the ongoing training requirement. (See *Ongoing Training Requirements Decision Point—Number of Hours.*)

#### **Level of Standardization**

Data on completion of the ongoing training hours needs to be as simple as possible. Counties would need to report on how many line workers they employ, how many supervisors they employ, and how many of each group have completed the ongoing training requirement within the designated timeframe. A simple question on the Annual County Training Plan report would likely cover this in a standardized format.

How counties choose to track completion of training at the individual worker level would not be standardized. Counties would, however, need a system to verify which trainings that satisfied the ongoing training requirements were completed by each line worker and supervisor. This could be as simple as a paper and pencil list or rudimentary database, or as complex as an integrated software system that tracks all training activities.

#### **Recommendations**

STEC recommends that:

- Ongoing training participation data be collected for each individual worker and supervisor by the counties, but reported in aggregate to the state.
- Counties report on their current system for ongoing line worker and supervisor training via the Baseline Assessment.
- With input from STEC, CDSS modify the Annual County Training Plan that counties already complete to include information on the number and proportion of line workers and supervisors that have completed, or partially completed, the ongoing training requirement within each individual's designated 2-year interval. STEC recommends that a requirement for provision of this data start at a particular point in time and be required on an annual basis thereafter. Counties would provide information on results obtained during each annual reporting period.

- RTAs/IUC/RCFFP provide counties information on which employees have completed the trainings on a semi-annual basis, so that this may be integrated into the Annual County Training Plan. More frequent reporting to the counties on completed training is encouraged, but would not be required.
- CalSWEC and the RTAs/IUC develop tools and resources to assist counties in tracking completion of training by employees.

### **Identified Cost Assumptions**

CDSS would use staff time to develop the modified version of the Annual County Training Plan.

Counties that do not currently track who has completed training would incur costs to develop such a system.

RTAs/IUC/RCFFP/CalSWEC would incur costs in developing tools and resources to assist counties in tracking completion of training.

RTAs/IUC (and RCFFP, by prior request) already report on training attendance with their counties, so this should not be an additional cost. However, RTAs/IUC/RCFFP may require resources to expand their ability to track and report completion of training.

### **Actual Cost Estimates**

Pending fiscal analysis.

## **Appendices**

## **Appendix A:**

### **Excerpts from Program Improvement Plan (PIP)**

#### **Systemic Factor # 4: Staff/Provider Training**

**Item 33 – The State provides for ongoing training for staff that addresses the skills and knowledge base needed to carry out their duties with regard to the services included in the CFSP.**

##### Summary of Federal Concerns/Issues for Item

Item 33 was rated as an area needing improvement. The federal report stated that “Although a variety of continuing education and training opportunities are made available to staff, there are no statewide requirements for on-going training of staff that support the goals of the Child and Family Services Plan.” Participation in on-going training is not required of CWS staff. Stakeholders requested ongoing and consistent training in: concurrent planning, engaging families in case planning/developing useful case plans, philosophy behind reunification and permanency, managing hotline calls and forensic interviewing. Stakeholders noted that there are no statewide requirements with respect to supervisory training, although California Social Work Education Center has identified supervisory training as a priority for next year. Stakeholders also voiced concern about the lack of necessary training for probation staff regarding specific child welfare requirements.

##### Program Improvement Goal:

We will establish and implement statewide minimum requirements for the ongoing training of existing staff by June 30, 2005.

##### Source of Problem

- Current training system does not track and assess existing staff training.
- Currently the CDSS does not have mandatory uniform statewide minimum core curriculum for on-going training.
- Lack of necessary training for probation staff regarding specific child welfare requirements.
- No statewide requirements with respect to supervisory training.

##### Action Steps:

1. The CDSS will use the C-CFSR county self-assessment and System Improvement Planning processes to determine how on-going training is provided in the counties and to address gaps in ongoing training identified in the C-CFSR process.  
**(Crossreference to Systemic Factor 4, Item 32)**

2. The CDSS will establish requirements for ongoing, consistent statewide training of existing staff, with a focus on areas needing improvement as identified by the C-CFSR including comprehensive family needs assessments, and assessing the educational and mental health of all children, both in-home and out-of-home.

#### Measurement Method

We will measure improvement in this goal by reporting on the completion of action steps.

#### Frequency of Measurements

Progress will be tracked quarterly.

#### Determination of Goal Achievement

This goal will be achieved when statewide minimum statewide training requirements for existing staff are in place.

**Systemic Factor 4, Item 32**

**Improvement Goal:** We will develop a common core curriculum for all new child welfare workers and supervisors that is delivered by all training entities statewide.

**Measurement Method:** We will measure improvement in this goal by reporting on completion of action steps. (06/05)

**Frequency of Measurement:** Progress will be tracked quarterly.

**Determination of Goal Achievement:** This goal will be achieved when a common core curriculum is implemented in every county to train all new child welfare workers and child welfare/probation supervisors.

Action Steps	Benchmarks	Dates of Completion	Tasks
1. The CDSS will use the C-CFSR county self-assessment and System Improvement Planning processes to determine how initial and on-going training is provided in the counties. <b>(Cross-reference to Systemic Factor 4, Item 33)</b>	<ul style="list-style-type: none"> <li>CDSS will identify training concerns and/or disparities and make recommendations for improving training across the State, including the development of a common core curriculum for new workers and supervisors</li> </ul>	<ul style="list-style-type: none"> <li>06/04</li> </ul>	<ul style="list-style-type: none"> <li>CDSS will convene and support a statewide training task force that includes state staff, county staff and training staff. (06/03)</li> <li>CDSS, in consultation with the statewide training task force, will identify on-going training data for counties to include in the C-CFSR county self-assessment and develop an outline for counties to report the data. (10/03)</li> <li>CDSS will provide the counties, upon request, by telephone and e-mail, with technical assistance to resolve policy questions related to training data (12/03)</li> </ul>

**Systemic Factor 4, Item 33**

**Improvement Goal:** We will establish and implement statewide minimum requirements for the ongoing training of existing staff by June 30, 2005.

**Measurement Method:** We will measure improvement in this goal by reporting on completion of action steps

**Frequency of Measurement:** Progress will be tracked quarterly.

**Determination of Goal Achievement:** This goal will be achieved when statewide minimum statewide training requirements for existing staff are in place.

Action Steps	Benchmarks	Dates of Completion	Tasks
1. The CDSS will use the C-CFSR county self-assessment and System Improvement Planning processes to determine how on-going training is provided in the counties and to address gaps in ongoing training identified in the C-CFSR process. <b>(Cross-reference to Systemic Factor 4, Item 32)</b>			
2. The CDSS will establish requirements for ongoing, consistent statewide training of existing staff, with a focus on areas needing improvement as identified by the C-CFSR including comprehensive family needs assessments, and assessing the educational and mental health of all children, both in-home and out-of-home.	<ul style="list-style-type: none"> <li>Develop requirements for annual ongoing training</li> <li>CDSS will implement training requirements.</li> </ul>	<ul style="list-style-type: none"> <li>03/04</li> <li>07/04</li> </ul>	<ul style="list-style-type: none"> <li>CalSWEC and CDSS will draft requirements for ongoing training in consultation with the statewide training task force (09/03)</li> <li>CDSS will finalize requirements for ongoing training, specifying content, number of hours, acceptable methods of training delivery, and county verification and reporting requirements and format (03/04)</li> <li>CDSS will issue instructions to</li> </ul>



			<p>counties via ACL that all child welfare workers must meet the ongoing training requirements (06/04)</p> <ul style="list-style-type: none"> <li>• CDSS will provide written technical assistance to facilitate implementation of the on-going training requirements (07/04)</li> <li>• CDSS will report quarterly on the achievement of these tasks and on the number of existing staff receiving the common curricula (09/03, 12/03, 03/04, 06/04, 09/04, 12/04, 03/05, 06/05)</li> </ul>
	<ul style="list-style-type: none"> <li>• Monitor the implementation of ongoing training requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• 06/05</li> </ul>	

Program Contact(s):

**Action Steps #1 &-2**

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Child Protection and Family Support Branch  
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## **Appendix B:**

### **Mission and Role of**

### **The Statewide Training and Education Committee (STEC)**

#### **Background**

STEC evolved from the Standardized Core Advisory Committee (SCAC) that CalSWEC convened beginning in 1998 as part of the Standardized Core Project. (For more information on the Standardized Core Project, please refer to the CalSWEC Web site: <http://calswec.berkeley.edu/CalSWEC/StandardCoreProjectHome.html>)

#### **Mission**

STEC's overall mission was defined prior to the federal CFSR, by the SCAC, as follows:

*On behalf of, and in consultation with, CalSWEC/CDSS/CWDA/the RTAs and IUC/LA DCFS Training Unit/RCFFP, the Statewide Training and Education Committee will set standards for statewide public child welfare training and coordinate their implementation.*

Concurrent with the advent of STEC in spring 2003, the PIP was finalized by CDSS and the federal government, and called for CDSS to convene a Statewide Training Task Force to address the statewide training requirements of the PIP. STEC became that task force, and is co-chaired by Barrett Johnson of CalSWEC and Greg Rose of CDSS.

#### **Specific considerations for development of the common core:**

- STEC is charged with developing standards that meet the requirements of the PIP while preserving as much as possible the flexibility of counties to meet their respective training needs.
- STEC will guide the process of developing statewide training products, maximizing efficiency by building upon work already completed by CalSWEC, CDSS, and the RTAs/IUC/RCFFP/LA DCFS.
- STEC can recommend that certain standards be *mandated* or *required*, but will acknowledge the costs of implementing any requirements as part of the recommendations, and identify the assumptions that underlie costs.
- STEC will participate in cost analysis as appropriate, with the support of county and state fiscal staff.

**STEC Participants:**

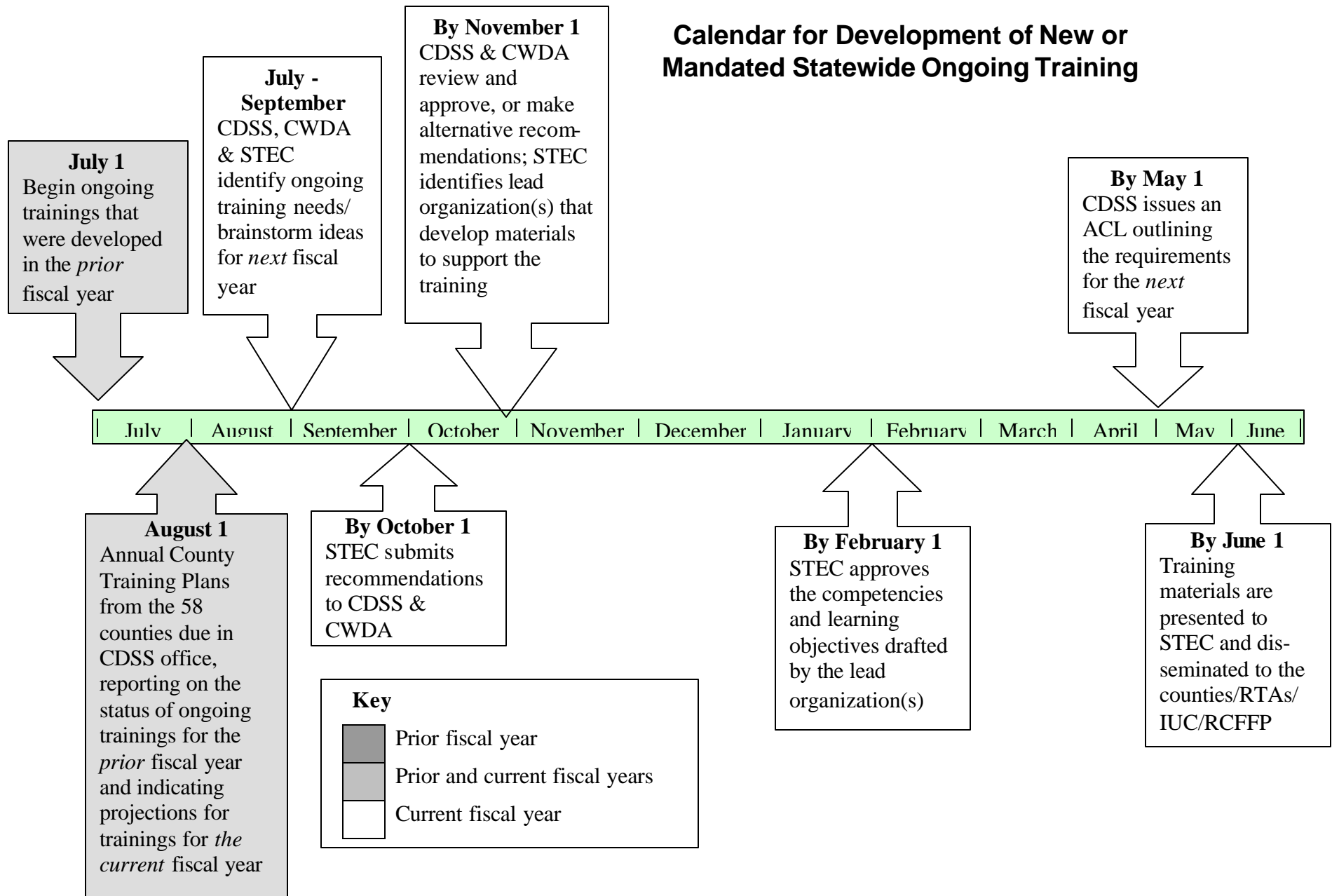
STEC has a prescribed membership, but the representation from any given group can change.

The following groups were invited to participate in STEC:

- CWDA Children's Committee Regional Representatives and CWDA HR Representatives
- Regional Training Academies (RTAs) and Resource Center for Family Focused Practice (RCFFP) (directors and/or designees)
- Inter-University Consortium (IUC)/ LA DCFS Training Unit (directors and/or designees)
- County Staff Development staff
- Title IV-E Stipend Program representatives
- Judicial Council representatives
- Tribal representatives
- Union representatives
- CDSS Resources, Development and Training Bureau staff
- CalSWEC staff

## Appendix C:

### Calendar for Development of New or Mandated Statewide Ongoing Training



## **Appendix D:**

### **Glossary of Terms and Acronyms**

**ACL** – All-County Letter issued by CDSS to the 58 California counties

**Baseline Assessment** – a survey conducted by CalSWEC to establish a baseline understanding of current training for child welfare workers and new or newly promoted supervisors in California

**BBS** – Board of Behavioral Sciences

**CDSS** – California Department of Social Services

**CEU** – Continuing education unit

**CFSR** – Child and Family Services Review

**Common Core** –the training areas that all newly hired child welfare workers in California are required to complete within one year of hire

**CWDA** – County Welfare Directors Association of California

**CWS** – Child Welfare Services

**IUC** – Inter-University Consortium: California State University, Long Beach; California State University, Los Angeles; University of California, Los Angeles; and the University of Southern California

**LA – DCFS** – Los Angeles Department of Children and Family Services

**LCSW** – Licensed Clinical Social Worker (licensed by the BBS)

**MFT** – Marriage and Family Therapist (licensed by the BBS)

**PIP** – Program Improvement Plan

**RCFFP** – The Resource Center for Family-Focused Practice

**RTA(s)** – Regional Training Academy(ies): Northern California Children & Family Services Training Academy; Bay Area Academy; Central California Child Welfare Training Academy; Public Child Welfare Training Academy-Southern Region; and the Inter-University Consortium

**SCAC** – Standardized Core Advisory Committee

**Standardized Core Project (SCP)** – a set of topic-specific competencies learning objectives and content for in-service child welfare training<sup>7</sup>

**STEC** – Statewide Training and Education Committee

**Supervisor Core** – the training areas required of all promoted or newly hired child welfare supervisors in California

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<sup>7</sup>For further information, access: <http://calswec.berkeley.edu/CalSWEC/StandardCoreProjectHome.html>