

# ATTACHMENT D

## HAWAII'S SFY 2005 IV-B AND IV-E CWS TRAINING PLAN

Child welfare professionals work in one of the most challenging fields. An enormous responsibility is placed in the hands of caseworkers and they are expected to perform multiple interventions and make judgments that can change a child's life.

A supported, skilled and stable workforce is crucial to quality child welfare practice. Supervisors are coaches, mentors and evaluators responsible for the quality of the services that children and families receive. They need to be trained and supported as well.

Training and supporting workers and supervisors have been shown to have cross-cutting impact in lessening work burden due to turnover and on the quality of services.

Development of a **CWS Training Academy (a partnership with the University of Hawaii School of Social Work to train and prepare Hawaii's CWS caseworkers and unit supervisors (1) for consistent standards-based performance in the field and (2) for consistent supervision to support standards-based practice)** is another cross-cutting investment which we believe will pay off over time in recruiting, retaining and supporting a skilled CWS workforce for quality CWS practice.

This "*learning organization*" approach calls for designing a structured, competency-based curriculum and training requirements for ensuring that all CWS caseworkers are equipped with and trained on the CORE knowledge and skills for quality practice before they begin working with families and once in the field of practice, their knowledge and skills are annually advanced to keep them up-to-date with what the profession is learning about what works and ways toward improved job performance.

This approach also calls for the training of supervisors for consistent supervision to support standards-based practice and to model and support continuous improvement in the profession and field.

The current CWS training plan focuses on CORE training for new hires with a menu of refresher opportunities and opportunities to advance worker knowledge and skills on various training topics.

The training plan also includes the following under title IV-E:

1. IV-E educational assistance for Masters of Social Work (MSW) and advance-standing Bachelors of Social Work (BSW) students who will commit to employment in the CSW Branch of DHS.

Research has demonstrated that higher education, specifically toward a MSW degree, appears to be the best predictor of overall performance in social service work and that CWS staff with a BSW or MSW are more effective in developing successful permanence plans for children in foster care.

2. Initial and ongoing training of foster and adoptive parent service providers, including relative and other child-specific foster homes.
3. Cross-training for inter-agency and community stakeholder coordination and collaboration in supporting the goals and objectives of the PIP and CFSP.

Hawaii's CWS staff development and training plan is in support of the goals and objectives and improvement priorities of the PIP and CFSP. Training emphasizes and reinforces the priorities of the Department:

- ? Face-to-face contact with children, family and foster family.
- ? Timely investigative response.
- ? Involvement of the family in case planning and decision-making about the safety and welfare of the child.
- ? Ongoing risk, safety and needs assessment of the child, parents and foster families.