



DISTRICT OF COLUMBIA GOVERNMENT  
CHILD & FAMILY SERVICES AGENCY  
OFFICE OF PLANNING, POLICY, & PROGRAM SUPPORT  
CHILD WELFARE TRAINING ACADEMY

# 2013-2014 TRAINING PLAN

CWTA CHILD WELFARE   
TRAINING ACADEMY

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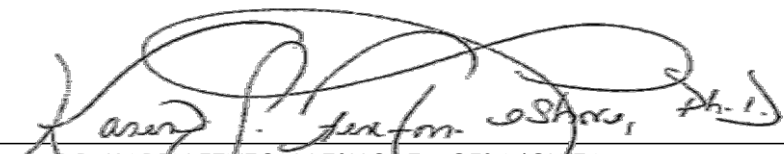
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## TRAINING ADMINISTRATOR LETTER

Dear Reader,

**A**s you read through this training plan, I want to encourage you to make the most of your participation in professional development opportunities offered by CFSA'S Child Welfare Training Academy (CWTA). We are dedicated to providing you with quality training in a professional and supportive environment. This training plan represents the Agency's renewed commitment to workforce training and professional development.

This training plan is designed to equip personnel with the knowledge and skills necessary to be successful in child welfare practice as well as maximizing professional development and personal growth.

CWTA's curriculum is enhanced by getting input from subject matter experts and using the latest research in child welfare and staff development. In addition, we are advancing training through state-of-the-art blended learning vehicles to include webinars and community training.

Your service to CFSA is highly valued. Training provides you with the opportunity to advance your knowledge and skills. By enhancing yourself through training, you will be strengthened in your professional efforts to make a positive impact on the lives of youth in our care.

Wishing you the best in your personal and professional development!



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Karen Fenton-LeShore, MSW, Ph.D.  
Child Welfare Training Academy  
Training Administrator

## EXECUTIVE SUMMARY

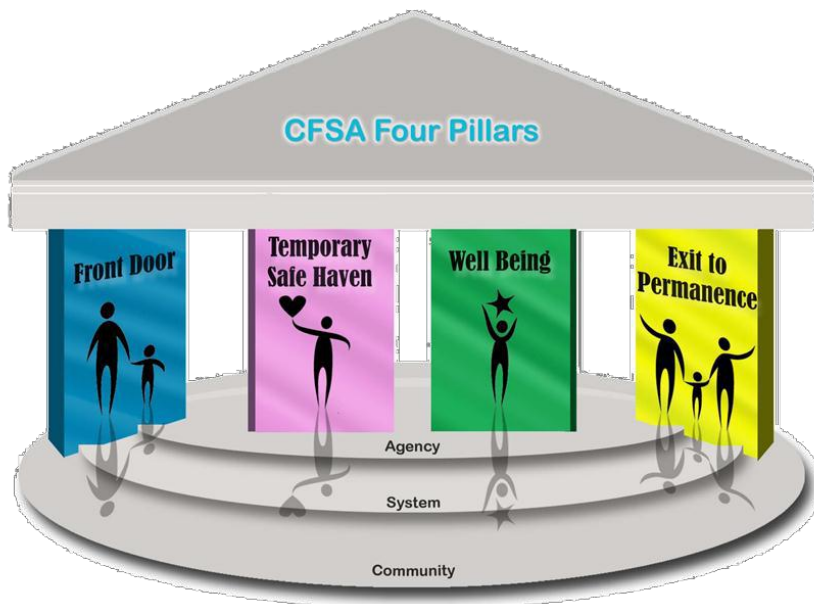
The Child Welfare Training Academy Training Plan is intended to be a catalyst for CFSA's workforce development and workforce training efforts by providing common direction, strategic areas of emphasis, and priorities for making decisions on the use of limited federal, state, and local resources. Providing child welfare services in any capacity require certain knowledge, skills, personal qualities, and respect for the values of others. To be recognized as competent, agency administrators, supervisors and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare. Specific competencies are sets of knowledge and behaviors required of child welfare practitioners that enable staff to perform effectively the tasks associated with each stage of the child welfare behavioral-based process.

This plan is the architectural backbone to direct the activities of CWTA who delivers training and development.

## ABOUT THE CHILD WELFARE TRAINING ACADEMY

As the Child Welfare Training Academy (CWTA) approaches its 3-year anniversary as the Child and Family Services Agency's (CFSA) primary vehicle for staff development, it continues to provide the District of Columbia's social workers, resource parents, and community partners with the knowledge, skills, support, and coaching techniques that effectively promote the safety, permanence, and well-being of children and families in the District of Columbia. The key objective of CWTA is to actualize the Agency's Practice Model into all training and employee development activities. Accordingly, every element of the CWTA curriculum supports the Practice Model's commitment to comprehensive case planning strategies that emphasize a social worker's teaming relationship with families, various administrations, caregivers, school staff, mentors, therapists, other District and contracted agency social workers, and an array of community service providers.

CFSA's Four Pillar Strategy and Practice Model provide the framework for all CFSA and CFSA-contracted social workers, supervisors, and managers, as well as non-case carrying personnel, to carry out the Agency's mission of safety, permanence, and well-being for children and families.



CFSA and its contracted social workers, supervisors, and managers, as well as non-case carrying personnel, consistently affirm the Agency's mission through the following attributes of excellence as part of their professional CFSA practice standards:

- Effective Child Welfare Practice
- Child-Centered
- Family-Focused
- Strength-Based, Solution-Focused
- Community-Connected
- Culturally Competent & Responsive Practice
- Continuous Quality Improvement

CWTA guarantees instruction and coaching support for all case-carrying social workers, supervisors, and resource parents serving the District of Columbia's child welfare system. In particular, CWTA is charged with equipping CFSA and CFSA-contracted agency staff and resource parents with the necessary knowledge and



skills to practice and deliver services that uphold the mission, core values, and strategic direction of the Agency. Most importantly, CWTA ensures Agency compliance with federal and District licensing requirements for social workers.

To achieve CWTA's potential for maximizing quality training for staff development, the Agency partners with contracted private agencies, CFSA staff, and Agency leadership such that training offerings provide substantive and meaningful information to support quality child welfare practice in the District of Columbia. Both pre-service and in-service trainings provide consistent and professionally enriching information to all trainees, including social workers, supervisors, and resource parents. The original, state-of-the-art training curricula are specifically designed to build upon existing knowledge, skills, and abilities, as well as directly connecting coursework to CFSA's Four Pillar Strategy. In addition, CWTA is designed to be a dynamic institution. In other words, training curricula are updated in accordance with advanced and innovative tracking and monitoring processes that further support the Agency's ongoing evaluation and practice improvement efforts.

## TRAINING OVERVIEW

### **CFSA PRACTICE MODEL**

One of the key objectives of CWTA is to actualize the Agency's Four Pillar Strategy and Practice Model into all training and employee development activities. In effect, CWTA reaches beyond the rules and regulations of mandated training requirements through a conscientious determination to provide training that specializes in the needs of the District's child welfare population. Accordingly, every element of CWTA's curriculum supports the Practice Model's commitment to comprehensive, behavioral-focused case planning strategies that emphasize a social worker's teaming relationship with families (including the child or youth, when appropriate). Equally important are a social worker's teaming relationships with various administrations within CFSA, with other District and contracted agency social workers, and with an array of community service providers. As always, the Agency's primary ambition is to secure the entire family's safety and well-being, and to determine the most appropriate permanency goal for each individual child who comes to the attention of the District's child welfare system.

The CFSA Practice Model requires all CFSA and CFSA-contracted social workers and supervisors (as well as non-case carrying personnel) to consistently affirm the following attributes of excellence as part of their professional CFSA practice standards:

- Child-centered
- Family-focused
- Community-connected
- Strength-based
- Solution-focused

In addition, every social worker is obliged to make a positive difference by carrying out the Agency's following commitments to children and families:

- Enhanced well-being
- Timely permanence
- Cultural responsiveness

Through the embodiment of the above attributes and commitments, social workers, supervisors, and resource parents can both ensure and enhance the District's existing capacity for building strong families and supportive communities where children, youth, and adults can safely and productively reside and thrive as citizens.

### **CWTA TRAINING PHILOSOPHY**

Learning is maximized when supervisors, employees, and resource parents take responsibility for development, form partnerships, and hold themselves accountable for their practice performance.

### **CWTA TRAINING GOALS**

#### ***CWTA EMPHASIZES A STRONG COMMITMENT TO DEVELOPMENT.***

At CWTA, minimum training and development guidelines have been established and measured since 2011. CWTA trainers show their commitment to development through teaching numerous courses, including pre-service and in-service trainings for social workers and resource parents. Most importantly, CWTA's cross training in-service and function or job-specific topics provide an innovative approach for

introducing social workers and resource parents to consistent approaches to safety, well-being and permanency. CWTA's commitment also extends to coaching newly-hired staff with the goals of enhancing knowledge transfer and developing the child welfare professionals of tomorrow.

**DEVELOPMENT IS TAILORED TO...**

**MEET THE AGENCY'S STRATEGIC PLAN**

Development opportunities are created in response to Agency demands, particularly as a result of the ongoing collaboration between CWTA and the CFSA's various administrative areas. The focus of these tailored development initiatives is to build competencies that ensure critical skills gaps are closed. In addition, initiatives increase the intellectual capital of the Agency. To ensure that the development options are evidenced-based, CWTA researches best practices in parenting and child welfare, incorporating these into programs and courses. Further, feedback is obtained consistently from learners with the goal of continuing to refine and enhance the learning opportunities that are offered.

**MEET THE LEARNING NEEDS OF INDIVIDUAL EMPLOYEES**

When employees create their individual development plans, careful attention is paid to pursuing a variety of development options. The value of day-to-day work experiences, for example, cannot be underestimated. These are then supplemented through stretch and rotational assignments, coaching, courses, professional associations, action teams, conferences, and independent study.

Similar to employees, resource parents also pay careful attention to development options when creating their development plans. The resource parent's day-to-day experiences, which are truly invaluable, are also supplemented through CWTA in-house courses, CWTA-approved external courses, professional associations, action teams, conferences, and in some instances, co-facilitation.

**CWTA TRAINING SCOPE & PRACTICE MODEL IMPLEMENTATION**

As the fundamental vehicle for shaping the Agency's practice culture, the CFSA Practice Model tenets govern all current CWTA coursework for the benefit of CFSA and CFSA-contracted agency resource parents, social workers, support workers, and supervisors. They articulate the Agency's overarching values, and present practice standards for achieving timely, positive outcomes for children, youth, and families. CWTA has conscientiously integrated the Agency's Practice Model tenets throughout the entire CWTA curriculum.



## TRAINING PROGRAM OVERVIEW

### PRE-SERVICE TRAINING

#### TIER 1

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The entire pre-service Tier 1 course of study includes a minimum of 80 contact hours. These training modules include an array of learning experiences that are suited to different learning styles and can be appropriately applied to every practice setting.

#### TIER 2

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Similar to Tier 1, the second portion of the pre-service training program includes mandatory learning content and Applied Professional Training (APT) experiences. Tier 2, however, introduces the trainee to the more specialized areas of child welfare practice both within and external to the Agency. During this phase of instruction, trainees are able to refine their understanding of particular job requirements and gain detailed insight into the work performed in their assigned program area.

#### APPLIED PROFESSIONAL TRAINING (APT)

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A central expectation of pre-service training is the establishment of a symbiotic link between two different learning modalities: (1) theoretical content learning in a classroom and (2) timely, contextual learning during practical experience. Linking these two modalities with greater depth is the main purpose for incorporating APT days into the pre-service training curriculum. As soon as the trainee is immersed in a real-life setting, he or she is provided with the greatest opportunity possible to mindfully and continually revisit content from each classroom module while simultaneously seeing and experiencing how things are done in the field. The learning that takes place in one setting enhances the experience and benefits of the other. Neither is sufficient in and of itself. Therefore, all trainees are required to complete a comprehensive array of structured classroom learning activities prior to attending the affiliated APT days.

APT also includes activities that provide a variety of "structured shadowing" experiences for newly-hired social workers to observe best practice child welfare strategies as well as veteran social workers who actualize the tenets of the Agency's Practice Model. These experiences include (but are not limited to) home visits, placement visits, and court hearings.

#### STRUCTURED SHADOWING

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Shadowing skilled and experienced social workers is a great way for newly-hired social workers to gain a realistic look at how duties should be performed, e.g., completing visits, conducting investigations, and presenting testimony at court hearings. Shadowing also creates a natural opportunity for newly-hired social workers to closely observe and be cognizant of how the Practice Model and Four Pillars are incorporated into daily practice.

Following each shadowing experience, social workers are required to answer a series of questions, for example, "How did the social worker address safety concerns? What are the risk factors? How did the social worker address well-being?" Social workers are then required to identify the tenets of the Practice Model and to discuss their observations during supervision and after completion of APT activities.

ACTUAL CASE EXPERIENCE

In this phase of pre-service training, social workers are assigned either investigations (for social workers hired by the Child Protective Services administration) or in-home or out-of-home cases (for ongoing case-carrying social workers). Social workers begin their professions here at the Agency under close supervision while also being assessed on a variety of competencies, including their ability to manage child welfare cases from a strength-based, family-centered perspective. Activities are built around the specific knowledge required to function effectively in the social worker's assigned program area and CFSA in general. Mandated activities for *In-Home and Permanency* include the completion of a court report, case plan, placement package, education/vocational assessment, and universal e-referral. Child Protective Services (CPS) social workers complete a complaint form, mediation court report, safety plan, and close several investigations.

APPLIED PROFESSIONAL TRAINING AT A GLANCE (FOLLOWS CLASSROOM TRAINING)			
IN-HOME & OUT-OF-HOME		CPS	
STRUCTURED SHADOWING	ACTUAL CASE EXPERIENCE	STRUCTURED SHADOWING	ACTUAL CASE EXPERIENCE
TRAINING WEEK 6	TRAINING WEEKS 8-13	TRAINING WEEKS 7-8	TRAINING WEEKS 9-22
<ul style="list-style-type: none"> <li>○ Investigations</li> <li>○ Home Visits</li> <li>○ Placement Visits</li> <li>○ Court Hearings</li> <li>○ Team Meetings</li> <li>○ Case Transfer Staffing</li> <li>○ School/ Daycare Visits</li> <li>○ Medical Appts/Screenings</li> <li>○ Child Fatality Reviews</li> </ul>	<ul style="list-style-type: none"> <li>○ 4 - 6 Cases</li> <li>○ Court Reports</li> <li>○ Case Plans (Behaviorally-Based)</li> <li>○ Placement Visits</li> <li>○ Court Hearings</li> <li>○ Sibling Visits</li> <li>○ Parent-Child Visits</li> <li>○ Social Worker-Parent Visits</li> <li>○ Visitation Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Investigations 6 – 8</li> <li>○ Home Visits</li> <li>○ Placement Visits</li> <li>○ Court Hearings</li> <li>○ Case Transfer Staffing</li> <li>○ School/Daycare Visits</li> <li>○ Medical Appts/Screenings</li> <li>○ Child Fatality Reviews</li> </ul>	<ul style="list-style-type: none"> <li>○ Assigned Investigations 10 – 12</li> <li>○ Closure 8 – 10</li> <li>○ Rotation 2 – 3 Investigations Per Week</li> <li>○ Maintains Increased Caseload</li> </ul>
OFFICE OF YOUTH EMPOWERMENT		CPS/ FAMILY ASSESSMENT	
STRUCTURED SHADOWING	ACTUAL CASE EXPERIENCE	STRUCTURED SHADOWING	ACTUAL CASE EXPERIENCE
TRAINING WEEK 6	TRAINING WEEKS 8-13	TRAINING WEEKS 7-8	TRAINING WEEKS 9-22
<ul style="list-style-type: none"> <li>○ Investigations</li> <li>○ Home Visits</li> <li>○ Placement Visits</li> <li>○ Court Hearings</li> <li>○ Team Meetings</li> <li>○ Case Transfer Staffing</li> <li>○ School/ Daycare Visits</li> <li>○ Medical Appts/Screenings</li> <li>○ Child Fatality Reviews</li> </ul>	<ul style="list-style-type: none"> <li>○ 4 - 6 Cases</li> <li>○ Court Reports</li> <li>○ Case Plans (Behaviorally-Based)</li> <li>○ Placement Visits</li> <li>○ Court Hearings</li> <li>○ Sibling Visits</li> <li>○ Parent-Child Visits</li> <li>○ Social Worker- Parent Visits</li> <li>○ Youth Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Traditional Investigations 3 – 4</li> <li>○ Family Assessments 4 - 6</li> <li>○ Home Visits</li> <li>○ Placement Visits</li> <li>○ Court Hearings</li> <li>○ Case Transfer Staffing</li> <li>○ School/ Daycare Visits</li> <li>○ Medical Appts/Screenings</li> <li>○ Child Fatality Reviews</li> </ul>	<ul style="list-style-type: none"> <li>○ Assigned Traditional Investigations</li> <li>○ Assigned Family Assessments</li> <li>○ Closures</li> <li>○ Maintains Increased Caseload</li> <li>○ Complaint Report</li> <li>○ Family Assessments</li> </ul>

## SUPERVISORY PRE-SERVICE TRAINING

Newly-hired, promoted, or acting supervisors of direct service staff are mandated to complete the following coursework: Mastering the Art of Child Welfare Supervision, and supervisory pre-service training. Supervisory pre-service training must be completed within the first 8 months of assumption of supervisory responsibilities. The purpose of supervisory pre-service training is to equip the new supervisor with managerial tools that can enhance the clinical social worker's professional skills, knowledge, and attitudes. This aids in professional growth and development while simultaneously improving clinical outcomes. The following themes are addressed in supervisory pre-service training:

- Conflict management
- Coaching
- Motivating others
- Coping with change
- Leadership
- Professionalism
- Decision making and empowerment.

## IN-SERVICE TRAINING

The in-service training program continues to reinforce the fundamental tenets of the Practice Model that were initially highlighted in the social worker's pre-service training. This applies as well to the CFSA pre-service training for prospective resource parents, known as the Partnering for Safety and Permanence-Model Approaches for Partnerships in Parenting (PS-MAPP) curriculum. In-Service training is available to all CFSA and private agency staff and resource parents.

- **POLICY TRAINING:** One of CWTA's goals is to ensure that all CFSA employees are educated on current laws, regulations, and policies. In so doing, "policy training" reinforces the CWTA mission to provide the District of Columbia's social workers, resource parents, and community partners with the knowledge, skills, and support that effectively promotes the safety, permanence, and well-being of children and families in the District of Columbia.

CWTA understands that some staff members and resource parents may opt to receive some or all of their required training outside of CWTA, e.g., by attending conferences, seminars, and workshops. CFSA requires that all external trainings be pre-approved by CWTA. When completed, CWTA places earned credit in the trainees Individual Training Record. In order to track external training, CWTA has instituted an External Training Tracking Form, which must be completed for any training taken outside of the Agency.

## SUPERVISORY IN-SERVICE TRAINING

The in-service training program is a series of short courses and programs designed for supervisors, program managers, and administrators. These courses provide participants with a choice of offerings that utilize management theories, leadership concepts, supervisory information, and best practices. In addition, the in-service training enhances the performance of members at every level, while helping supervisors in particular to develop a solid core of knowledge based on child welfare, management acumen, coaching techniques, and CFSA policies and procedures. By developing prepared, knowledgeable supervisors, CWTA ensures that CFSA's current and future social worker leaders are equipped to manage in our Agency with professionalism, confidence, and skill.

## TRAINING GUIDELINES

### METHODOLOGY

CWTA believes that individuals learn best about child welfare practice and their own potential through direct experience and participatory training approaches, especially when participants and trainers are co-creators of the learning process. This training approach is based on the following principles of adult learning.<sup>1</sup>

1. **ADULTS HAVE A NEED TO KNOW WHY THEY SHOULD LEARN SOMETHING.** CWTA training is based on the valid needs of the intended audience. All information provided about the training, including participant guides. The reasons for and benefits of learning are clearly shown with activities based on real work experiences.
2. **ADULTS HAVE A DEEP NEED TO BE SELF-DIRECTING.** CWTA incorporates as much "search and discovery" into the training as possible for experienced learners. As many options for learning as possible are provided.
3. **ADULTS HAVE A GREATER VOLUME AND DIFFERENT QUALITY OF EXPERIENCE THAN YOUTH.** CWTA designs training activities that reflect the actual work the learners perform. It provides activities that permit learners to compare the theoretical aspects of the training with their experiences.
4. **ADULTS BECOME READY TO LEARN WHEN THEIR LIFE SITUATIONS REVEAL THE NEED TO KNOW OR TO BE ABLE TO DO IN ORDER TO PERFORM MORE EFFECTIVELY AND SATISFYINGLY.** CWTA provides training, as close to the time it is needed as possible.
5. **ADULTS ENTER INTO A LEARNING EXPERIENCE WITH A TASK-CENTERED (OR PROBLEM-CENTERED OR LIFE-CENTERED) ORIENTATION TO LEARNING.** CWTA designs training so that learners are solving problems or are performing tasks as close as possible to those encountered on the job. We strive to train participants how to use the information to successfully complete the problem-solving activities by focusing activities that "do something" with information rather than simply "knowing" the information.
6. **ADULTS ARE MOTIVATED TO LEARN BY BOTH EXTRINSIC AND INTRINSIC MOTIVATORS.** Training activities clearly demonstrate to the learner where he or she would benefit from specific training. Our quality training is built around the concept of nourishing those intrinsic motivators.

Our trainers have several years of adult training experience, so they utilize adult training methodologies. They incorporate effective techniques that involve group dynamics where participants learn from the instructor and each other. We utilize Robert Gagnes' nine events of instruction and the ADDIE/SAM Instructional Design Model to ensure that participants learn, retain, comprehend, and apply everything they learn.

CWTA courses model a variety of effective and diverse training methodologies structured around a careful mix of different learning techniques, including but not limited to the following topics:

- Experiential Learning
- Interactive Lecture
- Open Q&A Sessions
- Brainstorming Exercises
- Sharing Experiences
- Role Plays
- Demonstration
- Synchronous Online Learning

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<sup>1</sup> Adapted from: Knowles, M. (1996). *Adult Learning*. In Robert L. Craig (Ed.), *The ASTD Training and Development Handbook* (pp. 253-264). NY: McGraw-Hill.

One of the core principles of the CWTA training approach is the peer-to-peer standard whereby participants share knowledge and experiences, and thereby create new knowledge, which can be transformed into effective child welfare practice. In addition, the use and participation of volunteer trainers and training is a substantial part of how training is developed, designed, and delivered.

## REGULATIONS

Both federal and District regulations require social workers and resource parents to receive quality training prior to providing professional services to children and families. CFSA adheres to additional training requirements based on the *2010 LaShawn A. v. Gray Implementation and Exit Plan*, which mandates the following specific guidelines:

- **New workers shall receive the required 80 hours of pre-service training** through a combination of classroom and on-the-job training in assigned training units.
- **New supervisors shall receive a minimum of 40 hours of pre-service training** on supervision of child welfare workers within 3 months of assuming supervisory responsibility.
- **Previously-hired workers shall receive annually a minimum of 5 full training days (or a minimum of 30 hours) of structured in-service training** geared toward professional development and specific core and advanced competencies. Supervisors and administrators shall receive annually a minimum of 24 hours of structured in-service training.
- CFSA and CFSA-contracted agency **resource parents shall receive annually a minimum of 15 hours of in-service training.**

## RESOURCE PARENT INDIVIDUAL DEVELOPMENT PLANS

CWTA works to create a culture that encourages, supports, and invests in the short- and long-term development of resource parents. Professional development for resource parents is an ongoing process to ensure that resource parents are current—if not one step ahead—in child welfare best practice. Planning for continuous development is, again, anchored to the Agency's mission, goals, objectives, and needs, as well as tied to the needs of the resource parents. The Resource Parent Individual Development Plan (IDP) is designed to assist in the assessment and identification of resource parents' training and development needs. IDPs are divided into three sections comprised of competencies that have been identified as essential for resource parents to successfully fulfill their roles within the Agency:

- **Section A** focuses on general competencies required of all resource parents. Each area of this section must be completed for each resource parent.
- **Section B** focuses on specific competencies based on the ages of the children currently placed in the home.
- **Section C** focuses on additional areas and competencies that may be required of the resource parent depending upon a number of factors including, but not limited to, the children placed in the home as well as the resource parent's interests.

## EVALUATION PLAN

Professional development takes place along a continuum of activities. The Professional Development Logic Model and Evaluation Plan were developed by CWTA to support initial and continuous professional development.

CWTA recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long lasting and positive impact on the quality of training. This plan allows CWTA to determine goal



areas, plans for working in these areas, methods for the collection and documentation of growth, as well as the best way to present performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps insure that the performance and practice of professional social workers are viewed holistically. Essentially, this plan encompasses CFSA's commitment to its Practice Model by making a high standard of practice the goal of all collaborative efforts. It values and supports an evaluation plan that

- promotes a spirit of professional self-reflection;
- encourages continued professional growth;
- empowers employees to regularly reflect upon expectations and practices; and
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

The evaluation plan also reflects specific beliefs that are current trends in assessment and professional development. These include

- aligning evaluation with a learning agreement and applied professional training;
- using multiple sources of information to evaluate performance;
- maximizing autonomy, collaboration, and accountability; and
- utilizing the Kirkpatrick model of evaluation in conjunction with Likert scaling.

The evaluation process is a collaboration between trainers and training supervisors. For purposes of evaluation, a "trainer" is any CWTA employee who is presently employed by CFSA/CWTA as a trainer. "Training supervisors" are defined as any CWTA employee who is presently employed by CFSA/CWTA as a training supervisors.

The Evaluation plan consists of the following series of processes:

- Learning Agreement/ Outcome Assessment
- 6/12 Month Post Course Evaluations
- Post Module Training Evaluations

#### LEARNING AGREEMENT/OUTCOME ASSESSMENT

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The Learning Agreement is a guiding document for participants to assist them in integrating social work knowledge, values, skills and ethics. Objectives and outcomes tie directly to the final learning agreement rating.

The Outcome Assessment evaluates whether participants have met the objectives described in the Learning Agreement. The listed objectives and outcomes tie directly to the final learning agreement rating. Required objectives are assessed by the trainers.

#### POST-MODULE TRAINING EVALUATION

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CWTA measures each participant's reactions to the training program. The Post-Module Training Evaluation is a reactionary evaluation that assesses how the participants felt, and their personal reactions to the training and learning experience.

## 6/12 MONTH POST-COURSE EVALUATION

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CWTA measures the degree to which the participants have internalized the learning. Specifically, this evaluation looks at how participants apply the information.

## TRACKING & MONITORING STRATEGY

In order to keep the entire training system carefully monitored, both for immediate needs and for long-range planning, CWTA regularly teams with several CFSA administrations, particularly the Child Information System Administration (CISA) for ongoing tracking and data management strategies that directly serve excellence in training. The training universe of interest includes all CWTA participants whose service to children is contingent upon their licensing status, including

- all case-carrying social workers employed by CFSA and by its contracted agency partners;
- all supervisors of case-carrying social workers; and
- all resource parents licensed and in the process of being licensed to care for children and youth from the District of Columbia, including those employed by CFSA and its contracted agency partners.

## COMMUNICATION STRATEGY

The following is CWTA's communications strategy for FY13/14. This strategy contains activities that, when enacted together as part of an integrated communications strategy, will ensure relevant information about training courses, events, and sessions are disseminated effectively across CFSA as well as to CFSA's contracted private agencies. This strategy represents continuity and the next phase progress, based on lessons learned, improvements achieved, and changing conditions. This strategy balances CWTA's ongoing commitment to continuous quality improvement with an increased focus on outcomes and business results.

### PURPOSE

The purpose of this communications strategy is to outline activities, materials, and strategies that could, when implemented, function as an integrated communications plan and provide the needed communications support for CWTA. The goal of the communications strategy is to

- improve understanding, schedule, and target audiences for pre/in-service training programs, quarterly schedule, and mandatory trainings;
- raise employee awareness about upcoming courses; and
- increase management knowledge.

### TARGET AUDIENCES

**KEY AUDIENCES:** CFSA, various private agencies.

An effective communication plan must be tailored for targeted audiences. One cannot develop or distribute only a single fact sheet; rather, the key to an effective communication program is to target messages to multiple and different audiences, and to have each audience respond according to those specific messages.

○ **SENIOR EXECUTIVES**

- **BEHAVIOR OBJECTIVES:** Senior leaders structure their commitments and those of their direct reports, ensuring full understanding throughout their administrations of each employee's role in reaching plan goals.
- **STRATEGIC APPROACH:** Leverage senior leaders as champions of the plan. The Training Advisory Committee leads this part of the plan and relies on committee meetings and other opportunities to hold training-related meetings. These sessions must encourage dialogue – not one-way communications or information dumps.
- **MEASURES:** CWTA will perform an analysis of leadership commitments to see how well the message is reinforced in leadership commitments. Critical measures can provide indications of how well senior leadership is accomplishing training objectives.

○ **MANAGEMENT: THIS AUDIENCE CONSISTS OF PROGRAM MANAGERS AND SUPERVISORS**

- **BEHAVIOR OBJECTIVES:** Managers have an understanding of the plan and a working knowledge of their administration's employee development needs with particular emphasis on portions relevant to their area of responsibility. To fulfill their own commitments, they ensure that each of their employees understands his/her role in professional development. They personally communicate in-house training opportunities to their employees using resources provided by CWTA. They invite discussion, encourage questions, and elevate feedback as necessary.
- **STRATEGIC APPROACH:** Managers are encouraged to discuss the training needs with their reports during supervision. Managers are encouraged to collectively discuss those needs during management meetings.
- **MEASURES:** CWTA performs an analysis of management commitments to see how well the plan is reinforced in leadership commitments. Critical measures can provide indications of how well management is accomplishing and communicating training objectives.

○ **ALL EMPLOYEES, RESOURCE PARENTS: THIS AUDIENCE CONSISTS OF ALL NON-MANAGEMENT EMPLOYEES AND RESOURCE PARENTS**

- **BEHAVIOR OBJECTIVES:** This group becomes familiar with available training courses. With assistance from their supervisors, employees learn how to relate training opportunities to their own work, and they understand how their job responsibilities relate to the training. With assistance from the social worker, family support worker, licensing specialist, and/or resource development specialist, resource parents learn how to relate training opportunities to their own development, via the Individual Training Plan. Resource parents also understand how their responsibilities relate to the training.
- **STRATEGIC APPROACH:** Communication exists throughout the chain of command with a strong commitment to dialogue at all levels, not just one-way communications. Support will be made through a wide variety of electronic, print, and Web resources. Communications will use plain language so as to make training accessible and meaningful for the broadest possible audience. Communications avoid jargon, euphemisms, acronyms, and unfamiliar figures of speech.
- **MEASURES:** CWTA performs an analysis of communication effectiveness.

○ **CWTA COMMUNICATION EFFORTS**

- **BEHAVIOR OBJECTIVES:** Communications mediums are crafted to individual audiences. A training newsletter and other training communication tools are distributed to all the aforementioned audiences.
- **STRATEGIC APPROACH:** Communications are tailored to reflect the most important

training elements. This approach specifically focuses on creating messages and communications supportive of CWTA trainings.

- **MEASURES:** CWTA collaborates with Communications to execute communications approaches and messages that will be meaningful and relevant for local audiences.

## COMMUNICATION PLAN ELEMENTS

- **“THE SOURCE” NEWSLETTER:** This quarterly newsletter educates and raises awareness about training to resource families and all CFSA and private agency staff.
- **TRAINING ADVERTISEMENTS:** Additionally, training advertisements also educate and raise awareness about training, via email, to all CFSA and private agency staff.

## MONITORING

CWTA annually reviews and measures training effectiveness.

## TRAINING COURSE DESCRIPTIONS

### PRE-SERVICE TRAINING COURSE DESCRIPTIONS

#### TIER 1 COURSE DESCRIPTIONS

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- **MODULE I - FOUNDATIONS FOR EFFECTIVE CHILD WELFARE PRACTICE:** This training teaches CFSA employees and partners to keep children safe and to promote their well-being and permanence. The session covers an overview of child welfare laws (including history and current legislation), CFSA's Practice Model, values, and ethical practices. Participants are also given the opportunity to apply the theoretical knowledge obtained during applied professional training (APT) activities. This course is for newly-hired social workers, supervisors, family support workers (FSWs) and nurse care managers (NCMs).
- **MODULE II - CHILD-CENTERED PRACTICE:** This training will teach CFSA employees and its partners how to work in a child-centered manner to keep children safe and to promote their well-being and permanence. The session covers an overview of child development, District child welfare laws and definitions, and an overview of CFSA's and its partners mandated responsibilities. An overview of the legal life of a case is also offered. Participants are given the opportunity to apply the theoretical knowledge obtained during APT activities. This course is for newly-hired social workers, supervisors, FSWs, and NCMs.
- **MODULE III - FAMILY-FOCUSED PRACTICE:** This training will show CFSA employees and its partners how to work in a family-centered manner to support and strengthen families and their networks. The participants review key issues such as mental health, substance abuse, and domestic violence, all of which can influence a family's ability to provide a safe environment for children and thereby be a barrier to well-being and permanence. Participants are also given the opportunity to apply the theoretical knowledge obtained during APT activities. This course is for newly-hired social workers, supervisors, FSWs, and NCMs.
- **MODULE IV - STRENGTH-BASED SOLUTION-FOCUSED PRACTICE:** This course orients the participant to the fourth tenet of the CFSA Practice Model: *Strength-Based Solution-Focused Practice*. The training shows how working from a strength-based solution-focused perspective moves individuals from problem solving toward real systemic change. Topics covered include the dynamics of the change process and working through resistance with families that are involuntarily involved with the child welfare system. Through interactive exercises, group

discussion, and role-play, trainees develop skills in solution-focused family interventions. Further, they explore issues of mental illness, substance abuse, and domestic violence as underlying conditions that can be identified and addressed through a strength-based needs assessment. Case planning and family collaboration is also emphasized for achieving the goals of safety, permanency, and well-being for children and families. Participants are given the opportunity to apply theoretical knowledge obtained during APT activities. This course is for newly-hired social workers, supervisors, FSWs, and NCMs.

- **MODULE V - COMMUNITY-CONNECTED PRACTICE:** This training teaches CFSA employees and partners how to collaborate in planning and decision making to achieve better outcomes for children and their families. In this course, trainees are exposed to the fifth tenet of the CFSA Practice Model: *Community-Connected Practice*. Participants discuss the significance of the teaming process when facilitating positive outcomes for children and families. Emphasis is placed on the importance of natural supports within the community via asset mapping, resource development, and service coordination. Community-Connected Practice also views both families and communities as resources to one another. It underscores the importance of collaboration and community partnerships in achieving family goals, and acknowledges both the strengths and challenges of communities in facilitating safety, permanence, and well-being for children and families. Participants are given the opportunity to apply the theoretical knowledge obtained during APT activities. This course is for newly-hired social workers, supervisors, FSWs, and NCMs.
- **MODULE VI - CULTURALLY-COMPETENT AND RESPONSIVE PRACTICE:** This training teaches CFSA employees and partners to understand and respect children, youth, and families within the context of their history, traditions, and culture. Participants are given the opportunity to apply the theoretical knowledge obtained during APT activities. This course is for newly-hired social workers, supervisors, FSWs, and NCMs.
- **IN-HOME/OUT-OF-HOME PRACTICE PROTOCOL OPERATIONS MANUAL TRAINING:** In this training, participants learn about the In-Home/Out-of-Home Practice Model Operations Manual. Participants learn about disproportionate representation of children and families of color in the child welfare system. In addition, trainees learn about the process of safety assessment—and how this is different than incidence-based practice. Further, participants learn how to control and manage safety threats through in-home and out-of-home safety plans, as well as using behaviorally-focused language when documenting the required content of the case transfer meeting regarding any safety threats or risks of future maltreatment. Lastly, trainees learn what parenting behavior needs to look like for children to be safe in the home and to reduce risk, and how to construct a behaviorally-focused case plan in situations where birth parents may not have the capacity to change behavior due to cognitive, mental health, or physical limitations.
- **MODULE VII - CONTINUOUS QUALITY IMPROVEMENT PRACTICE:** This training teaches CFSA employees and partners to promote best practices and continuous quality improvement throughout the child welfare system. The course focuses on accountability and the need to continually evaluate services to ensure best practices are offered to the children and families we serve. Participants are given the opportunity to apply the theoretical knowledge obtained during APT activities. This course is for newly hired social workers, family support workers and supervisors.

## TIER 2 COURSE DESCRIPTIONS

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- **INVESTIGATIONS PROCEDURAL OPERATIONS MANUAL (POM):** In this training, participants learn about the structure and function of the Child Protective Services (CPS) administration, the legal and social information regarding child abuse and neglect allegations, removals of children and the

related court process, and the investigation process. At the conclusion of this training, participants are able to understand the allegations of child abuse and neglect and to understand the process of completing a full and thorough investigation. This course training is open to all CFSA or CFSA-contracted agency staff. Class sizes are limited and early registration is advisable.

- **INTRODUCTION TO THE OFFICE OF YOUTH EMPOWERMENT:** The Office of Youth Empowerment (OYE) training provides an overview of the services offered to CFSA's committed youth ages 15 to 21 years of age. During the training, social workers learn how OYE effectively engages youth and their families through case management and supportive services while planning for the youth's transition from foster care. Social workers also learn the "Positive Youth Development" approach for youth to prepare for independence and to focus on personal development, based on capacities, strengths and developmental needs of youth, and providing social workers with the knowledge, skill and attributes needed to support youth development. This course training is open to all CFSA and CFSA-contracted agency staff.
- **WRITING EFFECTIVE COURT REPORTS:** Trainees learn how to produce a strength-based, culturally-competent and solution-focused court report. This class offers an opportunity to pull information together and to present it in a complete and logical manner. Using a template that covers key points, participants have the opportunity to write and to critique reports. Participants are also challenged to address significant factors such as permanency, visitation, and services while disseminating information from multiple sources. This training is mandated for pre-service Tier I graduates. Supervisors are exempt.
- **TEAMING WITH THE LEGAL SYSTEM:** This course prepares social workers from CFSA and CFSA-contracted agencies to become familiar with all parties that have roles in neglect proceedings. The social worker becomes familiar with the kind of testimony expected in court at each phase of the neglect proceeding, including how evidence is presented for direct examination and for cross examination. As a result of this training, the social worker learns how to gather pertinent evidence and to collaborate with the Assistant Attorney General to prepare for Family Court. The worker also learns to recognize the nature of each hearing held in the District of Columbia from the time that a case is filed. This training is mandated for pre-service Tier I graduates.
- **CFSA OVERVIEW:** This course offers important information from CFSA experts on topics such as working with the Healthy Families/Thriving Communities Collaboratives, Medicaid, Title IV-E, the Interstate Compact on the Placement of Children, the Placement Services Administration, adoption and guardianship subsidies, day care and homemaker services, Supplementary Security Income (SSI), the Health Insurance Portability and Accountability Act, targeted case management, the Adoption and Safe Families Act, and emergency licensing for kinship caregivers. This is a great opportunity for CFSA specialists to fill in the gaps for trainees regarding important CFSA services.
- **CPR/FIRST AID CERTIFICATION/RECERTIFICATION FOR INFANTS, CHILDREN & ADULTS:** The American Heart Association trains resource parent and social workers in infant, child, and adult cardiopulmonary resuscitation (CPR) and First Aid. Trainees learn the skills necessary to prevent, recognize, and provide basic care for injuries and sudden illness of District wards placed in their homes until medical personnel arrive. This course is a requirement for resource parent licensure.
- **WORKING WITH YOUTH WHO IDENTIFY AS LGBTQ:** Trainees learn how best to work with youth who identify as lesbian, gay, bisexual, transgender, or questioning. This course offers clear definitions and experiential exercises that allow participants to better understand the thought and feelings of these youth. Engagement factors that build a trusting helping relationship are also discussed. Referral sources and provider information offer resources for both the youth and the service providers. Class sizes are limited and early registration is advisable.
- **CHILD PASSENGER SAFETY WORKSHOP:** Trainers demonstrate proper use of actual car seats as well as transportation safety for children in general. Participants receive a certificate for completing the

workshop.

- **HOW TO CONDUCT A DILIGENT SEARCH:** This course deals with how to locate absent parents, relatives, or significant others. Participants learn how to use search engines and the process of submitting a referral form. Participants also learn how to use interviewing techniques to best gain relevant information.

## SUPERVISORY PRE-SERVICE TRAINING COURSE DESCRIPTION

**MASTERING THE ART OF CHILD WELFARE SUPERVISION:** This 12-day core supervisory training program, entitled "Mastering the Art of Child Welfare Supervision" takes a strength-based solution-focused approach to preparing new supervisors for the challenges and benefits of their new role. Emphasis is placed on developing mentoring and coaching skills to effectively support staff, as well as understanding how to work with differing learning styles.

## IN-SERVICE TRAINING COURSE DESCRIPTIONS

- **A PARENT'S GUIDE TO BACK-TO-SCHOOL READINESS & SERVICES FOR GIFTED CHILDREN:** The Educational Services Unit in-service training provides social workers and resource parents (i.e., foster, kinship and pre-adoptive parents) with information & skills to help them identify their foster child's special gifts and to promote educational and personal development. The training focuses on a strength-based approach to supporting a child's educational development, and looks at the academic, emotional, and systemic challenges experienced by children in foster care. Participants also review challenges to educational success for children, including poor attendance, below grade level performance, frequent diagnoses of behavior or discipline problems, more frequent assignments to Special Education classes, and less frequent enrollment in college.
- **BEST PRACTICES FOR ENGAGING FATHER:** This 2-day training helps CFSA social workers to develop relevant knowledge, skills, and appropriate understanding of the importance of engaging fathers in the case planning process. The training explores critical skills for engagement and intervention, principles of best practice, facilitating equal access to services, and managing interpersonal challenges to effective case work with fathers and men in general. Emphasis is placed on the significance of the father's engagement in securing the safety, permanency, and well-being of his children and family.
- **BULLYING: STOMP IT OUT!:** This session defines the problem of bullying among teens and how it makes the victim feel. Participants receive tips on surviving bullying and steps to stop bullying.
- **CHILD PASSENGER SAFETY WORKSHOP:** Trainers demonstrate how to safely transport children and use car seats. Participants receive a certificate for completing the workshop.
- **CPR/FIRST AID CERTIFICATION/RECERTIFICATION FOR INFANTS, CHILDREN & ADULTS:** The American Heart Association's trains resource parents and social workers in infant, child, and adult (CPR) and First Aid. Trainees learn the skills necessary to prevent, recognize, and provide basic care for injuries and sudden illness of District wards placed in their homes until medical personnel arrive. This course is a requirement for resource parent licensure.
- **EMERGENCY PREPAREDNESS FOR CFSA CHILDREN & FAMILIES:** A training officer from the District's Homeland Security Emergency Management Administration (HSEMA) provides information regarding National Security and District of Columbia emergency preparation plans, including surrounding the Metropolitan areas. In addition, CFSA informs trainees about requirements specific to foster children (e.g., identification cards, medications, services for special needs, emergency medical authorizations and phone numbers), and requirements regarding school evacuation plans, foster parent authorizations for evacuation, emergency contacts information required for an evacuation kit, and "shelter-in-place" preparation. CFSA resource parents are provided information regarding where to purchase supplies economically, and how to assemble kits for every member of the family, how to conduct family

meetings on emergency preparedness, and how to conduct drills for actual emergencies.

- **ENGAGING YOUTH THROUGH SOCIAL MEDIA:** This training explores how community-based organizations utilize social media to engage youth for the prevention of human immunodeficiency virus (HIV). This workshop walks participants through how to use popular sites such as Facebook, Twitter, and YouTube. The training also explores how Web 2.0 technology affects how youth receive and share information. Participants learn how to use texting, blogs, and websites to attract youth and to promote prevention programming.
- **ETHICAL CHILD WELFARE PRACTICE:** This course builds upon the National Association of Social Workers' Code of Ethics around the delicate interpersonal relationship between social workers and clients. Through interactive and participatory learning, this training's content facilitates the development of case conceptualization and critical thinking skills related to ethical dilemmas that frequently arise in child welfare practice. Trainees engage in discussions around self-awareness, self-disclosure, the use of "self" in practice, and recognizing boundaries as both a strength and challenge to the therapeutic relationship. The training also addresses boundaries within the context of the workplace, professionalism, and self-care.
- **FAMILIES: AN AFRO-CENTRIC PERSPECTIVE:** The training provides participants with a foundation for the development of more inclusive and effective parenting skills. Participants learn about the effectiveness of the "Village Concept", based on the African proverb that it takes a village to raise a child. At the conclusion of the training, participants are able to identify family members, community resources, services, and supports that empower the family and promote the Afro-centric "village" concept of family.
- **GRIEF AND LOSS IN CHILDREN AND ADOLESCENTS: UNDERSTANDING THE MOMENT:** This training explores the grief and loss process in children and adolescents. Participants learn the common characteristics of a grieving person and what grief "looks like" throughout the different developmental stages of a child and adolescent. Participants also learn different tools to use with grieving children and adolescents to facilitate emotional expression.
- **HEALTHY CHOICES: PROMOTING RESPONSIBLE DECISION MAKING WITH HIV-POSITIVE YOUTH:** During this training, participants gain information on how to effectively support youth living with HIV. Discussions include issues of medication adherence, healthy relationships, and mental health.
- **HEALTH & SEXUAL WELLNESS: PREVENTING TEENAGE PREGNANCY & FATHERHOOD:** The class discusses engagement of children, adolescents, and caregivers for purposes of addressing sexual wellness. Discussions include sexual terms and definitions, abstinence and teen activities, birth control, and safe sex. This class also helps resource parents to engage youth who may want to discuss sex, love, and relationships with their resource parents but are embarrassed or feel uncomfortable starting the conversation. Resource parents learn how to break the ice, start the discussion, and address tough questions with accurate information.
- **HIV/AIDS AND HEPATITIS:** This course provides participants with information about exposure to blood borne pathogens and infectious diseases, specifically HIV/AIDS (acquired immunodeficiency syndrome) and hepatitis. Participants learn about the basics of HIV/AIDS and hepatitis, including biology, transmission, prevention, treatment, and care. The class also features a brief introduction to CFSA's policy on [HIV/AIDS](#). The course additionally covers ethical considerations, such as documentation, communication, professional behavior, etc.
- **INCLUDING THE EXCLUDED: WORKING WITH INCARCERATED AND OTHER ABSENT PARENTS:** This training explores issues that arise in families of incarcerated and other unavailable parents. The course emphasizes ways to connect unavailable parents with their children and to use extended family relationships to facilitate safety, permanence, and well-being.



- **MAINTAINING A LEAD-SAFE HOME:** Participants learn about children who have been exposed to lead and subsequently diagnosed with EBL (elevated blood levels). Topics include hazards related to EBL (aggressive behavior, attention deficit hyperactivity disorder, organ damage) in addition to health problems related to lead paint exposure for children and elderly caregivers. Participants also learn how dangerous amounts of lead can affect a child's brain development, causing learning disabilities and behavior problems.
  - **MANAGING DIFFICULT BEHAVIOR IN CHILDREN 2 – 12:** *1-2-3 Magic* offers easy-to-follow steps for disciplining children without arguing, yelling, or spanking. After attending this class, resource parents can immediately start to help children to modify their behavior more effectively, to understand how silence can speak louder than words. This lively and extremely popular program offers a humorous look at parenting – and a serious look at discipline. *1-2-3 Magic* has one goal: to help (resource) parents enjoy the children in their care.
- MANDATED REPORTING:** This training reinforces the importance of resource parents playing a critical role in child protection. As mandated reporters (defined as “a professional who is obligated by law to report known or suspected incidents of child abuse or neglect”), resource parents are part of the safety net that can provide life-saving help to child victims in the community. Mandated reporter training helps resource parents to fulfill their legal obligations. It covers requirements of District law, definitions of child abuse and neglect and how to recognize them, when and how to report known or suspected incidents of abuse or neglect, tips on responding to a child's disclosure of abuse, and how CFSA respond to reports of abuse.
- **MEDICATION ADMINISTRATION:** The purpose of this course is to provide instruction on how safely to administer medications according to written physician orders. This course prepares resource parents to be knowledgeable on health and safety factors impacting the administration of specific medications to the children within their care. In addition, the course prepares resource parents to use correct and safe procedures for medication administration in order to minimize health and safety risks and errors. Lastly, participants learn how to recognize and report the following information to a medical professional: medical and medication-related observations, and medication errors.
  - **MENTAL HEALTH FIRST AID:** This 12-hour course teaches lay-persons how to recognize the signs and symptoms of mental illness and substance use disorders, as well as how to de-escalate crises, provide comfort, and refer individuals to professional services. The program utilizes interactive exercises and role-playing activities to teach a unique action plan for helping others.
  - **NEWBORN SAFE HAVEN:** This informational session addresses the District of Columbia's *Newborn Safe Haven Amendment Act of 2010*. When a birth parent is a resident of the District and feels they just cannot keep and care for their newborn (who must be 14 days old or less with no allegation of abuse or neglect), the parent may safely and with impunity surrender the infant to any hospital located in the District.
  - **PARENTING PARTNERSHIPS – EMPOWERING FATHERS:** Presenters discuss a father's role in a child's life, as well as his participation on the treatment team. The course reviews child welfare practices and programs that empower biological fathers as well as resource fathers. CFSA resource parents create and perform role plays on topics common to single resource fathers, husbands, and the “male role model” for children in placement. Issues, protocol, and programs related to fostering children who have experienced domestic violence is also discussed, including sibling, relationship, and domestic violence in the resource home.
  - **PARENTING PARTNERSHIP: PROMOTING FAMILY & SIBLING VISITS:** This training promotes more frequent and successful visits for children in foster care with their biological parents and siblings through improved understanding and cooperation by the children's treatment team. Participants discuss and learn about the importance of family contact and visits for a child's initial adjustment to placement, which eases the child's transition into care and facilitates the child's movement toward permanency.
  - **PARENTING PARTNERSHIPS – PERMANENCY PLANNING:** CFSA staff presents information emphasizing the critical importance of collaborative relationships between social workers and resource parents

throughout a child's stay in foster care. These relationships are especially important during initial placements, placement changes, and potential placement disruptions. Trainers also demonstrate effective "team building" strategies and the benefits of engagement during Family Team Meetings (FTMs) where social workers and family members discuss case plans and agreements for children to achieve permanency.

- **PSYCHOTROPIC MEDICATIONS:** This training educates resource parents, child welfare professionals, and NCMs about psychotropic medications. It includes information about associated policies and individual roles and responsibilities. Participants become familiar with common classes of psychotropic medications and indications for their use. They learn also how to monitor a child for possible side effects, how to become familiar with signs and symptoms of serious or life-threatening side effects of medications, and how to determine whether the psychotropic medication is working.
- **PUBLIC VICE AND DRUG AWARENESS: ILLEGAL DRUGS AND THEIR EFFECTS ON FAMILIES:** This session identifies the scope of vice-related issues and current drug trends in various patrol areas. Participants receive information regarding enforcement options, various resources, and partnerships.
- **REBUILDING THE EMOTIONALLY BROKEN CHILD:** This workshop focuses on the relationship between the resource parent and the child in out-of-home foster care. Training focuses on the resource parent as a vital bridge between the child and CFSA. Emphasis is given on resource parents as agents of healing. Participants develop a basic understanding of the importance of healthy relationships between resource parents and the children in their care.
- **REVIEWING AND STRENGTHENING OUR PRACTICE: INTRODUCTION TO QUALITY SERVICE REVIEW:** The Quality Service Review (QSR) process provides a holistic perspective on case practice and systematic functioning through interviews with children, families, social workers, supervisors, resource parents, attorneys, etc. CFSA uses the information gathered to drive positive change within the Agency as well as throughout the District's child welfare system. The QSR classroom orientation provides training for people interested in conducting the actual reviews. This training is not a resource parent cross-training course.)
- **SAFE AND DC COALITION AGAINST DOMESTIC VIOLENCE:** The intersection between child maltreatment and domestic violence (DV) is addressed during this informative 2-day workshop. Participants engage in interactive and practical discussions about the dynamics of DV, its impact on the family, and the impact on children who are witnesses to DV. Participants also learn how to recognize and report incidents of DV, how criminal and civil aspects of DV differ from case to case, and why caregivers sometimes choose to not press criminal charges. Referrals for services and other resources for all parties involved in the DV process are discussed with a focus on child safety and well-being.
- **STRENGTHENING RELATIONSHIPS BETWEEN FATHER AND MOTHER: A CASE FOR FAMILY STABILIZATION:** This workshop explores factors contributing to the stabilization of African-American families through family network development and building relationships between men and women. The notion of a "healthy marriage" is juxtaposed with the notions of healthy male/female relationships and strong family systems. Individual self-work, reeducation, and family mediation are offered as primary interventions for strengthening relationships between father and mother, which promote subsequent stabilization for the family system. The course also emphasizes the influence of healthy parent relationships and the family network on safety, permanence, and well-being.
- **SUICIDE PREVENTION FOR CHILDREN AND TEENS:** DC Capital CARES (Citywide Alliance to Reduce Risk for and Eliminate Youth Suicide) is a DMH city-wide approach for reducing or eliminating youth suicide. This training focuses particularly on the understanding and prevention of suicide by youth in foster care. It provides participants with the skills to function as "gate keepers" and teaches resource parents and staff what to do when a child or teen in foster care talks about suicide. The training includes next steps and resource parent and staff roles during intervention.

- **TRAUMA 101:** Trainees learn the essential elements of trauma, what trauma is, and how child welfare professionals can help children move past their traumatic experiences. The class also covers how trauma affects a child's development according to age.
- **TRAUMA 102:** Participants understand the difference between physical and psychological safety in children, as well as being introduced to the concept of the "safety message" and how to deliver it effectively. Lastly, trainees are introduced to the cognitive triangle, and techniques for helping traumatized children understand and manage to integrate their emotional and behavioral reactions.
- **UNDERSTANDING AND PREVENTING HUMAN TRAFFICKING: A GUIDE FOR SOCIAL WORKERS AND RESOURCE PARENTS:** Participants learn about how consumer sex and human trafficking can impact children and teenagers placed in resource homes. Participants also learn how to recognize and react responsibly to children and teens who have been exposed to and/or have experienced these problems. The class reviews the impact of exposure to inappropriate sexual acts, materials, and exploitation, as well as sexual abuse.
- **UNDERSTANDING MENTAL ILLNESS IN CHILD WELFARE:** This course covers the topics of mental illness and mental wellness within the context of child welfare case practice. The training addresses mental health problems of children, youth, and parents from the perspective of securing safety, permanency, and well-being for the family. Through interactive discussion and small group exercises, participants explore prevalence, causes, symptoms, identification, and treatment of common mental health problems among child welfare-involved children, youth, and families. Other topics include attachment and trauma as significant contributors to mental illness, risk of injury to self and others as a result of mental illness, legal and forensic issues related to mental health, available resources and services for children and families, strategies for working with families that are hesitant to engage with the child welfare system, and principles and processes of trauma-informed case practice.
- **WORKING WITH YOUTH WHO SELF-IDENTIFY AS LGBTQ:** The presenter provides information and insight which promotes understanding and effective communication between CFSA resource parents and youth in their care who self-identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ). Curriculum topics include services and supports for resource families, including frequently asked questions regarding sexual orientation and gender identity. Common terms, definitions, questions, and answers regarding religion and homosexuality are also discussed. Participants learn and practice positive conversations that promote harmony at home. In addition, CFSA placement & recruitment units discuss the importance of a stable, loving home, and the epidemic of homelessness for this population. Training includes a review of community services and supports for children and teens who self-identify as LGBTQ in the child welfare system.

#### APPROVED ONLINE IN-SERVICE TRAINING WEBSITES

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- **FOSTER CARE & ADOPTIVE COMMUNITY TRAINING (FCAC):** FCAC online training offers 143 courses (five of which are interactive) with new topics added continuously. Through the convenience of online training, participants can complete mandated training hours from the comfort of their home at [www.fosterparents.com](http://www.fosterparents.com).
- **FOSTER PARENT COLLEGE:** Interactive multimedia behavior management and parenting strategy courses are tailored for resource parents at <http://www.fosterparentcollege.com/>.
- **WASHINGTON STATE DEPARTMENT OF SOCIAL & HEALTH SERVICES RESOURCE FAMILY TRAINING INSTITUTE:** Guardians of dependent children and kinship families (whether or not they are licensed) are welcome to attend all classes provided statewide by the Resource Family Institute, free of charge at <http://www1.dshs.wa.gov/ca/fosterparents/onGoingVid.asp>.

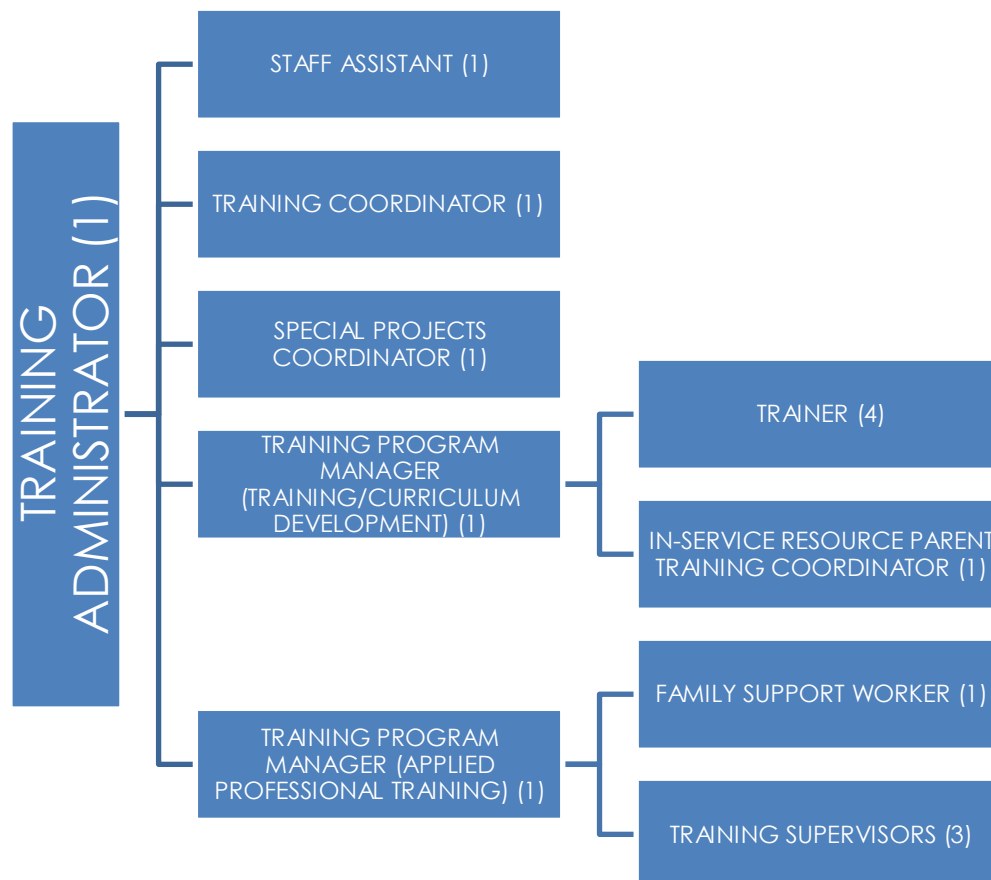
**SUPERVISORY IN-SERVICE TRAINING COURSE DESCRIPTION**

- **UNPACKING THE "NO" FOR MANAGERS AND SUPERVISORS:** Preparing children for permanency is essential to maintaining positive outcomes once permanency is achieved. This course teaches supervisors about tools used by permanency professionals to assess children's readiness and preparation for permanency. When approached about the idea of permanency, youth in care often respond with a resounding "NO, I don't want to be adopted." Why is this? What's behind the "NO"? This fast-paced, fun-filled workshop intends to unpack the "no" and go beyond the words of the youth to find those questions that will be answered "YES!"

**CWTA TRAINING STAFF**

Under the purview of the deputy director for the Office of Planning, Policy and Program Support (OPPPS), CWTA ensures that an effective child welfare training system is being implemented, not only fulfilling the District's legal mandates for the training and licensing of social workers, but also providing the highest quality of child welfare instruction available for social workers, supervisors, and resource parents.

Since the development of the paradigm shift that now integrates every component of the Agency's Practice Model and the Agency's Four Pillar Strategy into the training curriculum, CWTA recognizes that expert preparation of its staff is required to ensure fulfillment of CWTA's pivotal role. From the CWTA administrator to the professional support staff, individual roles and responsibilities are clearly defined to enhance the success of CWTA's charge to provide quality training for child welfare professionals in the District of Columbia.



APPENDIX

# CWTA LEARNING AGREEMENT OUTCOMES

The CWTA Learning Agreement Outcome (CLAO) is another part of a total CWTA learning and professional development process. The primary purpose of the Agreement Outcome is to provide trainer observations as it relates to the Learning Agreement.

## DEMOGRAPHICS

<b>TRAINEE'S NAME:</b>		<b>TRAINER:</b>	
<b>POSITION TITLE:</b>		<b>MODULE #:</b>	
<b>ADMINISTRATION:</b>		<b>PS#</b>	

## LEARNING AGREEMENT OUTCOME ASSESSMENT

<b>OBJECTIVE #1: DEMONSTRATES A PERSONAL COMMITMENT TO AND ACTIVELY WORKING TO CONTINUOUSLY IMPROVE.</b>	
1. Trainee is engaged in collaborative learning activities to assist with professional growth and development.	
2. Trainee acted as a learning resource by using personal expertise or knowledge to contribute to the learning process.	
<b>OBJECTIVE #2: WORKS CONSTRUCTIVELY TO MEET PROFESSIONAL, AGENCY, AND CLASS RESPONSIBILITIES.</b>	
1. Trainee demonstrated respect through attentive listening to trainers, training supervisors, and presenters.	
2. Trainee explored new ideas in classroom discussion through active participation in all classroom and APT activities.	
<b>OBJECTIVE #3: DEMONSTRATES ABILITY TO DEAL EFFECTIVELY WITH ALL RACES, NATIONALITIES, CULTURES, DISABILITIES, AGES, AND SEXES.</b>	
1. Trainee demonstrated value and respect for others without regard to perceived or actual race, nationality, gender, age, disability, national origin, sexual orientation, or marital status.	
<b>OBJECTIVE #4: DEMONSTRATES ABILITY TO USE TIME EFFECTIVELY AND EFFICIENTLY.</b>	
1. Trainee was prepared, organized, and on time when class/APT days begin and when returning from breaks and lunches.	
2. Trainee was responsible for signing the attendance sheet on a daily basis.	
3. Trainee notified the trainer and training supervisor when he/she was be absent from class.	
4. Trainee notified the training supervisor when he/she was absent on APT days.	

## TRAINING STRENGTHS

Please comment on the trainee's strengths, including any areas of special knowledge, skills, and/or abilities.

### COMMENTS

## PERFORMANCE CONCERNS

Please comment on the trainee's performance concerns, including any areas where specific attention should be given to the next training Tier.

Was the performance concern addressed?

If so, how?

Please sign below by clicking on the empty field and following the instructions. Signature will disable the ability to change the form:



## CHILD WELFARE TRAINING ACADEMY- COURSE REGISTRATION FORM

Couples registration is prohibited. Primary resource parent, spouse, and/or support parent must register individually. Resource Specialist/Family Support Worker will receive notification via email of your confirmation. Participants who arrive 30 minutes beyond the start time for the course will not be admitted into the course, receive credit, or be awarded a certificate. Participants are required to attend the full day to receive their certificates. Child care is not provided unless otherwise specified in the course description. Registrations are nontransferable; if you register but are unable to attend, please contact us at your earliest convenience so we might offer this space to someone else. Email: [cwta.training@dc.gov](mailto:cwta.training@dc.gov) or Phone: 202-727-4798 or 202-727-5329.

### PERSONAL INFORMATION (PLEASE TYPE/PRINT THE NAME OF THE PERSON REGISTERING FOR TRAINING)

LAST NAME:		FIRST NAME:		MIDDLE INITIAL:	
STREET ADDRESS:			CITY:		STATE: ZIP:
PRIMARY PHONE:			EMAIL ADDRESS:		
AGENCY AFFILIATION:			RESOURCE PARENT TYPE:		

### ADDITIONAL INFORMATION

AGE OF CHILD(REN) IN THE HOME: \_\_\_\_\_

RESOURCE SPECIALIST/FAMILY SUPPORT WORKER: \_\_\_\_\_

SPECIAL ACCOMMODATIONS NEEDED: \_\_\_\_\_

### TRAINING COURSE INFO (PLEASE CHOOSE OTHER POSSIBLE DATES, AS COURSES TEND TO FILL QUICKLY.)

COURSE TITLE	DATE PREFERENCE #1	DATE PREFERENCE #2

For available classes, dates, and locations, please visit the CWTA training calendar at: [CWTA TRAINING CALENDAR](#)

**CHILD WELFARE TRAINING ACADEMY - PRE-SERVICE TRAINING WAIVER REQUEST**

Managers may request a pre-service training waiver for social workers, family support workers, nurse care managers, and nurses who have successfully completed CWTA pre-service training within the past 24 months. Complete the form in its entirety and submit to CWTA Program Manager, Maxine Jackson-Strong at [maxinejackson.strong@dc.gov](mailto:maxinejackson.strong@dc.gov).

**INDIVIDUAL REQUIRING WAIVER'S INFORMATION (PLEASE TYPE/ PRINT INFORMATION)**

NAME (LAST NAME, FIRST NAME)		ADMINISTRATION/AGENCY:	POSITION TITLE:
DATE OF HIRE:	EMAIL ADDRESS:		
DATE PRE-SERVICE TRAINING COMPLETED:		PRE-SERVICE TRAINING CYCLE COMPLETED:	
POSITION TITLE AT COMPLETION OF TRAINING:		NAME OF SUBMITTING EMPLOYEE:	

Check here if the person was case carrying/direct service at that time.

**SIGNATURES**

\_\_\_\_\_  
Submitting Employee

\_\_\_\_\_  
Date

**PLEASE DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY CWTA.**

DATE WAIVER REQUEST RECEIVED:

APPROVED

NOT APPROVED

WHY NOT \_\_\_\_\_

\_\_\_\_\_  
PROGRAM MANAGER SIGNATURE

\_\_\_\_\_  
DATE OF DECISION

CHILD WELFARE TRAINING ACADEMY • 200 I STREET, SE • WASHINGTON, D.C. 20003

*The Child Welfare Training Academy (CWTA) provides the District of Columbia's social workers, resource parents, and community partners with the knowledge, skills, and support that effectively promote the safety, permanence and well-being of children and families in the District. The key objective of CWTA is to actualize the Agency's Practice Model into all training and employee development activities.*

**CHILD WELFARE TRAINING ACADEMY - EXTERNAL COURSE APPROVAL APPLICATION**

Please complete and return the application, including attachments. Submit application information at least 30 days prior to training execution. Applications will not be reviewed until all information is included in the application below. We suggest that you submit a typed form. **Illegible or incomplete applications will not be accepted.** An email containing the approval decision will be sent when the application has been reviewed and processed.

<b>GENERAL INFORMATION</b>	
<b>PRIVATE PROVIDER EXECUTING OR SPONSORING THE TRAINING:</b>	
<b>PRIVATE PROVIDER ADDRESS (STREET, CITY, STATE, ZIP)</b>	
<b>TRAINING CONTACT PERSON:</b>	<b>TELEPHONE NUMBER:</b>
<b>EMAIL ADDRESS:</b>	

<b>COURSE INFORMATION</b>	
<b>FIRST COURSE DATE:</b>	<b>COURSE TITLE:</b>
<b>COURSE SUBJECT AREA:</b>	<b>LENGTH OF TRAINING (In hours):</b>
<b>METHOD(S) OF PRESENTATION (CHECK ALL THAT APPLY) :</b> <b>LIVE WEBCAST</b> <b>CLASSROOM W/ PARTICIPANTS</b>	
<b>COURSE OUTLINE: ATTACH TYPED OUTLINE</b>	
<b>COURSE DESCRIPTION: ATTACH TYPED DESCRIPTION</b>	
<b>BEHAVIORALLY-BASED LEARNING OBJECTIVES: ATTACH TYPED BEHAVIORALLY-BASED LEARNING OBJECTIVES; PLEASE LIST AT LEAST THREE (3) BUT NO MORE THAN FIVE (5).</b>	
<b>RESUME OF THE INSTRUCTOR: ATTACH RESUME OF AT LEAST ONE OF THE INSTRUCTORS</b>	
<b>EVALUTION: ATTACH THE EVALUATION THAT WILL BE USED FOR THIS COURSE.</b>	
<b>FREQUENCY OF DELIVERY:</b>	

**A. PROVIDER AFFIRMATION OF COMPLIANCE WITH CWTA TRAINING STANDARDS & GUIDELINES**

*By the signature which appears below, the Course Private Provider submitting this application certifies that you agree as a provider of resource parent in-service training to comply with the CFSA Resource Parent Training Policy and CWTA Training Standards and Guidelines for resource parent in-service training. Your signature affirms that this course*

- meets the definition of "training" as defined below and is deliberately linked to the CFSA practice model;
- clearly states through the course description and behaviorally-based learning objectives how the course content relates to the training definition above;
- is relevant to both child welfare and assists in maintaining the safety, stability, and wellbeing of CFSA children/youth;
- content is current and designed to include recent developments in the subject after being taught;
- is at least 1 hour in length;
- has a mechanism of evaluation to determine the extent to which the course met the objectives, the applicability or usability of new information, the adequacy of the instructor's mastery of the subject, the appropriateness of teaching methods used, and the efficiency of the course mechanics; and
- includes certification based on the minimal amount of information listed in the CWTA Training Standards & Guidelines.



I hereby give assurance that the statements above are true and correct. I also understand that CWTA will not approve any third party trainings endorsed by my agency that were not preapproved by CWTA.

PRINTED NAME OF PERSON REQUESTING APPROVAL: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

-----

Before you mail (or email) this application and all requested documents, make sure that you have

- filled out all sections of the application;
- dated and signed by person requesting approval;
- enclosed the following for each course listed; and
  - Course Outline
  - Course Description
  - Behaviorally-Based Learning Objectives
  - Instructor's resume
  - Evaluation
- enclosed a copy of your organizations training certificate.

***Please complete, print, sign, and send the application and all supporting materials to:  
ATTN: Child Welfare Training Academy  
200 I Street, SE  
Washington, DC 20003***

CHILD WELFARE TRAINING ACADEMY USE ONLY		
APPROVED	DISAPPROVED	DATE OF DECISION:
APPROVED COURSE TITLE:		
PRINTED NAME:		SIGNATURE
COMMENTS:		



## CHILD WELFARE TRAINING ACADEMY- PRE-SERVICE EMERGENCY CONTACT FORM

The Child Welfare Training Academy (CWTA) is committed to the safety and security of every trainee. The information requested on this page is confidential and for emergency use only. In the event of an emergency, this information will be used by the CWTA program staff and/or emergency personnel. CWTA regards emergency contact information that you provide as confidential and will not use it for any other purpose other than as set forth herein.

### PERSONAL CONTACT INFORMATION (PLEASE TYPE/PRINT ALL INFORMATION)

LAST NAME:	FIRST NAME:	MIDDLE INITIAL:
HOME ADDRESS, CITY, STATE:	HOME TELEPHONE NO: (incl. area code) ( ) -	
PERSONAL EMAIL ADDRESS:	CELLULAR TELEPHONE NO: (incl. area code) ( ) -	

Can we utilize your personal phone numbers and email address in order to notify you of changes to your training schedule or other information related to your employment at CFSA? Please circle one of the following: Yes No

### PRIMARY EMERGENCY CONTACT (PLEASE TYPE/PRINT ALL INFORMATION)

LAST NAME:	FIRST NAME:	RELATIONSHIP:
HOME ADDRESS, CITY, STATE:	HOME TELEPHONE NO: (inc. area code) ( ) -	
EMAIL ADDRESS:	CELLULAR TELEPHONE NO: (inc. area code) ( ) -	

### SECONDARY EMERGENCY CONTACT (PLEASE TYPE/PRINT ALL INFORMATION)

LAST NAME:	FIRST NAME:	RELATIONSHIP:
HOME ADDRESS, CITY, STATE:	HOME TELEPHONE NO: (inc. area code) ( ) -	
EMAIL ADDRESS:	CELLULAR TELEPHONE NO: (inc. area code) ( ) -	

### AUTHORIZATION INFORMATION

By signing this form, I give the Child Welfare Training Academy authorization to contact any of the above persons in the event of an emergency.

TRAINEE SIGNATURE

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

-----

### FOR OFFICE USE ONLY

DATE RECEIVED \_\_\_\_\_ DATE PROCESSED \_\_\_\_\_ INITIALS \_\_\_\_\_



**LICENSING & TRAINING/CWTA TRAINING DATA ENTRY SUBMISSION FORM**

NAME OF APPLICANT(LAST NAME, FIRST NAME)		PROVIDER I.D. NUMBER	LICENSURE PERIOD
AGENCY OF APPLICANT		TOTAL NUMBER OF SUBMITTED HOURS	
EMPLOYEE (LAST NAME, FIRST NAME)	SUPERVISOR (LAST NAME, FIRST NAME)		DATE OF SUBMISSION

**TRAINING SUBMISSION INFORMATION**

TRAINING/CERTIFICATION TITLE	DATE OF COMPLETION	TOTAL HOURS	CWTA PM SIGNATURE

**TOTAL HOURS SUBMITTED** \_\_\_\_\_

**SIGNATURES**

_____ <i>Submitting Employee</i>	_____ <i>Date</i>
_____ <i>Approved By (CWTA Program Manager)</i>	_____ <i>Date</i>
_____ <i>Entered By (CWTA Staff)</i>	_____ <i>Date</i>
_____ <i>Receiving Employee (Packet returned to)</i>	_____ <i>Date</i>



**CHILD WELFARE TRAINING ACADEMY- EXTERNAL TRAINING APPROVAL FORM**

The purpose of this form is to approve and track your participation in training outside of the agency such as conferences, online training, seminars and workshops. Completion of this form will ensure that CWTA places earned credit in your individual training record. Note that you must complete a form for each individual training event attended.

PERSONAL INFORMATION (PLEASE TYPE/PRINT ALL INFORMATION)

NAME (LAST, FIRST):	ADMINISTRATION/AGENCY:	POSITION TITLE :
IMMEDIATE SUPERVISOR NAME (LAST, FIRST):		TODAY'S DATE:

TYPE OF EXTERNAL TRAINING  
(Please check all that apply)

ONLINE

TRAINING COURSE

SEMINAR

CONFERENCE

TITLE OF EXTERNAL TRAINING:	
DATE OF TRAINING:	LENGTH OF TRAINING (IN HOURS):
REASON FOR ATTENDING:	

\_\_\_\_\_  
SUPERVISORS SIGNATURE

\_\_\_\_\_  
DATE

Scan and email the completed form and the certificate to the [Aretha.tinch2@dc.gov](mailto:Aretha.tinch2@dc.gov).

**PLEASE DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY CWTA.**

\_\_\_\_\_  
CWTA SIGNATURE

\_\_\_\_\_  
DATE

APPROVED

NOT APPROVED

REASON NOT APPROVED:  
\_\_\_\_\_  
\_\_\_\_\_

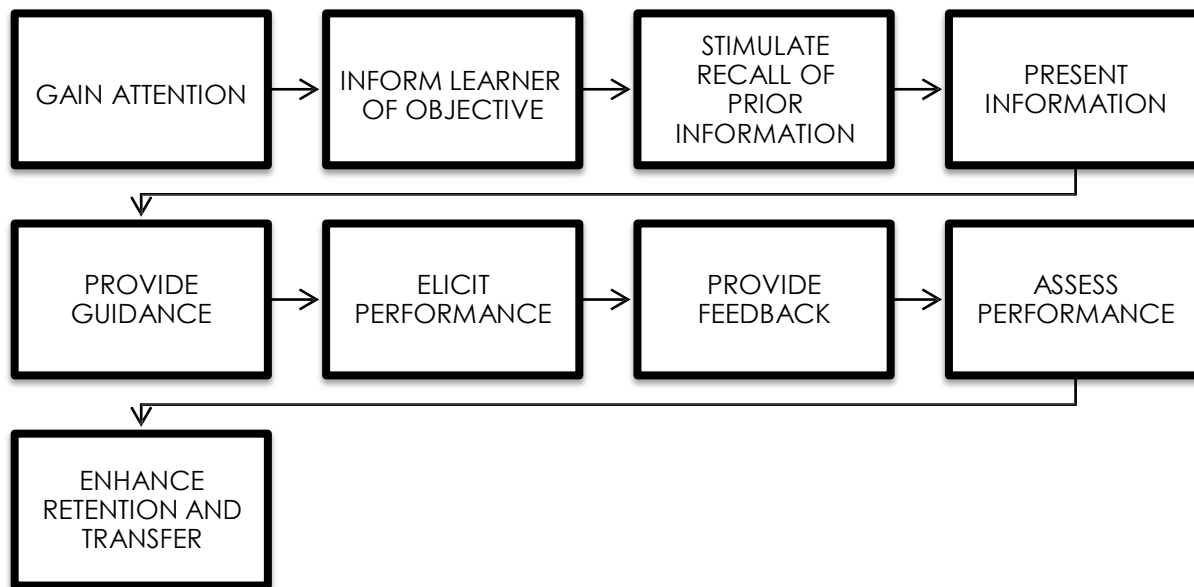
DATE RECEIVED:

DATE RECORDED IN FACES:

## ROBERT GAGNÉ'S NINE EVENTS OF INSTRUCTION

There are three principal means of acquiring knowledge: (1) observation of nature, (2) reflection, and (3) experimentation. Observation collects facts; reflection combines them; and experimentation verifies the result of that combination. *Our observation of nature must be diligent, our reflection profound, and our experiments exact.* (Clark, 2004)

According to Robert Gagné (Gagné, 1985), there are nine events that are needed for effective learning, thus they include a sequence of events similar to the following:



While some think the Nine Steps are iron clad rules, it has been noted at least since 1977 (Clark, 2004) that the nine steps are "general considerations to be taken into account when designing instruction. Although some steps might need to be rearranged (or might be unnecessary) for certain types of lessons, the general set of considerations provide a good checklist of key design steps."

1. **Gain attention.** Present a problem or a new situation. Use an "interest device" that grabs the learner's attention. This can be thought of as a teaser (for example, the short segment shown in a TV show right before the opening credits that is designed to keep you watching and listening). The ideal is to grab the learner's attention so that they will watch and listen, while you present the learning point.
2. **Inform Learner of Objective.** This allows the learner to organize their thoughts around what they are about to see, hear, and/or do: 1) tell them what you're going to tell them, 2) tell them, and 3) tell them what you told them. This cues them and then provides a review which has proven to be effective, that is, describe the goal of a lesson, state what the learners will be able to accomplish and how they will be able to use the knowledge.
3. **Stimulate Recall of Prior Knowledge.** This allows the learner to build on their previous knowledge or skills. Although we are capable of having our creative minutes, it is much easier to build on what we already know, that is, remind the learner of prior knowledge relevant to the current lesson, and provide the learner with a framework that helps learning and remembering.
4. **Present the Material.** Chunk the information to avoid memory overload. Blend the information to aid in information recall. This is directly related to Skinner's "sequenced learning events." This allows learners to receive feedback on individualized tasks, thereby correcting isolated problems rather than having little

idea of where the root of the learning challenge lies. Bloom's *Taxonomy and Learning Strategies* can be used to help sequence the lesson by helping you chunk them into levels of difficulty.

5. **Provide Guidance for Learning.** This is not the presentation of content, but are instructions on how to learn. This is normally simpler and easier than the subject matter or content. It uses a different channel or media to avoid mixing it with the subject matter. The rate of learning increases because learners are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.
6. **Elicit Performance.** Practice by letting the learner do something with the newly-acquired behavior, skills, or knowledge. In addition, demonstrate it (modeling and observational learning).
7. **Provide Feedback.** Show correctness of the learner's response and analyze learner's behavior. This can be a test, quiz, or verbal comments. The feedback needs to be specific, not general (for example, "you are doing a good job"). Tell them "why" they are doing a good job or provide specific guidance.
8. **Assess Performance.** Test to determine if the lesson has been learned. You can also give general progress information.
9. **Enhance Retention and Transfer.** Inform the learner about similar problem situations, provide additional practice, put the learner in a transfer situation, and review the lesson.

## INSTRUCTIONAL DESIGN MODELS

### SUCCESSIVE APPROXIMATION MODEL (SAM)

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The successive approximation model (SAM) (Allen, 2012) provides a clear pathway to success through measurable and obtainable milestones for marking completion, and targeted moments to reach agreement and consensus. The model is clearly defined and manageable, and yet encourages creativity and experimentation. It consistently reveals the design as it evolves, and it does so in ways that all stakeholders can see and evaluate.

### ANALYSIS, DESIGN, DEVELOPMENT, IMPLEMENT, EVALUATE (ADDIE)

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The ADDIE instructional design model (Allen, 2012) is the generic process traditionally used by instructional designers and training developers. The ADDIE model is at the very core of instructional design and is the basis of instructional systems design (ISD). There are various adaptations of the ADDIE model but it generally consists of five cyclical phases—(1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. These processes represent a dynamic, flexible guideline for building effective training and performance support tools.

- **ANALYSIS:** In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established, and the learning environment and learner's existing knowledge and skills are identified.
- **DESIGN:** The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. The design phase should be systematic and specific.
- **DEVELOPMENT:** The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written and graphics are designed. If e learning is involved, programmers work to develop and/or integrate technologies.
- **IMPLEMENTATION:** During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning

outcomes, method of delivery, and testing procedures.

- **EVALUATION:** The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain-specific, criterion-related referenced items and providing opportunities for feedback from the users which were identified.

## WORKS CITED

- Allen, M. (2012). *Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences*. Alexandria: ASTD Press.
- Clark, D. R. (2004). Retrieved January 2, 2013, from The Art and Science of Leadership:  
<http://nwlink.com/~donclark/leader/leader.html>
- Collins, A. B. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*.
- Gagné, R. (1985). *The Conditions of Learning and the Theory of Instruction*. New York: Holt, Rinehart, and Winston.