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THE OHIO CHILD WELFARE TRAINING PROGRAM
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INTRODUCTION

History and Purpose of the Regional Training Centers' Standards for Effective Practice

The Ohio Child Welfare Training Program (OCWTP) and its Regional Training Centers (RTCs) have been in operation since 1986. From the beginning, each RTC was given the autonomy of assessing and responding to the unique needs and concerns of the consumer agencies in its region. As the program evolved, the RTC Coordinators realized the need to establish consistency in program activities and operations.

During 1996, the tenth anniversary of the OCWTP, the public child protective services system was wrapping up a two year project that served as a catalyst for RTCs to develop a set of effective practice standards for operating regional training centers.

The decision to go forward with the development of these standards was based on the desire to create a clear, concise set of standards that define effective practice for RTCs. Once formulated, these standards would be used to:

- *Follow* best practice in providing training to child welfare professionals;
- *Increase* the consistent and uniform delivery of training to target and promote competent staff;
- *Promote and secure* adequate resources with which to carry-out the mission of the OCWTP;
- *Inform and educate* regarding the operation of the RTC.

The Ohio Department of Job and Family Services (ODJFS) approved the request made by the RTC Coordinators to develop a set of effective practice standards. The differences between the regions created a unique set of challenges when developing a set of agreed upon standards. The eight regions are comprised of both large and small consumer agencies. Some regions are located in urban areas while other are rural; some receive a good deal of financial support from their host agency while other rely on state administrative funds to support the region's center operations. Nonetheless, the RTC Coordinators were determined to respond to the challenge by creating a consensus-based system whereby all key stakeholders would have an opportunity to fully participate in the development process. The result of this effort is the development of a set of effective practice standards that span 21 primary operational areas of an RTC.

The committee met each month for 17 months (March 1996 – August 1997) to draft the standards. Once the standards were drafted and approved by committee members, the standards were distributed for review and comment to ODJFS, each RTC, host agency directors, statewide steering committee members, and ten experienced trainers.

After each review, the committee met to discuss the comments and consider recommended revisions. Consensus was considered declared for each standard after the final revisions were made.

Organization of the Document

Each standard document has been designed to include the following sub-sections:

1. **Philosophy**
   The Philosophy section under each program topic provides the reader with an overview of the purpose and need for the standards.

2. **Outcome**
   Each program topic has an outcome that, when standards are fully implemented, can be achieved.

3. **Standards For Implementation**
   Each standard has outcomes that are specific and measurable

4. **Strategies For Evaluation**
   For each standard, there is a listing of strategies for tracking, monitoring and devaluating the extent to which each standard has been implemented and maintained once implemented.

Summary

The RTC Coordinators recognize that development and implementation of standards is an ongoing process, and that full implementation is contingent upon available funding. To remain current, the established standards of effective practice must be reviewed on a periodic basis. The RTC Coordinators are committed to assuring the ongoing evolution of the process.

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1. DIVERSITY

Philosophy

The Ohio Child Welfare Training Program (OCWTP) strives to address and respond to the diversity of the professional employed and of the children and families served by Ohio's public children services system. The OCWTP addresses multiple and diverse needs and promotes culturally competent child welfare practice through the competency-based, in-service training system. The Regional Training Center (RTC) staff strives to continually increase their knowledge and skill regarding diversity issues so they can respond to the diversity represented in their respective regions and facilitates culturally competent, child protection practices. The consideration of and responsiveness to diversity issues should permeate implementation of all other standards.

Outcome

The RTC actively promotes culturally competent child protection practice and is responsive to regional diversity.

Standards for Implementation

1. The RTC training environment should celebrate diversity by having pictures, calendars, etc. that reflect the similarities and differences among the people we serve.

2. To be responsive to the diversity represented in the region, the RTC should use client, staff and foster parent population information when selecting trainers.

3. The RTC should utilize a diverse population of trainers to provide participants with a broad perspective and experience.

4. The RTC should review all trainer outlines and curricula to assure they effectively address diversity.

5. The RTC should assure that its publications (e.g., newsletters, training schedules, and flyers) reflect diversity.

6. The RTC should be aware of the major religious groups in the region and avoid scheduling workshops on the major religious holidays.

7. The RTC should advocate for a diverse work force among RTC staff.

8. The RTC staff should participate in ongoing diversity-specific educational experiences (e.g., training, and readings) and develop strategies for transferring learning to their jobs.

Strategies for Evaluation

a) Analysis of the number of trainers used who represent diverse populations.
b) Review of the training outlines and curricula to assure they address diversity.
c) Review of the participant evaluations to determine whether diversity was effectively addressed.

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2. CENTER ACTIVTIES

Philosophy

The operation of a comprehensive, competency-based, in-service training system (CCBIT) is composed of a series of critical and discrete staff activities. As a child protection service system evolves to meet the changing and complex needs of its clients, the Regional Training Centers (RTCs) must evolve to respond to the changing needs of the system. RTCs are committed to providing the very best services possible. Adequate resources are critical to executing the activities necessary to maintain a high functioning, quality CCBIT system.

Outcome

RTCs conduct the activities necessary to operate an effective comprehensive competency-based in-service training program.

Standards for Implementation

1. Once every two years, the RTC should conduct a workload and cost analysis using the training program's standardized workload and cost analysis instrument. The data should be collated with the other RTCs and presented to the Ohio department of Job and Family Services (ODJFS) prior to the initiation of the biennial contract process.

2. The RTC workload and cost analysis should include, but not be limited to the inclusion of the following activities, which should be, considered core to the operation of a comprehensive, competency-based, in-service training system.

A. <u>Trainer Recruitment, Development, Support, Evaluation</u>

- Identify and recommend Core trainers
- Identify, interview and approve trainers for specialized and related content areas
- Review and approve trainer content outlines and curricula
- Assist trainers in developing curricula to meet identified competencies
- Observe training/trainers
- Provide technical assistance, feedback and evaluation
- Assist trainers in incorporating Transfer of Learning (TOL) activities into curricula
- Monitor standardized curricula
- Return workshop evaluation summaries to trainers within 30 days
- Assure that trainers have all necessary handouts and working equipment
- Direct trainers to appropriate Training On Content (TOC)

B. <u>Program Support</u>

- Implement process for marketing Individual Training Needs Assessments (ITNAs)

- Train, educate, assist counties in completing the ITNAs
- Review aggregate ITNA data to identify training needs of consumer counties and/or region
- Review ITNA data results and provide prompt feedback on training needs to consumer counties
- Develop a quarterly training plan based on ITNA results and schedule training sessions
- Regularly communicate with counties regarding the training program
- Develop, monitor and evaluate RTC annual budget; approve RTC expenditures; maintain records and generate fiscal reports
- Secure workshop sites and make necessary arrangements
- Set-up, tear down workshop session
- Open, monitor, and close individual workshops
- Contract with trainers through the State Training Coordinator or the Host Agency
- Schedule workshops on content as requested
- Design and prepare quarterly training calendars and arrange for the printing and mailing of the quarterly training schedule
- Prepare working file for each workshop
- Prepare and distribute training certificates
- Complete ODJFS required reports, monthly invoices, quarterly/annual report
- Participate in Random Moment Sample activities
- Develop and maintain a Regional Resource Library

C. Regional Outreach

- Conduct meetings with county staff to obtain training needs
- Assess needs and arrange for county specific workshops
- Discuss and evaluate trainer performance with county staff
- Review aggregate Individual Training Needs Assessment (ITNA) results to identify training needs
- Provide training to county staff regarding the comprehensive, competency-base, in-service training system and ITNA
- Provide technical support and consultation to counties
- Develop/maintain a Regional Resource Library
- Conduct public relations activities with counties
- Conduct routine meetings with specialized staff (e.g., foster, adoption, supervision, kinship, childcare, etc.)
- Encourage use of the Regional Resource Library
- Encourage use of the OCWTP/RTC website
- Welcome and educate new staff on CCBIT
- Attend PCSAO and ODJFS District Office meetings
- Inform ODJFS District Office of pertinent issues and activities

D. Planning/Program Development

- Participate in monthly OCWTP meetings
- Participate in RTC Coordinator monthly meetings
- Participate in OCWTP subcommittee and work team meetings
- Participate in Training On Content (TOC) sessions as indicated
- Field test new curricula and suggest revisions as necessary
- Participate in the OCWTP planning retreat
- Support implementation of the TOOL manual

- Field test and provide feedback on resources developed for the OCWTP
- Participate in planning and implementation of ODJFS initiatives

E. Data Management

- Confirm/deny trainee registration requests
- Enter data on workshop participants and evaluations
- Update trainer records
- Update trainee records
- Enter Individual Training Needs Assessment (ITNA) data
- Print and compile reports
- Create databases
- Provide special reports as requested by consumer agencies
- Maintain registration lists

F. Office Management

- Prepare/process purchase orders
- Prepare correspondence
- Open/sort mail
- Prepare outgoing mail
- Handle copying/faxing
- Complete filing
- Order supplies
- Identify building and machine maintenance needs
- Inventory supplies and equipment, purchase additional items as needed

G. Other RTC Functions

- Participate in the development of, and attend statewide conferences
- Supervise and manage staff
- Attend mandated host agency workshops
- Complete agency forms including travel, time sheets
- Interview job applicants for the RTC
- Participate in host agency activities and meetings as required
- Participate in standardized OCWTP training

Strategies for Evaluation

a) RTC staff performance evaluations
b) Annual report to ODJFS
c) Annual Consumer Satisfaction Survey

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3. RTC STAFF ORIENTATION AND DEVELOPMENT

Philosophy

The Ohio Child Welfare Training Program (OCWTP) supports training and professional development for all Regional Training Center (RTC) staff. To this end, the RTC structure includes a formal RTC staff orientation program and opportunities for ongoing RTC staff development. To stay current on innovation in child protection services and emerging training technologies, RTC staff must be annually exposed to and educated on new methods and program.

Outcome

All RTC staff are oriented to the OCWTP and provided annual professional development opportunities.

Standards for Implementation

1. The RTC should use the standardized RTC Orientation Program with all staff new to the RTC.

2. The new RTC staff should complete the RTC Individual Training Needs Assessment (ITNA) within six months following completion of the RTC Orientation Program.

3. The RTC should provide professional development opportunities for staff based on identified training needs from, but not limited to, the following:

   (a) ITNA;
   (b) Supervisor request;
   (c) Agency mandate;
   (d) State mandate;
   (e) OCWTP recommendations;
   (f) ODJFS rules training;
   (g) Staff input

4. The RTC Coordinators should review the RTC Orientation Program within the first quarter of each new contract period to assure it is current and effective in meeting the needs of newly hired staff.

Strategies for Evaluation

a) Implement a strategy for evaluating the RTC Orientation Program
b) Conduct an analysis of ITNAs compared to staff development activities
c) Documentation of completion of the RTC Orientation Program by all new RTC staff
d) Documentation identifying review of the RTC ITNA on an annual basis

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4. REGIONAL RESOURCE CENTERS

Philosophy

The Ohio Child Welfare Training Program (OCWTP) is responsible for providing professionals in the public children services system with competency-based training opportunities to gain knowledge, skill and awareness to enhance their ability to meet the complex and changing needs of the children and families served. To assist in the transfer of learning and to support the training experience, RTCs provide participating agencies with opportunities to view, and use, current materials germane to their work. RTC Regional Resource Centers to provide critical information on current trends in the field, new and innovative strategies for serving children and families, and basic content materials on workshops.

Outcome

Professionals participating in the OCWTP have access to the Regional Resource Center

Standard for Implementation

1. The RTC should have, at a minimum, current resources readily available to support the standardized OCWTP curriculum, interventions, and program initiatives.

2. The RTC should have the space and equipment (e.g., book shelves, card catalog, tables and chairs, VCRs, overhead projectors, computer hook-up to universities) necessary to adequately stock and store its Regional Resource Center.

3. The RTC should have staff available to organize and maintain its Regional Resource Center.

4. The RTC should develop policies and procedures for the maintenance, purchase and lending of resource materials.

5. The RTC should develop a written plan to market the use of the RTC Resource Center in the region.

Strategies for Evaluation

a) Usage patterns and level of requests
b) Quality of resources (e.g., dated or current, number of resources)
c) Database that identifies resources

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5. FACILITIES

Philosophy

The Ohio Child Welfare Training Program (OCWTP) believes that Regional Training Centers (RTCs) can support the creation of an optimal learning environment by selecting appropriate training sites, which enable the trainer and participants to focus more fully on the training content.

Outcome

The RTC selects and uses training facilities, which optimize learning.

Standards for Implementation

When selecting a training site, the RTC considers the following environmental factors which, if not addressed, can impede and/or disrupt the learning experience:

a) accessible parking and responsive facility staff;
b) size of the room in relation to the number of participants attending a given workshop;
c) shape of the room (including placement of columns);
d) quality of maintenance (clean and well-repaired room);
e) adherence to fire and safety regulations;
f) handicap accessibility (see Standard #6: Accessibility of Training for Persons with Disabilities);
g) controlled heating and cooling systems;
h) comfortable seating;
i) adequate lighting and ability to adjust lights;
j) appropriate acoustics;
k) placement of outlets in the room;
l) appropriate, functioning equipment
m) ability to stick flip charts on the walls;
n) accessibility and number of rest rooms;
o) availability of refreshments
p) access to copying machine

Strategies for Evaluation

a) Participant evaluation form
b) Trainer feedback form

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6. ACCESSABILITY OF TRAINING FOR PERSONS WITH DISABILITIES

Philosophy

The Ohio Child Welfare Training Program (OCWTP) is committed to providing accessible, responsive training to all participants, including those with disabilities. The training and trainer populations are comprised of professionals with diverse needs. When those needs are identified, the Regional Training Centers (RTCs) have an obligation to respond in a sensitive and competent manner. RTCs should make every attempt to accommodate special requests made in advance of upcoming workshops.

Outcome

Public and other identified child welfare professionals with disabilities have access to training opportunities through the Ohio Child Welfare Training Program.

Standards for Implementation

1. The RTC should have policies and procedures that address training accessibility for participants with disabilities and are in compliance with the American Disabilities Act.

2. The RTC should have access to materials and resources that respond to requests made by individuals with disabilities, and should make these available when sufficient notice (2 weeks) is given.

3. To facilitate the training experience, the RTCs' registration form, quarterly training schedule, trainer equipment checklist, and other documentation should allow for the identification of workshop requirements of individuals with disabilities.

4. The RTC should schedule facilities, which are accessible to persons with disabilities.

5. The RTC should secure and use information regarding local resources available to assist RTC participants with disabilities.

6. The RTC should document requests made by persons with disabilities and the RTC response.

Strategies for Evaluation

a) Participant and trainer feedback
b) Review of RTC documentation regarding requests and responses
c) Documentation of the use of accessible sites.

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7. TRAINER RECRUITMENT AND DEVELOPMENT

Philosophy

The Ohio Child Welfare Training Program (OCWTP) encourages the recruitment, development, approval and use of a diverse pool of trainers. National, state and local experts are necessary to provide a broad base of knowledge, skill and awareness. The use of local experts as competency-based trainers provides opportunities to use local issues to enrich content-specific discussion. Regional Training Centers (RTCs) seek to work with the OCWTP State Training Coordinator to identify and develop state and local experts to fill gaps in targeted content areas.

Outcome

The RTC has a diverse local and state trainer pool it can access to meet the training of its participants.

Standards for Implementation

Trainer Recruitment

1. The RTC should recruit a diverse population of trainers (see Standard #1: Diversity).

2. The RTC should be aware of content-expert gaps in the training system prior to recruiting potential trainers.

3. In instances where knowledge of local resources is critical to workshop content, the RTC should recruit local experts as potential trainers.

4. The RTC, when warranted, should recruit experts from the field of child welfare.

5. The RTC should refer the potential trainer to the State Training Coordinator and follow up to assure that the potential trainer is progressing with the approval process.

6. When the RTC approves a trainer, the RTC should assure the trainer is correctly entered into the automated Train Track system and that the information successfully transfers to the State Training Coordinator.

Trainer Development

1. The RTC should provide, or refer trainers to the State Training Coordinator for technical assistance to support them in developing their skills (see Standard 8: Expectations for Trainers, and Standard 17: Workshop Quality Control).

2. All trainer evaluation summaries should be submitted to the State Training Coordinator (see Standard 8: Expectations for Trainers).

3. The RTC should assist in the development of the trainers it uses.

Strategies for Evaluation

a) Document the number of local trainers, trainers with diverse backgrounds, and number of experts recruited from the field of child welfare for each contract year.

b) Document the ways in which the RTC assisted in the development of trainers.

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8. EXPECTATIONS FOR TRAINERS

Philosophy

Regional Training Centers (RTCs) work with the trainers to provide high quality workshops to professionals in child welfare. Trainers are responsible for developing workshops which are well prepared and presented in a professional manner, address specific competencies, respond to the needs of adult learners and integrate TOL activities. To assure this, the RTC requires that trainers of the OCWTP adhere to standards of performance as identified in the OCWTP contract and RTC directives. In providing the trainer with a set of clearly identified expectations, the RTC provides a framework for effective performance and accountability shared by the trainer and RTC. This shard accountability provides consistency in the preparation, delivery and closure of each training session among the RTCs.

Outcome

OCWTP trainers consistently adhere to the expectations and requirements stipulated in the OCWTP trainer contract and RTC directives.

Standards for Implementation

1. The RTC should assure the trainer has a copy of, and follows the sample OCWTP workshop outline which includes, but is not limited to:

    1. Workshop title;
    2. Competencies addressed;
    3. Agenda;
    4. Content topics;
    5. Activities (WIIFM, group, lecture, role play, etc.) and corresponding time frames;
    6. TOL activities;
    7. Addressing cultural issues pertaining to the workshop content.
    8. Evaluation.

2. The RTC should not release trainer curricula and workshop materials unless approved by the trainer who owns the curricula and training material (see Standard 19: Confidentiality)

3. The RTC should request and expect that the trainer:

    a) Submit a workshop outline and trainer bio; and
    b) Review and comment on the workshop description.

4. The trainer prior to the RTC finalizing the quarterly calendar should complete the requested workshop preparation activities.

5. The RTC should communicate to the trainer that the workshop handouts must be integrated and correspond specifically to the workshop population and presentation. The RTC assures the trainer understands the following handout guidelines and expectations:

a) A maximum number of 20 pages per a one-day workshop will be reproduced by the RTC;
b) A maximum number of 10 additional pages for each subsequent day of training beyond the first day will be permitted;
c) Proposed handouts must be submitted to the RTC four weeks in advance of the workshop
d) Handouts requiring revisions must be submitted in final form two weeks prior to the workshop of the RTC will not accept responsibility for providing the materials or for covering the cost of those materials.

6. The RTC should communicate to the trainer that all equipment needs must be submitted no later than two weeks prior to the workshop. The RTC should assure that the trainer knows the standard equipment the RTC makes available to trainers (e.g., flip chart stands, flip chart paper, markers, tape and name tents).

7. The RTC should communicate to the trainer that the trainer is responsible for reminding participants to sign-in at the beginning of each workshop day. The trainer is also responsible for initialing the sign-in sheet indicating the participant should receive a certificate of attendance.

8. The RTC should communicate to the trainer that trainer arrival time is 30 minutes prior to the scheduled start time and that there is an expectation that the trainer be available for participants up to 30 minutes following the close of the workshop day.

9. The RTC should communicate to the trainer that workshop begins and ends precisely at the time listed in the OCWTP contract and that the trainer be prepared (see curriculum section of this standard) to conduct the workshop for the length of time contracted.

10. The RTC should communicate to the trainer the expectation that no more than 90 minutes should be spent on lunch and scheduled breaks during each workshop day.

11. The RTC should communicate to the trainer the expectation that s/he support the standard that the use of cellular phone, noise-generated pagers or other distractions are not permitted in the workshops.

12. The RTC should explain tot the trainer his/her role in removing training obstacles, including disruptive behavior, from the workshop. Trainers should be expected to speak to participants regarding disruptive behavior during scheduled breaks.

    When disruptive behavior persists or when the behavior runs counter to the ethics and values of child welfare practice, the trainer should be expected to speak to the participant and report the behavior to identified RTC staff.

13. The RTC should communicate to the trainer the expectation that a minimum of ten minutes prior to the end of the workshop be allowed for the completion of the workshop evaluation forms.

14. The RTC should communicate to the trainer that, if asked, workshops certificates should be distributed to participants only after the participants have completed the evaluation form.

15. Strategies for communicating workshop expectations may include, but are not limited to:

    a) RTC memos or discussion with the trainer;
    b) Trainer newsletter
    c) State Training Coordinator letters to trainers.

Non-Certified and Certified Trainers

The trainer should meet the requirements for certification or approval as per the following standards (for more information on the OCWTP certification/approval of trainers, please refer to the OCWTP Procedures for Certifying and Approving Trainers document).

Nationally Recognized Trainers

Trainers who are nationally recognized, conduct workshops or present information on a one time basis should be approved based on the following:

a) The RTC conducts an abbreviated interview with the trainer;
b) The trainer provides a resume' or summarized bio;
c) The trainer enters into a contract with the OCWTP

Information-Only Trainers

Trainers who are interested in working with the OCWTP to provide information to professionals participating in *OCWTP Information Only* sessions should be approved based on the following:

a) The trainer is interviewed by the OCWTP staff, at which time the trainers expertise and knowledge are reviewed, as well as the purpose, structure and contracting process of the OCWTP;
b) The trainer provides a resume' and references;
c) The trainer enters into a contract with the OCWTP.

Provisional Trainers

The following standards should apply when the RTC is considering the trainer for provisional status with the OCWTP:

a) The trainer is interviewed by the OCWTP staff, at which time the trainer's expertise and knowledge is reviewed , as well as the purpose, structure and contracting process of the OCWTP;
b) The trainer provides a resume' and references;
c) The trainer enter into a contract with the OCWTP

When the RTC determines that it would like to contract with the trainer on an ongoing basis, the RTCs should have the trainer complete the OCWTP certification expectations.

Certified Trainers

The following should apply when the RTC is considering the trainer for certification:

a) The trainer is screened to ascertain her/his knowledge of child welfare and previous experience in conducting in-service training workshops;
b) The trainer should receive an OCWTP application packet;
c) The trainer should complete the packet and return it to the OCWTP with his/her resume', three letters of reference (sent directly to the OCWTP) and a signed release form;
d) Trainers who meet the requirements of the program should attend a scheduled interview with the State Training Coordinator of the OCWTP;
e) To obtain certification, trainers should attend all three of the OCWTP Training of Trainers (TOT), i.e., TOT in Adult Learning and Presentation Skills, TOT in Cultural Diversity and TOT in Curriculum Development;

f) In addition to the above, trainers certified to train standardized workshops must attend appropriate Training On Content and updates for the curricula which they are certified to train;
g) Trainers who plan to train specialized and related topics should work with OCWTP or RTC staff to assure relevant content development.

Approved Trainers

The following should apply when the RTC is considering the trainer for approval;

a) The trainer is screened to ascertain her/his knowledge of child welfare and previous experience in conduction in-service training workshops;
b) The trainer should receive an OCWTP application packet;
c) The trainer should complete the packet and return it to the OCWTP with his/her resume', three letters of reference (sent directly to the OCWTP) and a signed release form;
d) Trainers who meet the requirements of the program should attend a scheduled interview with the State Training Coordinator of the OCWTP;
e) Approved trainers should attend all three sessions of the OCWTP Training of Trainers (TOT), i.e., TOT in Adult Learning and Presentation Skills, TOT in Cultural Diversity and TOT in Curriculum Development.

Strategies for Evaluation

a) Review of the findings from the joint RTC assessment of trainers
b) Participant feedback
c) Tracking mechanism to gather data on compliance with RTC expectations

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9. ASSISTANCE AND SUPPORT FOR TRAINERS

Philosophy

Creating an optimal training environment for the participant is the collective responsibility of the participant, the sending agency, the Regional Training Center (RTC), and the trainer. When these stakeholders collaborate to fulfill their individual roles and responsibilities, the training process is maximized. The RTC plays a pivotal role in this collaborative effort. Assuring that specific transfer of learning (TOL) activities take place before, during and after the training event provides the other stakeholders with a framework within which they may fulfill their roles and responsibilities.

Before the event, the RTC provides the trainer with guidance on the participants' particular training needs and with direction regarding trainer accountabilities. During the event, the RTC makes itself available for consultation and support and provides all the required training materials and equipment for the training to be a success. After the training event, the RTC staff make themselves available to debrief with the trainer and participants and provides TOL support. These activities set the tone for the other stakeholders in fully collaborating in the training experience. The child protective services delivery system, and the children and families served, greatly benefit from the successful collaboration of the primary stakeholders in joining for an optimal training process.

Outcome

Trainers have resources and information to meet the assessed training needs of the participants.

Standards for Implementation

Before

1. The RTC should provide the trainer with direction as to the contracting process, content areas to be covered and competencies to be addressed, and assure that the trainer prepares a training curriculum and materials that are current and relevant to the participants.

2. Prior to the training event, the RTC should inform the trainer of the size and composition of the participant group, any critical incidents, potential conflicts, specific agency philosophies or issues, which may impact the training.

3. The RTC should provide the trainer with travel directions to the workshop.

4. To assure that all concrete resources are available for the day of the workshop, the RTC should request that the trainer complete and return the RTC equipment needs checklist and provide a set of proposed handouts at a minimum of four weeks prior to the event.

5. The RTC should assure that the trainer if provided with markers, tape, and name tents and requested equipment in working order at least 30 minutes prior to the workshop.

6. When provided with the final set of handouts prior to the workshop, as described in Standard 3: Trainer Expectations, the RTC should make the handouts available at a minimum of 30 minutes prior to the workshop.

7. The RTC representative should be onsight at least 30 minutes prior to the workshop to assure that the room is set up and prepared according to trainer instructions and to assure that everything is in order.

<u>During</u>

1. The RTC should have staff available to respond to training emergency and/ or questions that arise during the training session.

2. On the day of the workshop, the RTC should orient the trainer to the site. The RTC should negotiate with the site manager to assure that site-related problems, which interfere with the workshop, are addressed.

3. The RTC should introduce the trainer to the participants, provide them with an orientation to the workshop and review other logistical items, unless the trainer prefers to fulfill this function.

4. The RTC should be in attendance at those workshops where the trainer or curriculum is new to the system.

<u>After</u>

1. The RTC should be available at the close of each workshop to debrief with the trainer.

2. The RTC should offer consultation to the trainer on problems that occurred during the workshop.

3. The RTC should assure that the trainer is provided with technical assistance and follow-up along with the State Training Coordinator, whenever the trainer receives a summary score of 4.0 or below, when participant feedback indicates an area for trainer improvement, or when so requested by the trainer.

4. The RTC should support TOL activities indicated by the trainer's curriculum as negotiated prior to the workshop.

5. The RTC should send the trainer a copy of the written evaluation summary scores and accompanying comments from the participant feedback forms within 30 days of the workshop.

Strategies for Evaluation

a) Trainer feedback
b) Participant feedback
c) RTC feedback
d) Program evaluation

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10. COLLABORATION WITH CONSUMER AGENCIES

Philosophy

As part of its mission, the Ohio Child Welfare Training Program (OCWTP) is responsible for promoting the full use and integration of competency-based training in all public children services agencies. This requires that the Regional Training Center (RTC) understand the unique characteristics of each agency in the region, the ongoing and special training needs of staff, and the assets and barriers to the full integration of the training program in each organization. The RTC is responsible for engaging agency administrators in periodic conversations regarding OCWTP services, initiatives and strategies for maximizing a competency-based, in-service training system within each agency to support the effective practice of child welfare.

Outcome

The RTC engages the agency in collaborative activities which results in greater agency awareness, understanding and participation in the training program.

Standards for Implementation

1. The RTC should schedule and conduct a minimum of one annual on-site visit with each agency in the region.

2. The RTC should develop a written summary of the site visit and provide the agency with a copy within thirty days following the visit.

3. The annual on-site visit should include face-to-face contact with the agency administrator or designee.

4. When an agency hires a new executive director, the RTC should make contact within 90 days to welcome the new executive to the region, briefly introduce the program, and offer to schedule an on-site visit.

5. The RTC should participate in collaborative activities with agencies (e.g., regional foster care training, PCSAO district meetings).

6. On an annual basis, RTC should distribute training program's consumer satisfaction survey to collect data regarding the RTC's service delivery system.

   As a result of the annual consumer satisfaction survey, the RTC should design and implement improvement strategies to enhance their services to the agencies in their region. These improvement strategies should be shared with ODJFS.

Strategies for Evaluation

a) Track the number of on-site visits per RTC per year.

b) Track the number of agencies who have integrated the OCWTP program into the organization as indicated by:

1) Completion and submission of the ITNAs.
2) Completion of Core
3) Level of requests made by an agency for training consultation
4) Extent to which the agency's policies and procedures support training and the philosophy of the competency-based workshop content
5) Level of TOL activities the agency promotes or uses

c) Track agencies that are willing to assist the RTC in implementing and evaluating training initiatives.

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11. TRAINING NEEDS ASSESSMENT

Philosophy

Professionals served through the Ohio Child Welfare Training Program (OCWTP) must have considerable specialized knowledge and skill to discharge their complex and difficult responsibilities. The training program assures that these professionals acquire and maintain the knowledge and skill to perform the job. The OCWTP uses a set of established competencies to identify gaps in knowledge and skill. Once identified, the training program provides in-service training opportunities to address knowledge and skill gaps preventing effective performance on the job.

The Individual Training Needs Assessment (ITNA) is the primary means by which the competency-based, in-service training system identifies training needs for individual staff and for populations of professionals served by the training program. Once the ITNA data is captured, the training program uses this data, and other needs assessment data, to prioritize the training needs and develops and/or selects workshops to address these needs.

Outcome

The provision of training is based on assessed need.

Standards for Evaluation

1. On an annual basis, the RTC staff should educate the county agencies in the region on the Individual Training Needs Assessment (ITNA) process using the training programs standardized ITNA presentation.

2. The RTC should provide technical assistance regarding the completion and utilization of the ITNA.

3. The RTC should provide each county agency with sufficient ITNAs for their staff.

4. The RTC should follow up with each county agency to insure timely completion and return of the ITNAs.

5. The RTC should analyze the ITNA data and provide the county agency with a data report listing the individual and aggregate knowledge and skill needs competency and link the identified training needs to upcoming workshops.

6. The RTC should utilize the data from the completed ITNAs to plan competency-based training.

7. The RTC should use feedback from key informants and other needs identification resources as an additional means for identifying and refining their region's identified training needs.

8. The RTC should annually review its database to assure that current data is maintained.

Strategies for Implementation

a) Comparison of the number of caseworkers and supervisors in each region with the number of completed ITNAs.
b) Comparison of available data reports with the RTC Workshops Presented Report
c) Evaluation of the standardized ITNA presentation.

12. SIZE AND COMPOSITION OF WORKSHOPS

Philosophy

The learning environment is optimized when consideration is given to the size and configuration of the physical space, number of participants and participant composition. The Ohio Child Welfare Training Program's Regional Training Centers (RTCs) can support the creation of an optimal learning environment by controlling the minimum and maximum number of participants who may attend a workshop, by assuring the correct composition of public and private agency personnel who are scheduled to attend an event, and by selecting facilities which are comfortable and which have adequate parking.

RTCs should strive to assure each workshop is coordinated to maximize the learning experience of each participant. While recognizing the value of integrating public and private professionals with diverse roles and responsibilities in each training session, RTCs have an obligation to maintain the integrity of the learning experience by assuring registrants are appropriate for the training competencies addressed, and that professionals from public agencies are the primary training populations.

Outcome

The size of the workshop is controlled, the composition of public and private agency personnel attending a workshop is balanced, and facilities are selected which are comfortable.

Standards for Implementation

Size

1. The RTC should consider the number of participants appropriate to attend a workshop based on the training topic, preferences of the trainer, purpose of the event and facility accommodations.

2. The RTC should have a written policy regarding the minimum and maximum size of a workshop.

3. No fewer than eight participants should be in attendance to hold a workshop. To assure a minimum number of eight participants, the RTC should register a minimum of ten individuals per event unless the workshop calls for a smaller participant group.

4. To assure optimal skill-building opportunities in the workshop, a maximum number of 24 registrants should attend unless the event calls for larger participant group.

Composition

The RTC supports the value of having professionals from both public and private agencies attend workshops. The primary populations which must be assured registration slots are public agency professionals who carry roles and responsibilities aligned with the competencies addressed within the identified workshops.

1. The RTC should have a written policy regarding participant composition of public and private agency professionals attending a workshop.

2. The RTC should assure that professionals of public child protection agencies are given priority consideration when registering for a workshop. When space is available, the RTC should register other stakeholders in the child welfare system.

3. The RTC should assure that the primary populations registering for an event is consistent with the target populations identified and recommended in the quarterly RTC calendar.

4. To assure that each public child welfare agency within a region has equal access to all workshops, the RTC should develop protocols for announcing and registering workshop participants.

   When developing written policies and protocols, ODJFS policies need to be followed and the RTC should consider the make-up of the region's agencies, preferences of the executive directors and the number of professionals per agency who would be eligible to attend workshops.

Strategies for Evaluation

a) Sign-in sheets
b) Participant evaluation forms
c) Trainer feedback forms
d) Trainer feedback (verbal and written)

13. RTC QUARTERLY SCHEDULE

Philosophy

Regional Training Centers (RTCs) develop and distribute regional training schedules on a quarterly basis to inform the Ohio Child Welfare Training Program's (OCWTP) training population of upcoming workshops. The training schedule is the primary tool for communicating workshop offerings, trainers, workshop logistics, licensure hours and OCWTP participant requirements for attending training and receiving certificates. The training schedule should be written clearly, should be concise and should contain similar information across the RTCs.

Outcome

The OCWTP training population receives a quarterly RTC Schedule in a timely manner.

Standards for Implementation

1. The RTC should use the Individual Training Needs Assessment (ITNA) data and key informant data when planning the quarterly schedule (see Standard 11: Training Needs Assessment).

2. The RTC should distribute the quarterly training schedule a minimum of four weeks prior to the first scheduled workshop of the upcoming quarter.

3. The quarterly schedule should be distributed in the following priority order:

    a) Public child protective service agencies and their executives in the region;
    b) ODJFS contract manager and district offices;
    c) State Training Coordinator;
    d) Host agency board or chair person of the board;
    e) PCSAO;
    f) Juvenile court in each county of the region;
    g) Other RTCs;
    h) Contract agencies and other child and family serving agencies.

4. The RTC should have a written policy regarding who, and how, the quarterly training schedule should be Distributed.

5. The RTC quarterly training schedule should contain, at minimum, the following information on each workshop:

    a) Title
    b) Content
    c) Competencies addressed
    d) Trainer name and bio
    e) Target population and prerequisites (when applicable)
    f) Time and date

g) Location
h) Social work or counselor licensure hour availability
i) Registration information

6. The RTC quarterly calendar should include, at minimum; OCWTP sanctioned general information, and a statement that the Ohio Department of Job and Family Services funds the OCWTP.

7. The RTC quarterly calendar will be included on the individual RTC website as an additional marketing/information sharing method. The quarterly calendar should be updated every quarter and should correspond with the hardcopy version.

Strategies for Evaluation

a) Participant evaluation forms
b) Informal and formal system feedback mechanisms
c) Annual customer satisfaction survey

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14. WORKSHOP NOTIFICATION, REGISTRATION, CONFIRMATION AND CANCELLATION

Philosophy

The Ohio Child Welfare Training Program (OCWTP) has established and implemented a structured set of processes for notifying and registering participants and confirming and canceling workshops. The Regional Training Centers (RTCs) use a systematic mechanism for assuring that the "right" people attend the "right" training. Utilizing this workshop registrant structure, the RTC can assist the trainers and participants in maximizing opportunities to learn and to develop as professionals.

Outcome

The RTC has a documented notification, registration, confirmation and cancellation process that meets the needs of its consumer counties.

Standards for Implementation

Notification

1. The RTC should include the registration process in the quarterly schedule (see Standard 13: RTC Quarterly Schedule).

2. The RTC should have a written process for assuring all intended participants receive notification of upcoming training events (see Standard 12: Size and Composition of Workshops).

Registration

1. The RTC should have a written set of registration procedures (see Standard 12: Size and Composition of Workshops).

2. As part of the registration process, the following information, at minimum, should be gathered on each registrant:

   a) Name
   b) Agency
   c) Position
   d) Supervisor
   e) Phone number
   f) Special needs the participant would like accommodated

3. The RTC should periodically review the individual training needs of the registrants against the competencies

Addressed to assure the "right people" are attending the "right training".

4. The RTC should prioritize workshop participants based on identified learning needs.

5. Based on the registration information, prioritization of need and the date the registration is received, the RTC should determine which participants should be confirmed to attend the workshop.

6. The RTC should share the workshop size and composition information with the trainer prior to the workshop (see Standard 9: Trainer Support).

Confirmation

1. The RTC should have a policy regarding notification of participants who are closed out of specific training sessions and how the workshop waiting list is utilized.

2. The RTC should have a set of procedures describing how participants will be notified when a workshop in canceled and if and when it will be rescheduled.

Strategies for Evaluation

a) Procedures for workshop notification processes are documented
b) Annual consumer satisfaction survey
c) Conduct an analysis of ITNAs compared to workshop registrants on an annual basis

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15. EXPECTATIONS FOR WORKSHOP PARTICIPANTS

Philosophy

The four primary stakeholders invested in the training event are the participant, sending agency, RTC and trainer. Justifying the expenditure of financial and human resources requires that all four stakeholders fully invest in the training experience. While the training event should be informal, the expectation of the Ohio Child Welfare Training Program (OCWTP) is that participants conduct themselves as they would on the job. To receive full benefit and licensure credit from the training experience participants should be prepared to actively participate in training exercises and discussions, provide feedback to the other participants and the trainer, arrive on time and stay for the entire session without constant interruptions. To support the participant in maximizing the time spent in an event, the sending agency should establish policies and procedures that support the standards for effective training.

Outcome

Professionals attending Regional Training Center (RTC) workshops meet participant requirements.

Standards for Implementation

Fifteen (15) Minute Rule

1. Prior to the workshop, the RTC should clearly articulate to participants and the trainer, either in writing or as part of the training introductions, the expectation that not more than fifteen minutes of course content can be missed during the life of the training.

2. When there is a dispute regarding missed time, the RTC will defer to the trainer. Exceptions regarding the fifteen-minute rule should be left up to the discretion of assigned RTC staff.

3. The RTC should assure that the trainer understands and fulfills their responsibility to initial they participant attendance sheet indicating completion of the workshop.

Arrival and Departure

1. The RTC should assure that the trainer and workshop participants understand that workshops begin and end on time as specified in the quarterly RTC calendar.

2. Strategies for communicating workshop expectations to participants may include, but are not limited to:

   a) Participant confirmation notices
   b) Workshop introductions
   c) RTC quarterly calendar

d) RTC communication with supervisor

Lunch and Breaks

1. Interruptions during the course of the workshop detract from the training experience for both the participants and the trainer. The RTC should assure that the trainer and workshop participants understand that the use of cellular phones, noise-generating pagers and other distraction should not be use during the workshop. The RTC and trainer should address how to minimize workshop disruptions.

2. Participants who engage in non-professional behavior that causes observable disruptions should not be tolerated. Participants should expect to be approached by the trainer during the scheduled breaks regarding their disruptive behavior.

   The trainer should notify the participant and RTC staff of persistent disruptive behavior or behavior that runs counter to the ethics and values of child welfare practice.

Evaluations

The RTC should assure that participants understand the RTC expectation that evaluations be completed prior to departing the training session. Participants should be told that workshop certificates are provided after the participant completes and submits the workshop evaluation.

Strategies for Evaluation

a) Trainer feedback (verbal and written)
b) Number of evaluations received as compared to the number of participants who fully attended the event
c) Participant evaluation forms

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16. TRANSFER OF LEARNING

Philosophy

The Ohio Child Welfare Training Program (OCWTP) believes that for training to have the lasting impact of enhanced job performance, there must be a deliberate effort to transfer learning from the classroom to the workplace. For effective and continuing application of learning to the job, training related activities must take place before, during and after the workshop. While it is recognized that all stakeholders in the system must play a role, the Regional Training Center (RTC) has a lead role to play in educating the system, in assuring that trainers and curricula build in Transfer of Learning (TOL) interventions and integrating TOL interventions, into their own training activities.

Outcome

Transfers of Learning interventions are integrated throughout the training system before, during and after each training event.

Standards for Implementation

Before

1. The RTC staff should promote and assist county agencies in the completion and use of the Individual Training Needs Assessment (ITNA), (see Standard 11: Training Needs Assessment).

2. The RTC should expect that the trainer incorporate TOL activities in the training and should require that the trainer prepare materials that include transfer of learning opportunities (see Standard 8: Expectations for Trainers).

3. To assist potential participants in selecting workshops which will best meet their high priority training needs, the RTC should include the quarterly training schedule a description of each workshop and a list of competencies addressed in the workshop (see Standard 13: RTC Quarterly Schedule).

4. The RTC should introduce the TOOL Manual to new casework staff as part of their orientation to the training program.

5. The RTC should offer technical assistance to agency staff on standardized TOL interventions (e.g., Training Orientation for Optimal Learning (TOOL) Manual, Field Guide to Child Welfare).

6. On an annual basis, the RTC Coordinators should convene to identify two TOL *Before* activities the RTC will agree to incorporate in the region's training program. The RTC should agree to track/evaluate the selected activities and to review the collected data on a quarterly basis. Based on the findings, the RTCs should continue to replace the TOL *Before* activities.

7. The RTC should provide technical assistance to trainers in the development of TOL activities.

8. The RTC should provide the introduction to the Trainee Guide to participants prior to attending their first Core module.

<u>During</u>

1. The RTC should offer technical assistance to agency staff on standardized TOL interventions (e.g., Training and Orientation Learning (TOOL) Manual, Field Guide to Child Welfare).

2. The RTC should provide trainees with transfer tools (e.g., Idea Catcher, Learning Log, Action Plan, Trainee Guide) to assure that trainees can capture workshop information for use back on the job.

3. The RTC should expect the trainer to address the trainees' expressed needs identified during the "What's In It for Me" activity throughout the workshop (see Standard 8: Expectations for Trainers).

4. On an annual basis, the RTC Coordinators should convene to identify two TOL *During* activities that the RTCs will agree to use in their regions' training programs. The RTCs should agree to track/evaluate the selected activities and to review the collected data on a quarterly basis. Based on the findings, the RTCs should continue or replace the TOL *During* activities.

5. The RTC should provide support to trainers in incorporating standardized TOL intervention tools (e.g., Training and Orientation for Optimal Learning (TOOL) Manual, Field Guide to Child Welfare, etc) when appropriate.

<u>After</u>

1. The RTC should offer technical assistance to agency staff on standardized TOL interventions (e.g., Training and Orientation for Optimal Learning (TOOL) Manual, Field Guide to Child Welfare).

2. On an annual basis, the RTC Coordinators should convene to identify two TOL-after activities that each RTC will agree to incorporate into their region's training program. The RTCs should agree to track/evaluate the selected activities and to review the collected data on a quarterly basis. Based on the findings, the RTCs should continue or replace the TOL-after activities.

Strategies for Evaluation

a) Workshop outlines
b) Trainer workshop/files
c) Quarterly training schedules
d) Participants evaluation forms
e) Trainer feedback
f) Site visit documentation
g) Annual customer satisfaction survey (including questions related to the use of the TOOL Manual)
h) Review of data collected as a result of TOL activities before, during and after the event.

17. WORKSHOP QUALITY CONTROL

Philosophy

The Ohio Child Welfare Training Program (OCWTP) was created to assure that all practitioners in the field of child welfare receive consistent information, develop a similar awareness, and have an opportunity for comparable skill development regardless of geographic location, agency size or available resources. Since 1986, Ohio has been a national leader in the preparation of work-readiness of its child protection staff.

Maintaining quality services to child welfare professionals is critical to the program. The Regional Training Centers (RTCs) provide quality workshops, which respond to training needs identified through the Individual Training Needs Assessment (ITNA) and other needs assessments indicators. The OCWTP is committed to high quality, consistent and responsive training. A systematic quality assurance program insures that training standards are maintained.

Outcome

Workshops meet the content and presentation standards of the Ohio Child Welfare Training Program (OCWTP).

Standards for Implementation

1. The RTC should adhere to Standard 8: Expectations for Trainers regarding the certification process for accepting trainers into the OCWTP.

2. When a new trainer or curriculum is introduced in a region, the RTC should attend, monitor and evaluate the trainer/curriculum using the OCWTP Trainer Monitoring Instrument. The RTC should share results of the evaluation with the trainer within five working days following the session.

   The RTC should share the results with the other RTCs, ODJFS and the State Training Coordinator at the following monthly RTC Coordinator's meeting.

3. When a new trainer or curriculum is evaluated by the RTC and issues are identified, the trainer/curriculum should be monitored at the next scheduled session by the RTC who schedules the event.

   The monitoring results should be shared with the trainer within five working days following the session. The RTC should share results at the following monthly RTC Coordinators meeting.

4. The RTC should periodically monitor experienced trainers and frequently offered workshops, especially when a workshop evaluation indicates deterioration in quality.

5. The RTC should assist the State Training Coordinator in monitoring all standardized curricula to assure consistency and uniformity.

6. The RTC should assure that staff who conducts monitoring functions are prepared and trained to do so effectively.

Strategies for Evaluation

a) Use of the trainer monitoring instrument
b) Use of Core and standardized workshop outlines
c) Use of the Core standardized monitoring instrument
d) Analysis of workshops compared with ITNA aggregate data
e) Workshop curriculum compared with the competencies identified with the workshop
f) The participant evaluation form

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18. COUNSELOR AND SOCIAL WORKER LICENSURE

Philosophy

The Ohio Child Welfare Training Program (OCWTP) is approved as a provider of Counselor and Social Worker continuing education (license credit) hours through the Counselor and Social Worker Board of Ohio. Using the Board's guidelines, the OCWTP determines what workshops should be approved for social work hours and/or counselor hours.

The OCWTP includes licensure credit hours as part of its program services to enrich the credibility of the comprehensive competency-based, in-service training system while assisting its customers in maintaining their professional certification status.

Outcome

OCWTP workshops are appropriately accredited to provide counselor and/or social work licensure credit.

Standards for Implementation

1. All RTC materials promoting the OCWTP should state whether the workshop provides licensure credit for social work and/or counselor licensure and should contain the OCWTP provider number.

2. When approving workshops for licensure credit, the RTC should assure that the:

   a) Workshop curricula adheres to the rules governing the Counselor and Social Work Board;
   b) Workshops are conducted via appropriate instructional methods, such as lecture, group discussions, and multi-media presentations;
   c) Trainers have appropriate academic training, professional licensure or certification, or professionally recognized experience;
   d) Presenters have an identifiable involvement with human services;
   e) Workshops are offered in a place that is accessible to persons who are handicapped;
   f) Workshop content is culturally relevant.

3. When determining licensure for a workshop, the RTC staff should review the list of OCWTP Approved Counselor Licensure Workshops to identify whether the workshop should provide licensure credit in addition to social work licensure credit.

4. When the planned workshop does not appear on the list of existing OCWTP Approved Counselor Licensure Workshops, the RTC should contact the State Training Coordinator "point of contact" to gain approval for counselor licensure credit in accordance with the guidelines of the Counselor and Social Work Board.

5. The RTC should maintain records of each workshop including, but not limited to:

   a) Workshop title; content outline, evaluations;
   b) Participant names;
   c) Handouts

d) Approved licensure hours;
e) Trainer qualifications.

6. The RTC should provide certificates for participants who complete the workshop. The certificate should identify the following items:

   a) Workshop title
   b) Date of the workshop
   c) Participant's name
   d) Trainer's name
   e) Number of training hours
   f) Name of sponsoring organization
   g) Counselor or social work program area in which the workshop falls
   h) Type and number of credit hours
   i) Signature of the representative of the sponsoring organizations
   j) OCWTP approved provider number

Strategies for Evaluation

a) Compare the credit given for a workshop by an RTC to the list of OCWTP Approved Counselor Licensure Workshops
b) Randomly monitor the content of workshops to check appropriateness of credit provided
c) Periodically monitor the RTC calendars and workshops provided to check continuity in licensure credit provided among RTCs.

19. CONFIDENTIALITY

Philosophy

The Ohio Child Welfare Training Program (OCWTP) recognizes the need to support training environments which provide for the sharing of sensitive and confidential information and which allow for personal disclosure among participants, when appropriate to the workshop topic and content materials. The OCWTP believes sensitive information shared in training should remain within the confines of the workshop. Both trainers and participants are expected to maintain confidentiality unless the information shared is perceived as contradicting good practice or is seen as unprofessional.

Outcome

Participants and trainer confidentiality is maintained in all workshops.

Standards for Implementation

1. The RTC should implement the standardized RTC written policy regarding confidentiality.

2. Workshop activities that encourage personal disclosure should be relevant to the content and goals of the workshop.

3. The RTC should alert the trainer when a participant has issues that may impact a workshop.

4. The RTC should not share the trainer information with participants or the general public unless previously approved by the trainer (e.g., home phone number, address, etc.).

5. The RTC should not share identifying participant information unless previously approved by the participant and is workshop related.

6. The RTC should not reveal information shared during a workshop with agency personnel. However, if the RTC is alerted that a participant's behavior and/or conversation runs counter to the ethics or values of good child welfare practice, or is seen as unprofessional, the RTC should determine whether the agency personnel should be contacted.

7. The RTC should not release trainer curricula and workshop materials unless approved by the trainer who owns the curricula and workshop materials (see Standard 8: Expectations for Trainers).

Strategies for Evaluation

a) Standardized written RTC confidentiality policy
b) Documentation of the number of trainer and/or participant complaints regarding the handling of confidentiality information
c) Documentation regarding the number of agency contacts by the RTC due to participant behavior or conversation that contradicts good practice or demonstrates unprofessional conduct

20. STATEWIDE DEVELOPMENTAL ACTIVITIES

Philosophy

The Ohio Department of Job and Family Services, the Public Children Services Association of Ohio and the Ohio Child Welfare Training Program (OCWTP) continually strive to promote and refine the effective practice of child welfare through statewide initiatives and developmental activities. The Regional Training Center (RTC) staff supports and participates in these efforts to lend their experience and expertise and to represent the opinions and positions of their region's agencies.

Outcome

The RTC provides a regional perspective regarding training issues.

Standards for Implementation

Work Teams and Committees

1. The RTC should participate on statewide work teams and committees to share information and advocate for the perspectives of the counties in the region.

2. The RTC should attend monthly OCWTP Statewide Planning Committee Meeting.

3. The RTC should attend the monthly RTC Coordinators Meeting.

4. As appropriate to the development activity, the RTC should maintain contact with county representatives to report progress, to provide information and to receive feedback.

5. The RTC should participate in OCWTP planning activities.

Field Testing New Materials

1. The RTC should participate in the field testing of new curricula as requested by ODJFS and/or the State Training Coordinator.

2. In preparation of scheduling and participating in OCWTP field tests, the RTC should require receipt of all workshop and field test materials in advance of the session (see Standard 8: Expectations for Trainers).

3. The RTC should provide timely feedback to the field test developers including complete field test materials, recommendations and observations.

4. The RTC should request that the field test developers provide timely feedback to the field test participants.

Strategies for Evaluation

a) Attendance on statewide committees
b) Consumer satisfaction surveys
c) Participation in field tests
d) Documentation of agency contacts regarding statewide initiatives

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21. THE PARTNERSHIP BETWEEN THE RTC AND THE ODJFS DISTRICT OFFICES

Philosophy

As a program, the Ohio Department of Job and Family Services (ODJFS), the Ohio Child Welfare Training Program (OCWTP), and the Regional Training Center (RTC) staff seeks to develop and maintain close partnerships with staff from the ODJFS Regional/District Offices. Building and maintaining positive relationships with ODJFS staff enhances the likelihood of the Program's success in providing responsive and timely training to professionals in the child welfare system.

As a partnership, the RTCs and ODJFS Regional/District Office staff inform and assist one another in addressing systems issues. Working together for the protection of children at risk of abuse and neglect and their families. ODJFS Regional/District Office and RTC staff acts as an important resource for one another. The RTC provides ODJFS Regional/District Office staff with information on upcoming training initiatives and assists in the development of workshop coordination for statewide training of the systems' professionals. ODJFS Regional/District staff keeps RTC staff up-to-date on agency-specific training needs and provides training information to agency staff when conducting site visits.

Outcome

The RTCs and the ODJFS Regional/District Offices collaborate, coordinate, and address the training needs of the public child welfare staff.

Standards for Implementation

1. The RTC and Regional Office should have at least quarterly contact to gather information regarding rules, provision of rules training and new state initiatives.

2. The RTC should provide the Regional Office with a quarterly schedule and other resource materials regarding upcoming developments in the training program and counties.

3. The RTC should request the Regional Office attend workshops when content is appropriate.

Strategies for Implementation

a) Frequency and content of contacts
b) Agency questionnaire regarding the coordination of efforts of the RTCs and the Regional Offices

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*. * Any person whose salary is wholly or partially paid for by the contract between ODJFS and the host agency should be considered RTC staff.