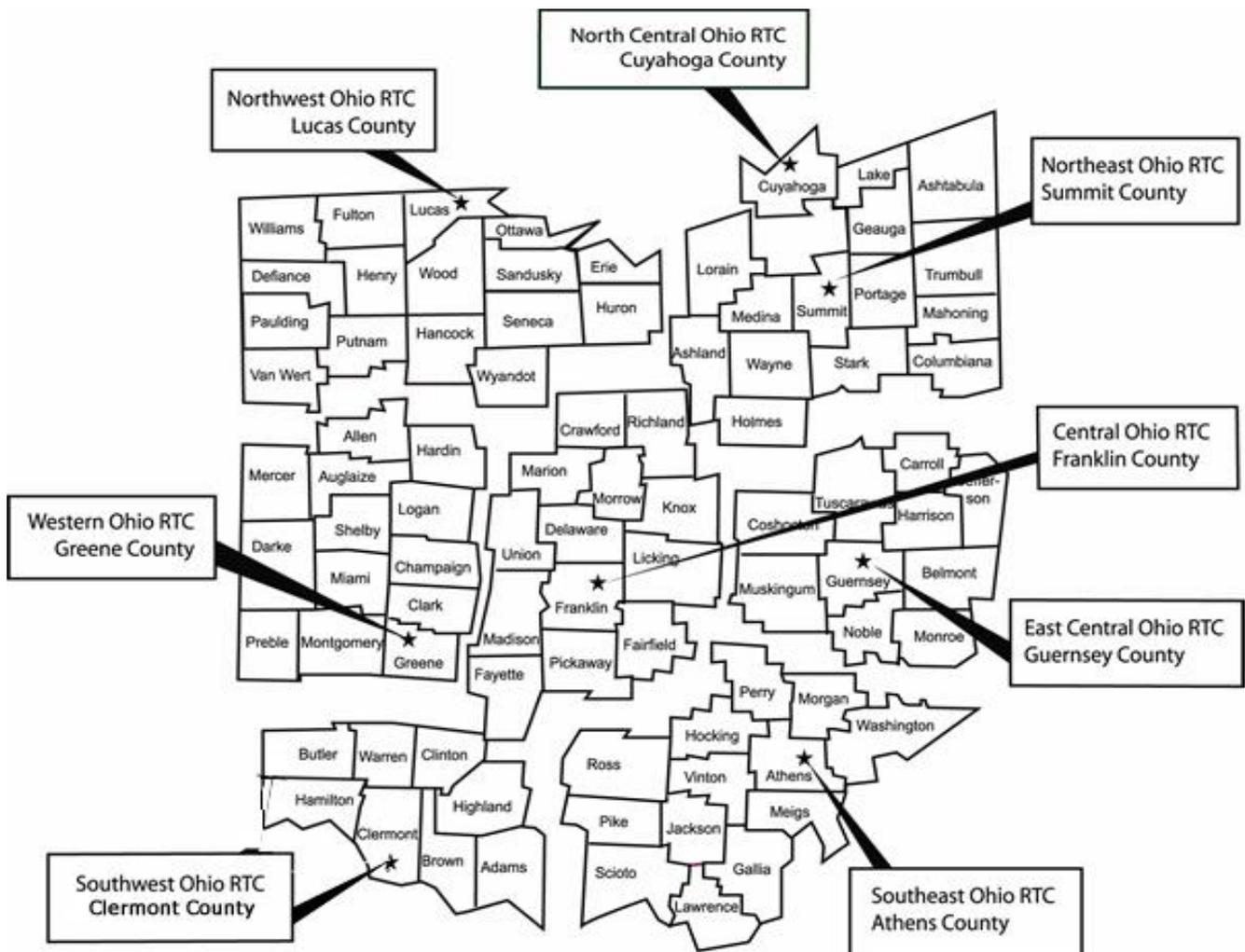




CWTP

Ohio Child Welfare
Training Program

Regional Training Center Standards for Effective Practice



**THE OHIO CHILD WELFARE TRAINING PROGRAM and REGIONAL TRAINING CENTERS'
STANDARDS FOR EFFECTIVE PRACTICE**

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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 counties in their regions. As the program evolved, the RTC Coordinators realized the need to establish consistency in program activities and practice operations.

1996 marked the 10th anniversary of the OCWTP. During that time the Public Child Services Agencies (PCSAs) were completing a two-year project which served as a catalyst for RTCs to develop a set of effective practice standards. The goal was to develop a clear and concise set of practicing standards for each RTC. 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 for 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 standards. The eight regions are comprised of both large and small agencies. Some regions are in urban areas while others in rural; some receive a good deal of financial support from their host agency while others 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 was the development of a set of 21 effective practice standards.

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Organization of the Document

Each practice standard includes the following sections:

1) Philosophy

- Provides the reader with an overview of the purpose and need for the standards.

2) Outcome

- Outlines the results when standards are fully implemented.

3) Standards for Implementation

- Identifies specific and measurable activities to meet the outcomes.

4) Strategies for Evaluation

- Listing of strategies for tracking, monitoring and evaluating each standard.

Summary

The RTC Coordinators recognize the development and implementation of standards is an ongoing process, and 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 support the ongoing evolution of the process.

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1. DIVERSITY

Philosophy

The OCWTP strives to address and respond to the diversity of the professional staff, caregivers and the children and families served by Ohio's Public Children Services Agencies (PCSAs). The OCWTP addresses multiple and diverse needs and promotes culturally competent child welfare practice through a competency-based, in-service training system. The staff at the Regional Training Centers (RTCs) strive to increase their knowledge and skill to respond to the diversity issues represented in their respective regions. Diversity issues should be considered in the implementation of all standards.

Outcomes

- 1) RTCs promote, develop, and implement culturally competent trainings.
- 2) RTCs will be responsive to regional and State-wide diversity.

Standards for Implementation

- 1) Promote diversity by displaying pictures, calendars, etc. that reflect similarities and differences among the people we serve.
- 2) Utilize staff, caregiver and client population information when selecting trainers to be responsive to the diversity represented in the region.
- 3) Recruit and utilize a diverse population of trainers to provide participants with a broad perspective and experience.
- 4) Review all trainer outlines and curricula to ensure they effectively address diversity.
- 5) Ensure all publications, marketing efforts and websites reflect diversity.
- 6) Be aware and sensitive of religious groups and scheduling trainings on religious holidays.
- 7) Advocate for a diverse work-force among RTC staff.
- 8) Participate in ongoing diversity-specific educational experiences and develop strategies for transferring of learning to their jobs.

Strategies for Evaluation

- 1) Analysis of the number of trainers used who represent diverse populations.
- 2) Review of the participant evaluations to determine whether diversity was effectively addressed.

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2. RTC ACTIVITIES

Philosophy

The OCWTP and RTCs will continue to evolve to meet the PCSAs continuous changing and complex needs of their clients. RTCs must provide the necessary activities to support a Comprehensive, Competency-Based, In-service Training (CCBIT) system. Adequate resources are critical to executing the activities necessary to maintain a high functioning, quality CCBIT system.

Outcomes

- 1) RTCs perform activities to support, maintain, and operate an effective CCBIT system.
- 2) Activities will support Continuous Quality Improvement within the system.
- 3) Provide a monthly report out to the Steering Committee of the center activities and other highlights of successes, collaborations, and issues.

Standards for Implementation

- 1) Schedule RTC Coordinator monthly meetings to share information regarding the operation of each RTC. Meetings should be facilitated by a chair or vice-chair who both serve two-year terms which is initiated at the beginning of each two-year OCWTP contract.
- 2) Review, evaluated, and update as needed of the RTC Standards of Effective Practice. This should be completed periodically
- 3) Implement, support, and evaluate the business practices and processes critical to the operation of a successful CCBIT system. Those processes include:

A. Trainer Recruitment, Development, Support, Evaluation

- Identify and recommend CORE trainers for certification
- Identify, interview and approve trainers for specialized and related content areas
- Review and approve trainer content outlines, handouts and reference lists
- 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
- Ensure workshop session data is entered E-Track within 7 calendar days
- Ensure trainers have all necessary handouts and working equipment
- Direct trainers to appropriate Training on Content (TOC)

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B. Program Support

- Develop and implement marketing strategies for Individual Training Needs Assessment (ITNA) and Individual Development Plans (IDPs)
- Train, educate, and assist counties in completing the ITNAs
- Review aggregate learning needs data to identify training needs of counties, regions, and state-wide.
- Provide prompt feedback of learning needs to counties.
- Develop and distribute quarterly training schedules based on learning needs assessment results
- Regularly communicate with counties regarding the training program and their needs
- Develop, monitor and evaluate the RTC annual budget; approve RTC expenditures; maintain records and generate fiscal reports
- Secure workshop sites and make necessary arrangements
- Open, monitor, and close individual trainings
- Contract with trainers through the State Training Coordinator or the Host Agency
- Schedule trainings on content as requested
- Prepare working file for each workshop
- Prepare and distribute training certificates when not distributed through E-Track
- Complete ODJFS required reports, monthly invoices, quarterly/annual report
- Maintain RTC website

C. Regional Outreach

- Conduct meetings with county staff at all levels to discuss and assess their learning needs
- Arrange for county specific learning interventions
- Discuss and evaluate trainer performance with county staff
- Provide technical support and consultation to counties
- Conduct public relations activities with counties
- Conduct routine meetings with specialized staff, as needed.
- Encourage the use of the OCWTP/RTC website
- Welcome and educate new staff on the OCWTP and CCBIT systems.
- Attend PCSAO and ODJFS District Office meetings
- Inform ODJFS Field Office staff of pertinent issues and activities

D. Planning/Program Development

- Participate in monthly OCWTP meetings
- Participate in monthly RTC Coordinator meetings
- Participate in OCWTP subcommittee and work team meetings
- Participate in TOC sessions as indicated
- Field test new curricula and suggest revisions as necessary
- Participate in the OCWTP planning retreat
- Field test and provide feedback on resources developed for the OCWTP
- Participate in the planning and implementation of ODJFS initiatives

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E. Data Management

- Manage the training registration process
- Manage the class roster/registration list
- Manage the ITNA and IDP processes
- Generate and provide reports as requested

F. Other RTC Functions

- Participate in the development of and attend at statewide conferences
- Supervise and manage staff
- Attend mandated host agency trainings
- 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

- 1) Complete RTC staff performance evaluations
- 2) Develop Annual reports for ODJFS
- 3) Conduct "Consumer Satisfaction Survey" when recommended by the OCWTP Steering Committee

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3. RTC STAFF ORIENTATION AND DEVELOPMENT

Philosophy

The OCWTP supports the training and professional development for all Regional Training Center (RTC) staff. 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 training delivery methods.

Outcomes

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

Standards for Implementation

- 1) Provide the opportunity for new RTC staff to attend the standardized OCWTP Orientation Program with all staff new to the RTC.
- 2) Provide professional development opportunities for staff based on identified learning needs. These can include, but not limited to, the following:
 - Supervisor request;
 - Agency mandate;
 - State mandate;
 - OCWTP recommendations;
 - ODJFS rules training;
 - Key informant groups
 - Focus groups
 - State and County reports (CPOE and CFSR)
- 3) Participation, by the RTC Coordinators, in the OCWTP Orientation and to offer new RTC staff support and the delivery of accurate information

Strategies for Evaluation

- 1) Information of the evaluation results for the OCWTP Orientation will be provided
- 2) Analysis, by RTC staff, of the evaluations to determine any needs or areas of improvement

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4. REGIONAL RESOURCE CENTERS

Philosophy

The OCWTP is responsible for providing professionals in the PCSA system with competency-based training opportunities to gain awareness, knowledge, and skills to enhance their abilities 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 pertinent to their work. RTC Regional Resource Centers provide information on current trends in the field, new and innovative strategies for serving children and families, and basic content materials on trainings.

Outcome

- 1) Access to the Regional Resource Center is provided to professionals participating in the OCWTP.

Standard for Implementation

- 1) Access to a website(s) (i.e. I-Backup) to support and make resources available for standardized OCWTP curriculum, interventions, and program initiatives.
- 2) Provide available space and equipment at the RTCs necessary to stock and store its Regional Resource Center materials, if applicable.
- 3) Organize and maintain the Regional Resource Center by RTC staff, if applicable.
- 4) Develop policies and procedures for the maintenance, purchasing and lending of resource materials, if applicable.
- 5) Develop a plan to market the use of the RTC Resource Center in the region, if applicable.
- 6) Develop online resources for distribution and marketing, in lieu of, a Regional Resource Center, if needed.

Strategies for Evaluation

- 1) Usage patterns and level of requests
- 2) Quality of resources (e.g., dated or current, number of resources)
- 3) Database identifies resources

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5. FACILITIES

Philosophy

The OCWTP believes 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

- 1) Training facilities optimize learnings.

Standards for Implementation

- 1) Selecting a training site must include consideration to the following environmental factors which, if not addressed, can impede and/or disrupt the learning experience:
 - Accessible parking and responsive facility staff;
 - Size of the room in relation to the number of participants attending a given workshop;
 - Shape of the room (including placement of columns);
 - Quality of maintenance (clean and well-repaired room);
 - Adherence to fire and safety regulations;
 - Handicap accessibility (see Standard #6: Accessibility of Training for Persons with Disabilities);
 - Controlled heating and cooling systems;
 - Comfortable seating;
 - Adequate lighting and ability to adjust lights;
 - Appropriate acoustics;
 - Placement of outlets in the room;
 - Functioning and appropriate equipment;
 - Ability to stick flip charts on the walls;
 - Accessibility and number of rest rooms;
 - Availability of refreshments
 - Access to copy machine
 - Wi-Fi access for trainers and/or participants (when available & necessary)

Strategies for Evaluation

- 1) Participant survey
- 2) Trainer feedback form
- 3) RTC staff site evaluation (surveys and feedback)

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6. ACCESSIBILITY OF TRAINING FOR PERSONS WITH DISABILITIES

Philosophy

The OCWTP is committed to providing accessible, responsive trainings 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 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 trainings.

Outcome

- 1) 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) Develop and implement policies and procedures, as part of the PCSA, which are in compliance with the American Disabilities Act as Amended (ADAA) to address training accessibility for participants with disabilities. RTCs may consult with ODJFS or PCSA civil rights coordinator for information and requests from trainers or participants.
- 2) Make accessible materials and resources requested by and for individuals with disabilities. These should be made available when sufficient notice (2 weeks) is given.
- 3) Schedule facilities which provide accessibility to people with disabilities.
- 4) The RTC should secure and use information regarding local resources available to assist RTC participants with disabilities.
- 5) Document requests made by people with disabilities and the RTC response in the training session notes in E-Track.

Strategies for Evaluation

- 1) Participant and trainer feedback
- 2) Review of RTC documentation regarding requests and responses
- 3) Documentation of the use of accessible sites.

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7. TRAINER RECRUITMENT AND DEVELOPMENT

Philosophy

The 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 provides an opportunity to use local issues to enrich content-specific discussion. 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

- 1) A diverse local and state trainer pool is easily accessible to meet the learning needs of the participants.
- 2) Trainers are provided professional development and shadowing opportunities

Standards for Implementation

1) Trainer Recruitment

- Recruit a diverse population of trainers (see Standard #1: Diversity).
- Be aware of content-expert gaps in the training system prior to recruiting potential trainers.
- Recruit local experts as potential trainers in instances where knowledge of local resources is critical to workshop content, the RTC should recruit local experts as potential trainers.
- Recruit, when needed, experts from the field of child welfare
- Refer potential trainers the OCWTP State Training Coordinator and follow up to ensure the potential trainer is progressing with the approval process, or work directly with the potential trainer to move them through the approval process
- Provide all trainer information to the State Training Coordinator when a trainer is approved for purposes to be entered into E-Track.

2) Trainer Development

- Provide and/or refer trainers to the OCWTP State Training Coordinator for technical assistance, as needed, to support them in developing their skills (see Standard 8: Expectations for Trainers, and Standard 17: Workshop Quality Control). The RTC should assist in the development of the trainers contracted by RTC.

Strategies for Evaluation

- 1) 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.
- 2) Document the ways in which the RTC assisted in the development of trainers.

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8. EXPECTATIONS FOR TRAINERS

Philosophy

The OCWTP and RTCs work with trainers to provide high quality trainings for child welfare professionals. Trainers are responsible for developing well-prepared trainings that address specific competencies, respond to the needs of adult learners, integrate Transfer of Learning (TOL) activities, and delivered in a professional and concise manner. To meet these expectations, trainers are required to adhere to standards of performance as identified in the OCWTP contract and RTC expectations. Trainers are provided with a set of clearly identified expectations, a framework for effective performance and accountability shared by the trainer and RTC. This shared accountability provides consistency in the preparation, delivery, and closure of each training session among the RTCs.

Outcome

- 1) OCWTP trainers consistently adhere to the expectations and requirements outlined in the OCWTP trainer contract and RTC directives.
- 2) OCWTP and RTCs can expect the highest level of quality from each trainer.

Standards for Implementation

- 1) Ensure the trainer submits electronically a completed Workshop Outline Proposal.
- 2) Release of trainer curricula and workshop materials (excluding handouts provided by the trainer) is not allowed, unless approved by the trainer who owns the curricula and training material (see Standard 19: Confidentiality).
- 3) Submit electronically workshop outline proposals to the OCWTP State Training Coordinator for approval.
- 4) Expect the trainer to address the participants' expressed needs identified during the "What's In It for Me" activity throughout the workshop.
- 5) Communicate to the trainer, via written or verbally, the following:
 - Handouts must be integrated and correspond specifically to the workshop population and presentation;
 - A maximum number of 20 pages per a one-day workshop will be reproduced by the RTC; A maximum number of 10 additional pages for each subsequent day of training beyond the first day will be permitted
 - Proposed handouts must be submitted to the RTC four weeks in advance of the workshop
 - Handouts requiring revisions must be submitted in final form two weeks prior to the workshop or the RTC will not accept responsibility for providing the materials or for covering the cost of those materials.
 - All equipment needs must be submitted no later than two weeks prior to the workshop. The RTC should ensure the trainer knows how to work the RTC equipment.
 - Trainer is responsible for reminding participants to sign-in at the beginning of each workshop day. Trainer is also responsible for initialing the sign-in sheet indicating the participant should receive a certificate of attendance.
 - Trainer arrival time is 30 minutes prior to the start time and is expected to be available for participants up to 30 minutes at the end of the workshop.

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- Workshop begins and ends precisely at the time listed in E-Track and the trainer should be prepared (see curriculum section of this standard) to conduct the workshop for the length of time scheduled.
 - No more than 90 minutes should be spent on lunch and scheduled breaks during each workshop day.
 - Trainers should support the standard that the use of electronic devices are not permitted during trainings unless used for training purposes.
 - Trainer has a role in eliminating training obstacles, including disruptive behavior, from the workshop. Trainers are 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 is expected to speak to the participant and report the behavior to the RTC.
 - Workshop certificates may be distributed to guests in the trainings after the guest has completed a survey.
- 6) Communicate to trainers the expectations may include, but are not limited to: (is this section needed as b & c do not come from us)
- RTC written or verbal contact with the trainer;
 - Contribute, as needed, to the Trainer newsletter
 - Contribute to the communication to the State Training Coordinator or ODJFS, as needed
- 7) Adhere to the OCWTP expectations for trainers who fall into different categories:

A) Guest Trainers

Trainers from any state, including Ohio, who are well-known for their expertise in a specific area and who train no more than one time per region in a 12-month period or who will train a time-limited initiative.

The following should occur when a RTC is assessing an individual as a Guest trainer:

- Conduct an abbreviated interview with the trainer;
- Request individual completes a Call for Presenters – Workshop Outline;
- Request individual completes and provides: *Guest/Provisional/Initiatives Trainer Information Sheet; *Resume' with a brief bio; *Statement of Understanding; *W-9 form
- If approved, trainer contracts with the OCWTP

B) Provisional Trainers

Trainers who train one time, either as part of the approval process or so their skills and knowledge can be evaluated.

The following should occur when a RTC is assessing an individual as a Provisional trainer:

- Schedule interview with individual is interviewed by the OCWTP, at which time the trainer's expertise and knowledge is reviewed, as well as the purpose, structure and contracting process of the OCWTP;
- Request individual completes a trainer application and provides a resume' and three references;
- If approved, individual contracts with the OCWTP

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Note: If the RTC determines to contract with the trainer on an ongoing basis, the trainer must complete the entire OCWTP Certification and/or Approval process.

C) Certified Trainers

Certified trainers train standardized trainings (i.e. CORE, Assessor, Sexual Abuse, Pre-Service)

The following should occur when a RTC is assessing an individual for Certification:

- Screen individual to assess her/his knowledge of child welfare and previous experience in conducting in-service training trainings;
- Provide individual with the OCWTP application packet;
- Potential trainer submits a completed packet along with his/her resume' and three reference letters to OCWTP
- Potential trainers who meet the requirements will have an interview with the OCWTP State Training Coordinator or RTC;
- Prior to certification, potential trainers must attend the OCWTP Stand Up and Take Charge of the Learning Environment, CAPMIS TOT, and Cultural Diversity TOT. The Curriculum Development TOT is highly recommended;
- Certified trainers must attend appropriate Training on Content and updates for the curricula which they are certified to train;
- Handout additions to Standardized trainings must be approved by the OCWTP State Training Coordinator four weeks in advance of the workshop.

Note: Trainers who want to be approved to develop and/or train specialized and related topics should work with OCWTP or RTC staff to ensure relevant content development and expertise is approved.

D) Approved Trainers

Approved trainers train Specialized, Related, and Non-Standardized trainings

The following should occur when a RTC is assessing an individual to become an approved trainer:

- Screen individual to assess her/his knowledge of child welfare and previous experience, expertise in a content area(s) and in conducting in-service training trainings;
- Provide individual with the OCWTP application packet;
- Potential trainer submits a completed packet along with his/her resume', three reference letters, and a signed release form directly to OCWTP
- Potential trainers who meet the requirements will have an interview with the OCWTP State Training Coordinator or RTC;
- Prior to final approval, potential trainers must attend the OCWTP Stand Up and Take Charge of the Learning Environment, CAPMIS TOT, and Cultural Diversity TOT. The Curriculum Development TOT is highly recommended

See Addendum A on page 33 for trainer approval requirements

Strategies for Evaluation

- 1) If trainer issues arise, more than one RTC will observe the workshop/trainer for assessment
- 2) Participant and survey feedback

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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 participants, agencies, RTCs, and trainers. When these partners collaborate to fulfill their individual roles and responsibilities, the training process is maximized. RTCs play a pivotal role in this collaborative effort. Providing trainers with assistance and support, which includes Transfer of Learning (TOL) activities, before, during and after the training provides the trainers with necessary skills to fulfill their roles and responsibilities.

Before trainings, RTCs provide trainers with guidance on any specific group's training needs and with direction regarding trainer accountabilities. RTCs make themselves available for consultation and support. After the training, RTC staff provides the opportunity to debrief with the trainer and participants and provide any TOL support.

Outcome

- 1) Trainers have resources and information to meet the training needs of the participants.

Standards for Implementation

1) Before the Training

- Provide the trainer with direction in the contracting process.
- Provide the trainer with direction in the development of training curriculum and materials that are current, relevant, and include all content areas and competencies are addressed.
- Inform the trainer of the size and composition of the group, any critical incidents, potential conflicts, and specific agency philosophies or issues which may impact the training.
- Provide the trainer with the address of the training location.
- Request the trainer provide (at least four weeks prior to the training) an equipment needs checklist and handouts.
- Make available all applicable resources that may be needed for the training.
- Provide trainer markers, tape, name tents, handouts, and requested equipment at least 30 minutes prior to the training.
- Set up the training room at least 30 minutes prior to the start time to ensure the room is prepared to meet trainer instructions/preferences and number of participants.

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2) During the Training

- Arrange for at least one staff person be available to respond to any training issues, emergencies, and/or questions that may arise.
- Orient the trainer to the site, if necessary. The RTC should negotiate with the site manager to ensure site-related problems, which interfere with the workshop, are addressed.
- May introduce the trainer to participants, provide them with an orientation to the workshop and review other logistical items, unless the trainer prefers to fulfill this function.
- May be in attendance at those trainings where the trainer or curriculum is new to the system.

3) After

- Be available at the close of each workshop to debrief with the trainer.
- Offer consultation to the trainer on problems occurred during the workshop.
- Ensure the trainer is provided with technical assistance and follow-up along with the OCWTP State Training Coordinator, whenever the trainer receives a summary score of 2.9 or below, when participant feedback indicates an area for trainer improvement, or when so requested by the trainer.
- Support TOL activities indicated by the trainer's curriculum as negotiated prior to the workshop.

Strategies for Evaluation

- 1) Trainer feedback
- 2) Participant feedback
- 3) RTC feedback
- 4) Program evaluation

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10. COLLABORATION WITH AGENCIES

Philosophy

As part of its mission, the OCWTP is responsible for promoting the full use and integration of competency-based training in all Public Children Services Agencies. This requires the RTCs to understand the unique characteristics of each agency in their 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, managers, supervisors and other staff 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

- 1) Agency collaboration with the RTC which results in greater agency awareness, understanding and participation in the training program.

Standards for Implementation

- 1) Schedule and conduct an on-site visit with each county agency in the region, on an annual or biannual basis, as determined by the RTC. On-site visits should include face-to-face contact with the agency administrator or designee.
- 2) Send follow up correspondence after the site visit and provide the agency with a copy within sixty days following the visit.
- 3) Make contact within 90 days to welcome newly hired executives within their region and briefly. When an agency hires a new executive director, the RTC should consider making contact within 90 days to welcome the new executive to the region, briefly introduce the program, and offer to schedule an on-site visit.
- 4) Participate in collaborative activities with agencies (e.g., regional foster care training, PCSAO district meetings, liaison meetings, etc.).

Strategies for Evaluation

- 1) Track the number of on-site visits per RTC per year or every other year.
- 2) Track the number of agencies who have integrated the OCWTP program into the organization as indicated by:
 - Completion and submission of the ITNAs
 - Completion of Core
 - Number of requests made by an agency for training consultation due to an identified training need.
 - Extent to which the agency supports competency based training and the OCWTP in general (i.e. the county agency provides coverage for staff who are in training, encourage attendance at CORE and CORE labs, etc.)
 - Level of TOL activities the agency promotes or uses, particularly with Caseworker and Supervisor Core.
- 3) Monitor agencies assisting the RTC in implementing and evaluating training initiatives.

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11. TRAINING NEEDS ASSESSMENT

Philosophy

Professionals served through the OCWTP must have specialized knowledge and skill to carry out their complex and difficult responsibilities. The training program ensures these professionals acquire and maintain the knowledge and skill to perform their jobs through competency based learning.

The Individual Training Needs Assessment (ITNA) is the primary means by which the competency-based, in-service training system identifies training needs for child welfare caseworkers and supervisors. Once the ITNA data is captured, the training program uses this data, and other needs assessment data, to prioritize the training needs and develop learnings and/or selects learning interventions to address these needs.

Outcome

- 1) The provision of training is based on assessed needs

Standards for Evaluation

- 1) Educate the county agencies in the region, on an ongoing basis, on the Individual Learning Needs Assessment processes. Sources of information could include, but are not limited to:
 - ITNAs
 - Key informant reports
 - Focus groups
 - Site visits
 - CPOE meetings, interviews and reports.
- 2) Provide technical assistance regarding the completion of the ITNA.
- 3) Follow-up with each county agency to ensure timely completion of the ITNAs.
- 4) Create an Individual Development Plan (IDP) in E-Track for the staff person and their supervisor to help manage their professional development.
- 5) Utilize the data from the learning needs assessment process, including IDPs, to develop and plan competency-based trainings

Strategies for Implementation

- 1) Compare the number of caseworkers and supervisors in each region with the number of completed ITNAs and Individual Development Plans
- 2) Compare and analyze available data reports within E-Track

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12. SIZE AND COMPOSITION OF TRAININGS

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 RTCs should strive to support an optimal learning environment for each participant by controlling the minimum and maximum number of participants who may attend a workshop, and by selecting facilities which are comfortable and which have adequate parking. 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 ensuring registrants are appropriate for the training competencies addressed, and professionals from public agencies are the primary training populations.

Outcome

1) The size of the workshop is controlled, and facilities are selected which are comfortable.

Standards for Implementation

1) Size

- 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.
- Establish guidelines regarding the minimum and maximum size of a workshop.
- In general, no fewer than eight participants should be in attendance to hold a workshop. For foster parent training held in smaller counties, this minimum number of participants can be adjusted. To ensure a minimum number of participants.
- Monitor E-Track to confirm the established minimum number of individuals are enrolled per event.

2) Composition

- Establish guidelines regarding participant composition of public and private agency professionals attending a workshop.
- Ensure public child protection agencies are given priority when registering for a workshop, with exception of Assessor which have equal access for both public and private employees. When space is available, the RTC should register other stakeholders who work with the child welfare system.
- Ensure the primary populations enrolling for a training are consistent with the target populations identified and recommended in the quarterly RTC calendar.

Strategies for Evaluation

- 1) Sign-in sheets
- 2) Participant evaluation via E-Track and paper evaluation for guests
- 3) Trainer feedback forms
- 4) Trainer feedback (verbal and written)

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13. RTC QUARTERLY SCHEDULES

Philosophy

RTCs develop and distribute regional training schedules on a quarterly basis to inform the OCWTP's training population of upcoming trainings. The training schedule, available via booklet, website and/or E-Track, is the primary method 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

- 1) The OCWTP training population receives a quarterly RTC Schedule in a timely manner that addresses trainings that meet the professional development and needs of the region.

Standards for Implementation

- 1) Utilize the ITNA and IDP data, key informant/focus group data as well as county specific and statewide data when planning the quarterly schedule (see Standard 11: Training Needs Assessment).
- 2) Make available the quarterly training schedule a minimum of four weeks prior to the first scheduled training of the upcoming quarter. The RTC quarterly calendar will be included on the individual RTC website.
- 3) Publish a quarterly regional training schedule which, at a minimum, shows the names of trainers conducting the training, date, location, time and name of the training being offered. As requested by ODJFS, provide workshop offerings for the region in a format for publication on the internet/intranet.
- 4) Include, at minimum; OCWTP sanctioned general information, and a statement that ODJFS funds the OCWTP.

Strategies for Evaluation

- 1) Participant evaluation forms
- 2) Informal and formal system feedback mechanisms
- 3) Customer satisfaction survey as deemed necessary by the OCWTP Steering Committee

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**14. WORKSHOP NOTIFICATION, REGISTRATION, CONFIRMATION AND
CANCELLATION**

Philosophy

The OCWTP has established and implemented a structured set of processes for notifying and registering participants and confirming and canceling trainings. RTCs use a systematic mechanism for ensuring the “right” people attend the “right” training. Utilizing this workshop registrant structure, the RTC can assist trainers and participants in maximizing opportunities to learn and to develop as professionals.

Outcome

- 1) The RTC has a documented notification, registration, confirmation and cancellation process that meets the needs of its county agencies.

Standards for Implementation

1) **Notification**

- Develop written procedures addressing how participants receive notification of upcoming trainings (see Standard 12: Size and Composition of Trainings).

2) **Registration**

- Develop procedures of the training registration procedures (see Standard 12: Size and Composition of Trainings). Include registration process in the quarterly schedule (see Standard 13: RTC Quarterly Schedule).
- Share the workshop size and composition information with the trainer prior to the training (see Standard 9: Trainer Support)
- Gather the following information, at minimum, on each registrant during the registration process:
 - Name
 - Agency
 - Position
 - Supervisor
 - Phone number
 - Email address
 - Special needs the participant would like accommodated

3) **Confirmation**

- Develop procedure addressing notification process for participants who are closed out of specific training and how the workshop waiting list is utilized.
- Develop procedure of notification to participants when a workshop is canceled and if and when it will be rescheduled.

Strategies for Evaluation

- 1) Consumer satisfaction survey as deemed necessary by the OCWTP Steering Committee

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15. EXPECTATIONS FOR PARTICIPANTS

Philosophy

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

Outcome

- 1) Professionals attending trainings at the RTCs should meet participant requirements to help create an effective learning environment.

Standards for Implementation

- 1) Fifteen (15) Minute Rule
 - Expectations, in writing or as part of the training introductions, should be clearly articulated by the RTC to the participants and trainer the expectation not more than fifteen minutes of course content can be missed during the life of the training. 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.
 - Ensure trainers understand and fulfill their responsibility to initial the participant attendance sheet indicating completion of the workshop.
- 2) Arrival and Departure
 - Ensure the trainer and participants understand trainings begin and end on time as specified in the quarterly RTC calendar.
 - Expectations to participants may include, but not limited to the following:
 - Participant confirmation notices
 - Training introductions
 - RTC quarterly calendar
- 3) Lunch and Breaks
 - Ensure the trainer and participants understand the use of cell phones and other electronic devices, should not be used during the training. Electronic devices can be used at the discretion of the RTC/trainer if the devices are used for training purposes. Use of electronics are to be utilized during lunches and breaks. The RTC and trainer should address how to minimize workshop disruption.

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4) Professional Behaviors

- Support trainers in minimizing disruptive behaviors, when necessary. Participants who engage in non-professional behavior causes observable disruptions should not be tolerated. The trainer should notify the participant and RTC staff of persistent disruptive behavior or behaviors run counter to the ethics and values of child welfare practice.

5) Surveys

- Articulate to participants the expectation they complete the surveys after the training. Guests will be provided paper form surveys to be completed at the end of the training and county staff will have 7 days to complete their surveys via E-Track.

Strategies for Evaluation

- 1) Trainer feedback (verbal and written)
- 2) Number of surveys received as compared to the number of participants who fully attended the event
- 3) Participant survey forms

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16. TRANSFER OF LEARNING

Philosophy

The OCWTP supports the research that trainings should have a lasting impact of enhanced job performance, there must be a deliberate effort to transfer learning from the classroom to the workplace. To continue a transferring learning to the job, training related activities must take place before, during, and after the workshop. While it is recognized all individuals within the training system must play a role, the RTC has a lead role to play in educating the system, ensuring trainers and curricula build in Transfer of Learning (TOL) interventions, and integrating TOL interventions into their own training activities.

Outcome

- 1) TOL interventions are integrated throughout the training system before, during and after each training event to support a lasting impact of the training to job performance.

Standards for Implementation

The activities noted below may be performed before, during and after training, to promote TOL.

- 1) Promote and assist county agencies in the completion and use of the ITNAs and IDPs.
- 2) Expect the trainer to incorporate TOL activities in the training and prepare materials to include TOL (see Standard 8: Expectations for Trainers).
- 3) Include a list of competencies addressed in each training and entered in E-Track (see Standard 13: RTC Quarterly Schedule).
- 4) Assist potential participants in selecting trainings which will best meet their priority training needs.
- 5) Offer technical assistance to agency staff on standardized TOL interventions (e.g., CAPMIS Quality Assurance Tools for Supervisors, Field Guide to Child Welfare, Supervisor Training Transfer Indicators, DR Practice Profiles).
- 6) Discuss among RTC Coordinators, on an ongoing basis, learning intervention strategies that have been effective for county agencies and any new strategies.
- 7) Provide technical assistance to trainers in the development of TOL activities.
- 8) Provide participants with transfer tools (e.g., Idea Catcher, Action Plan) as a strategy for them to capture workshop information to use back on the job.
- 9) Expect the trainer to address the participants' expressed needs identified during the "What's In It for Me" activity throughout the workshop (see Standard 8: Expectations for Trainers).

Strategies for Evaluation

- 1) Workshop outlines
- 2) Trainer workshop/files
- 3) Quarterly training schedules
- 4) Participant survey forms and other feedback
- 5) Trainer feedback
- 6) Site visit documentation
- 7) Customer satisfaction survey, as deemed necessary by the OCWTP Steering Committee
- 8) Review of data collected as a result of TOL activities before, during and after the event
- 9) Use of the Trainer Observation Tool

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17. WORKSHOP QUALITY CONTROL

Philosophy

The OCWTP was created to ensure all practitioners in the field of child welfare receive consistent information, develop a similar awareness, and have opportunities 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 RTCs provide quality trainings, which respond to training needs identified through ITNAs and other needs assessment indicators. The OCWTP is committed to high quality, consistent and responsive trainings. A systematic quality assurance program ensures training standards are maintained.

Outcome

- 1) Trainings meet the content and presentation standards of the OCWTP

Standards for Implementation

- 1) Adhere to Standard 8: Expectations for Trainers, regarding the certification process for accepting trainers into the OCWTP.
- 2) Attend, monitor and evaluate using the OCWTP Trainer Observation Tool when a new trainer or curriculum is introduced in a region. Share results of the evaluation with the trainer within ten working days following the session. In addition, share results at the next Trainer Development work team meeting and with the other RTCs, ODJFS and the OCWTP State Training Coordinator at the following monthly RTC Coordinator's meeting. The completed observation tool will be posted in Share Point.
- 3) Follow up monitoring and evaluation by the RTC should occur if issues are identified during an observation of a new trainer or curriculum. This follow up observation of the trainer/curriculum should occur at the next scheduled session by the RTC who schedules the event. The monitoring results should be shared with the trainer within ten working days following the session. In addition, share results at the next Trainer Development work team meeting and with the other RTCs, ODJFS and the OCWTP State Training Coordinator at the following monthly RTC Coordinator's meeting.
- 4) Monitor experienced trainers and frequently offered trainings, especially when a workshop evaluation indicates deterioration in quality. Monitoring should be periodic and by different RTCs. It is recommended, but not required, to use the Trainer Observation Tool to assist with the monitoring.
- 5) Assist the OCWTP State Training Coordinator in monitoring all standardized curricula to ensure consistency, uniformity, and the information presented is current.
- 6) Ensure RTC staff conduct monitoring functions are prepared and trained to do so effectively.

Strategies for Evaluation

- 1) Use of the trainer observation tool
- 2) Use of Core and standardized workshop outlines
- 3) Use of the Core standardized monitoring instrument
- 4) Analysis of trainings compared with ITNA aggregate data
- 5) Workshop curriculum compared with the competencies identified with the workshop
- 6) Participant evaluation forms and other feedback
- 7) Trainer feedback
- 8) Customer satisfaction survey, as deemed necessary, by the OCWTP Steering Committee

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18. COUNSELOR AND SOCIAL WORKER LICENSURE

Philosophy

The OCWTP is approved as a provider of Counselor, Social Worker, and Marriage and Family Therapist continuing education (license credit) hours through the Counselor, Social Worker, and Marriage and Family Therapist Board of Ohio (CSWMFTB). Using the Board's guidelines, the OCWTP determines what trainings can 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

- 1) OCWTP trainings are accredited to provide counselor and/or social work licensure credit.

Standards for Implementation

- 1) Include on all RTC materials promoting the OCWTP if the workshop provides licensure credit for social work and/or counselors and include the OCWTP provider number.
- 2) Approval for licensure hours comes through the OCWTP State Training Coordinator. All trainings entered into E-Track as learnings are pre-determined by OCWTP State Training Coordinator with the appropriate license designation.
- 3) Submit all developed Trainings to the OCWTP State Training Coordinator who will collaborate with CSWMFTB to determine the appropriate license designation and then enter into E-Track.
- 4) Maintain records of each workshop for a minimum of five years, including, but not limited to:
 - Workshop title; content outline, evaluations;
 - Participant names;
 - Handouts
 - Approved licensure hours

Strategies for Evaluation

- 1) Compare the credit given for a workshop by an RTC to the list of OCWTP Approved Counselor Licensure Trainings
- 2) Randomly monitor the content of trainings to check appropriateness of credit provided
- 3) Periodically monitor the RTC calendars and trainings provided to check continuity in licensure credit provided among RTCs.

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19. CONFIDENTIALITY

Philosophy

The OCWTP recognizes the need to support training environments to provide for the sharing of sensitive and confidential information and safely allow 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

- 1) Participants and trainer confidentiality is maintained in all trainings.

Standards for Implementation

- 1) Adhere to the confidentiality policy of the host county.
- 2) Encourage workshop activities, that include personal disclosure, be relevant to the content and goals.
- 3) Alert the trainer, in advance, when aware a participant may have issues that could impact a workshop.
- 4) Do not trainer information with participants, or the public, unless approved by the trainer (e.g., home phone number, address, etc.).
- 5) Do not share identifying participant information unless approved by the participant and is workshop related.
- 6) Do not reveal information shared during a workshop with agency personnel. However, if the RTC is alerted a participant's behavior and/or conversation runs counter to the ethics or values of good child welfare practice, or is deemed unprofessional, the RTC should determine whether their agency should be contacted.
- 7) Do not release trainer curricula and workshop materials unless approved by the trainer who owns the materials (see Standard 8: Expectations for Trainers).

Strategies for Evaluation

- 1) Standardized confidentiality policy
- 2) Documentation of trainer and/or participant complaints regarding the handling of confidential information
- 3) Documentation with agencies when follow up is made regarding participant behaviors contradict good practice and/or demonstrates unprofessional conduct

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20. STATEWIDE DEVELOPMENTAL ACTIVITIES

Philosophy

ODJFS, PCSAO, and the OCWTP continually strive to promote and refine effective practice of child welfare through statewide initiatives and developmental activities. The 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

- 1) The RTC provides a regional perspective regarding training issues.

Standards for Implementation

1) Work Teams and Committees

- Actively participate on statewide work teams and committees to share information and advocate for counties in their region.
- Attend monthly OCWTP Statewide Planning Committee Meeting.
- Attend monthly RTC Coordinators Meeting.
- Maintain contact, as appropriate to the developmental activity, with county representatives to report progress, to provide information and to receive feedback.
- Participate in OCWTP planning activities.

2) Field Testing New Materials

- Participate in the field testing of new curricula as requested by ODJFS and/or the OCWTP State Training Coordinator.
- Require receipts of all workshop and field test materials in advance of the workshop (see Standard 8: Expectations for Trainers).
- Provide timely feedback to the field test developers including field test materials, recommendations and observations.
- Request the field test developers provide timely feedback to the field test participants.

Strategies for Evaluation

- 1) Attendance on statewide committees
- 2) Consumer satisfaction surveys
- 3) Participation in field tests
- 4) Documentation of agency contacts regarding statewide initiatives

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21. THE PARTNERSHIP BETWEEN RTCs and ODJFS FIELD OFFICES

Philosophy

As a program, ODJFS, the OCWTP, and RTC staff seek to develop and maintain close partnerships with ODJFS field office staff. Building and maintaining positive relationships with ODJFS staff enhances the likelihood of the OCWTP's success in providing responsive and timely training to child welfare professionals. As a partnership, the RTCs and ODJFS Regional/District Office staff inform and assist one another in addressing system issues and working together for the protection of children at risk of abuse and neglect and their families. ODJFS field office and RTC staff act as an important resource for one another. ODJFS staff keeps RTCs up-to-date on agency-specific training needs and provides training information to agency staff when conducting site visits.

Outcome

- 1) The RTCs and the ODJFS Field Offices collaborate, coordinate, and address the training needs of the public child welfare staff.

Standards for Implementation

- 1) Communicate with ODJFS field office staff to gather information regarding rules, provision of rules training and new state initiatives.
- 2) Request from ODJFS dates of and invitation to participate in Child Protection Oversight and Evaluation (CPOE) Entrance and Exit Conferences and case practice reviews (CPOE) to promote timely response to identified training needs.
- 3) Make RTC training schedules available to ODJFS field office staff.

Strategies for Implementation

- 1) Frequency and content of contacts
-

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22. APPENDIX A (TRAINER APPROVAL REQUIREMENTS)

Category of Trainer	Approved Trainer- Non-Standardized Learning Activities	Provisional	ODJFS Initiatives Only Trainer	Guest Trainer	Approved Trainer for Standardized Learning Activities
Description	Trainers approved to train non-standardized content in one or more regions.	Individuals who train one time either as part of the approval process and/or so their skills and knowledge can be evaluated.	Individuals who train on specific state initiatives that may be time-limited.	Well-known experts in a specific area who will either train no more than one time per region in a 12- month period or who will train a time-limited initiative.	Trainers approved to train standardized curricula in one or more regions. May train non-standardized workshops as well.
Resume	X	X	X	X	X
Application	X				X
Statements of Understanding	X	X	X	X	X
Three letters of recommendation	X				X
Face-to-face in-depth interview	X				X
TOTs: Presentation Skills and Diversity	X				X
Outline with Reference List	X	X	X	X	
Other		Screening interview via telephone	Selected by ODJFS or OCWTP	<ul style="list-style-type: none"> • Verbal Recommendation • Screening interview via telephone • OCWTP can waive TOT requirements 	<ul style="list-style-type: none"> • Training of Content (TOC) for the standardized curriculum • Observation and co-training as needed