



Minnesota Department of **Human Services** | Healthy People. Stable Families. Strong Communities.



Professional Development Workgroup Progress Update

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Membership

- Membership
 - County Child Welfare Representatives (3)
 - Tribal Child Welfare Representative (2)
 - DHS Child Safety and Permanency Division (3)
 - Law Enforcement (1)
 - Minnesota County Attorney Association (1)
 - Cornerhouse (1)
 - Child Development Specialist (1)
 - University of MN – Center for Advanced Studies in Child Welfare (1)
 - Private University (1)
 - Cultural Consultants from the African American Community (2)
 - Outfront Minnesota (1)
 - Trauma Specialist (1)



Work Group Charge

- Competencies
- Child Welfare Training Academy
- Certification
- Ongoing Professional Development
- Secondary Traumatic Stress Plan
- Multidisciplinary Approaches
- Supervisor Training
- Recruitment and Retention (*added*)



Child Welfare Competencies

- Objectives vs. competency models
 - Knowledge, Skills, Attitudes
 - Ability vs. completion
- UMN History with Child Welfare Competencies
 - 2009
 - EPAS
 - Multi-Source crosswalk
 - Focus Groups
 - Minnesota Child Welfare Practice Model



MN Child Welfare Competency Partnership Timeline

- Child Welfare Community
 - 2009-2010
- Title IV-E Programs
 - 2010-2012
 - 2011 Developed the Child Welfare Knowledge Assessment with UMD
 - 2014-2015 Mary Pfohl adapted BSW version of the Knowledge Assessment
- MN DHS
 - 2012-2013
 - 2013-2014 – change afoot
 - 2014 Governor’s Taskforce



Minnesota Child Welfare Practice Model: Practice Model Skills & Competency

- | | |
|----------------|----------------------------|
| ▪ Engaging | ▪ Advocacy |
| ▪ Assessing | ▪ Communication |
| ▪ Partnering | ▪ Cultural Competence |
| ▪ Planning | ▪ Policy |
| ▪ Implementing | ▪ Supervision & management |
| ▪ Evaluating | ▪ Professionalism |



Feedback on Competencies

- Cultural Competency Section
- New competencies
 - Critical thinking/problem solving
 - Worker safety
 - Responsibility for professional development
 - Seeking policy guidance
- Shifting between “Foundation” and “Advanced”
- Developing a more detailed second tier



Timeline for Competencies

- Met with ICWA Council (10/9)
- Second round of feedback (10/29)
- Final draft of competencies presented to Work Group (11/5)



Next Steps for Competencies

- Final draft presented to MACSSA, ICWA Council
- Supervisor Competencies
- Detailed layer development



Leadership Core

- Introduction to Leadership, Management and Organization
- Multicultural Perspectives in the Workplace
- Situational Leadership
- Leading People
- Foundations of Team Building
- EQ: Emotional Intelligence & 6 month review



Strengthening Child Welfare Supervision

- Minnesota Child Welfare Practice Model and Supervision Guide
- Strengths-Based, Solution Focused Supervision
- Trauma Informed Supervision
- Using SSIS to Strengthen Supervision
- Disparities & Disproportionalities in Child Welfare regarding African-American families
- Disparities & Disproportionalities in Child Welfare regarding American Indian families
- Administrative Supervision
- Review & Renewal



Training Academy

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Modalities <ul style="list-style-type: none"> ○ Simulations ○ Learning Labs ○ Case-based ○ Coaching/mentoring ○ Field | <ul style="list-style-type: none"> ▪ Methods <ul style="list-style-type: none"> ○ In-person ○ Online ○ Hybrid ○ Flipped/reversed ○ Tiered/customized |
|---|---|



Next Steps

- Deeper look at several training academy models from across the country
- Articulate the critical components of a new training academy model for Minnesota, including:
 - Foundation
 - Ongoing
 - Supervisory