

Pennsylvania Child Welfare Competencies



*Building competence, confidence, and compassion
in child welfare practice.*

Table of Contents

Introduction	3
Pennsylvania Child Welfare Competencies	4
Pennsylvania Child Welfare Competencies Definitions	5
Behavioral Indicators and Example Activities by Competency (All)	6
Engagement	6
Assessment	9
Teaming	12
Planning	15
Implementation	18
Monitoring and Adjusting	21
Professionalism	24
Cultural Awareness and Responsiveness	27
Law and Policy	30
Advocacy	33
Behavioral Indicators and Example Activities by Competency (Caseworkers)	36
Behavioral Indicators and Example Activities by Competency (Supervisors/Managers)	41
Behavioral Indicators and Example Activities by Competency (Administrators)	51
Appendix A: Definitions of Terms	61
Appendix B: PA Child Welfare Practice Model	63
Appendix C: How Can I Use the Competencies?	66
Appendix D: Acknowledgements	70

Introduction

The University of Pittsburgh, School of Social Work, Child Welfare Resource Center, in partnership with the Office of Children, Youth, and Families, and the Pennsylvania Children and Youth Administration provides competency-based training, technical assistance and transfer of learning designed to facilitate and sustain positive change in the child welfare system. The Resource Center's continuum of products and services are guided by competencies. Competencies are broad statements of knowledge, values, and skills that are essential for effective child welfare practice. The goal of competency-based education and preparation for practice is to build child welfare professionals' competence, confidence, and compassion to support the safety, permanency, and well-being of children involved in Pennsylvania's child welfare system.

In collaboration with its partners, county staff, private providers, and various committees representing diverse professional groups, the Competency Rewrite Workgroup revised and updated the Resource Center's child welfare competencies to enhance their usability in the development of curriculum, technical assistance, transfer of learning, and performance-evaluation tools. The workgroup cross-walked the competencies with the new PA Child Welfare Practice Model and components of the NASW Code of Ethics leading to this final version of the PA Child Welfare Competencies.

To support the use of competencies in the education and preparation of child welfare professionals, the workgroup identified examples of behavioral indicators at various levels of responsibility within an organization (i.e. caseworker, supervisor or manager, and administrator). Behavioral indicators are observable and measurable practices that individuals employ when they are demonstrating a particular competency and are specific and descriptive for assessment purposes in determining a child welfare professional's progress toward mastering a particular competency. Examples of activities, which are specific actions performed in support of behavioral indicators, have been included to provide additional clarification; however, they are not intended to represent a comprehensive list. Supervisors, managers, and administrators are encouraged to identify activities unique to their agencies and departments and apply them to any one or more competency or behavioral indicator.

In addition, children, youth, and families are best served through a team approach with shared responsibilities. All team members have a role and voice and are crucial to ensuring the safety, permanency, and well-being of children. Throughout this document, the term *team members* includes but is not limited to the following: children, youth, families, public child welfare professionals, private providers, resource parents, and others identified as having a meaningful relationship or role in the life of the child, youth, and/or family. You will note that communication skills, critical thinking, personal safety, self-awareness, self-care, and team membership are also reflected in behavioral indicators and may be further identified in the context of certain activities. These elements are further explained in Appendix A: Definitions of Terms.

While the counties in Pennsylvania are diverse on many levels, the competencies and related behavioral indicators are designed to reflect the knowledge and skills representative of excellence in child welfare practice that supersedes demographic and environmental differences. The accompanying activities are provided as examples only as individual counties certainly will identify the ways in which competencies and behavioral indicators are explicitly demonstrated within the context of their specific child welfare practice.

Competencies define the knowledge and skills that distinguish an organization and identify expectations for caseworkers, supervisors or managers, and administrators. Some of the counties represented on the workgroup have already started to use the competencies to inform their program planning and employee recruitment, selection, supervision, evaluation, and professional development. The Resource Center is carefully and thoroughly integrating the competencies in its training, technical assistance, and transfer of learning initiatives. Working together, we can continue to build competence, confidence, and compassion in child welfare practice in Pennsylvania.

Pennsylvania **Child Welfare Competencies**



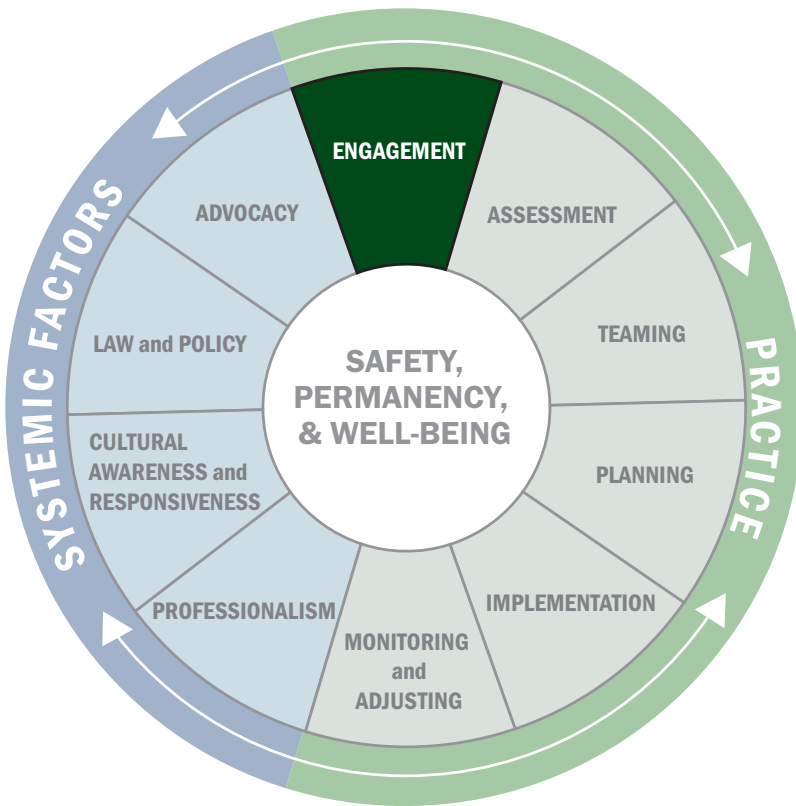
Pennsylvania Child Welfare Competencies

Definitions

ENGAGEMENT	The child welfare professional initiates, interacts, and maintains relationships with children, youth, families, colleagues, and other team members to ensure participation in shaping decisions about needs, goals, supports, and services.
ASSESSMENT	The child welfare professional gathers relevant information and engages in critical thinking, utilizing a strength-based perspective and the competency model leading to an ongoing, accurate, and comprehensive assessment process.
TEAMING	The child welfare professional assembles teams within and across organizations that are inclusive of family members utilizing and contributing to a collaborative approach throughout all phases of the child welfare process.
PLANNING:	The child welfare professional facilitates the planning, development, and coordination of relevant information to a well-reasoned sequence of strategies and goals to achieve sustainable and beneficial results.
IMPLEMENTATION	The child welfare professional initiates timely action and performs designated tasks in alignment with the plan and planning process using formal and informal resources to achieve sustainable and beneficial results.
MONITORING and ADJUSTING	The child welfare professional continuously analyzes, assesses, monitors, and evaluates the effectiveness of strategies, goals, and outcomes and adapts accordingly in response to changing circumstances to achieve sustainable and beneficial results.
PROFESSIONALISM	The child welfare professional comprehends and applies social work and child welfare ethics and principles to interactions and communications with children, youth, families, colleagues, and other team members.
CULTURAL AWARENESS and RESPONSIVENESS	The child welfare professional demonstrates acceptance and responds respectfully and effectively to people of all cultures, races, and ethnic backgrounds; languages; classes; religions and spiritual traditions; immigration status; sexual orientation, gender identity, and gender expression (SOGIE); and other diversity factors in a manner that recognizes, affirms, and values individuals, families, and communities and protects and preserves the dignity of all. (NASW, 2015)
LAW and POLICY	The child welfare professional identifies, understands, and appropriately applies relevant federal, state, and local laws, policies, and regulatory requirements to child welfare practice to protect the fundamental rights of children, youth, and families.
ADVOCACY	The child welfare professional recognizes and promotes the well-being of individuals, families, and communities and pursues social change on behalf of vulnerable populations.

ENGAGEMENT

The child welfare professional initiates, interacts, and maintains relationships with children, youth, families, colleagues, and other team members to ensure participation in shaping decisions about needs, goals, supports, and services.



	Behavioral Indicators	Examples of Activities <i>Engagement</i> is demonstrated by actions which include but are not limited to:
CASEWORKERS	<p>Utilize effective, respectful, and transparent communication and interactional helping skills in order to develop and maintain trusting relationships with team members.</p> <p>Employ a strength-based, solution-focused approach in working with team members.</p> <p>Involve families in all aspects of the service process in consultation with team members.</p> <p>Recognize and respect the needs and perspectives of team members and engage in a way that is responsive to their diverse cultural values and experiences.</p>	<ul style="list-style-type: none"> • Gather information by clearly, accurately, and respectfully explaining the purpose and relevancy of the information to the family and colleagues • Facilitate the participation of the family and/or resource parents by speaking to them privately and adjust scheduling and meeting locations to accommodate them based on their unique needs • Partner with the family and/or resource parents by communicating meaningfully and dynamically the importance of their involvement such as promptly returning phone calls and following through with commitments • Demonstrate self-awareness and reflection in informing responses to de-escalate families' possible adverse reactions and resistance to change and child welfare intervention



ENGAGEMENT

SUPERVISORS/MANAGERS

Utilize and model the use of effective, respectful, and transparent communication and interactional helping skills in the development and maintenance of trusting relationships with team members.

Demonstrate the use of a strength-based, solution-focused approach to work with team members.

Assist caseworkers in recognizing and demonstrating respect for the needs, experiences, and perspectives of culturally diverse team members.

Administrative

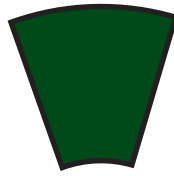
- Complete performance appraisals reflective of the caseworkers' ability to engage diverse families in team decision making
- Monitor timely notification and informed participation of resource parents in court proceedings

Educational/Clinical

- Utilize a strength-based, solution-focused approach in supervision to facilitate the caseworkers' self-awareness and reflections
- Utilize simulations to promote caseworkers' respectful and transparent communications

Supportive

- Work with caseworkers to identify training needs related to engagement and provide access to relevant training and opportunities to implement learned knowledge and skills
- Monitor caseworkers' well-being, personal safety, and identify strategies for self-care



ENGAGEMENT

ADMINISTRATORS

Utilize and model effective, respectful, and transparent communication and engagement skills in interactions with team members.

Encourage and support the use of a strength-based, solution-focused approach to working with team members.

Assure the involvement of team members in all aspects of the decision-making and service delivery processes.

Create an organizational environment approach where engaging team members are respectful and responsive to diverse perspectives, cultural values, and experiences.

Identify and secure the resources necessary to initiate and maintain strategies designed to enhance engagement with team members.

Interagency Collaboration

- Consult with mental health providers to solicit their feedback and keep them informed about child welfare practice
- Collaborate with the court system to identify and address barriers to timely permanency

Workforce Development

- Creates an agency-wide culture that provides ongoing training and transfer of learning strategies to promote the use of strength-based, solution-focused approaches
- Involve staff, supervisors, and county commissioners in assessing workload and capacity to maintain an appropriate staff complement

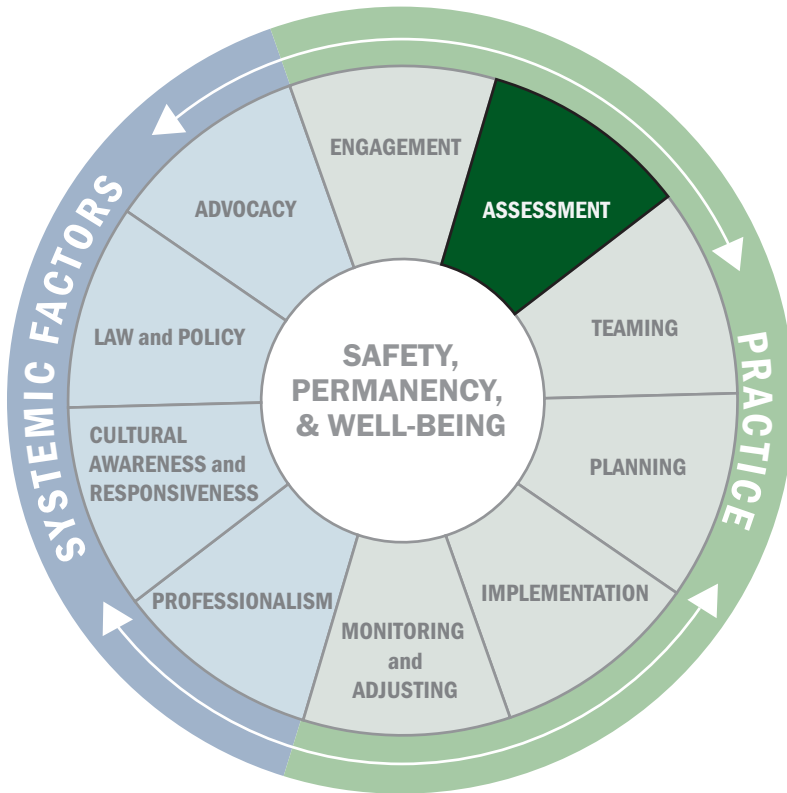
Visioning

- Involve staff in exploring ways to reach out to homeless youth or families to identify and respond to their diverse needs
- Utilize Quality Service Review (QSR) data to identify strengths, needs, and strategies to involve substitute caregivers in all aspects of decision making

Accountability

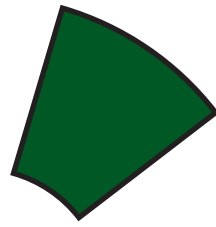
- Create partnerships with medical professionals to address the use and/or misuse of psychotropic medication by children and youth
- Secure funding for family team meetings and monitor that quality services are provided

ASSESSMENT



The child welfare professional gathers relevant information and engages in critical thinking, utilizing a strength-based perspective and the competency model leading to an ongoing, accurate, and comprehensive assessment process.

	Behavioral Indicators	Examples of Activities
CASEWORKERS	<p>Recognize and critically examine the effects of social, economic, environmental, psychological, and biological factors influencing the functioning of children, youth, and families into assessment and decision making.</p> <p>Gather, assess, and incorporate information in collaboration with all team members, those factors that could contribute to child, youth, and family risk and protective factors as well as safety, permanency, and well-being.</p> <p>Apply a strength-based approach to all aspects of the assessment process and demonstrate an awareness of how their perceptions, behaviors, and exposure to trauma and stress impact the objectivity of their assessments.</p> <p>Identify the ways in which cultural dynamics affect the child's, youth's, and family's understanding of and interactions with agency and community services and assess the related implications for safety, permanency, and well-being.</p>	<p><i>Assessment</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Develop a rapport with youth and their support system to acquire accurate, relevant, and reliable information to inform the assessment of protective and risk factors related to transitions • Obtain releases of information to acquire and examine relevant and reliable school and medical history to determine protective and risk factors affecting the child's well-being • Document and communicate accurate, relevant, and reliable information about the impact of the parent's substance use on the child's safety • Demonstrate a self-awareness and understanding of how one's own exposure to trauma and stress impacts the assessment of a child who has experienced sexual mistreatment • Consider personal safety prior to conducting home visits and speak with your supervisor regarding concerns and strategies



ASSESSMENT

SUPERVISORS/MANAGERS

Determine caseworkers' ability to manage responsibilities associated with the assessment of social, economic, environmental, psychological, and biological factors that contribute to children, youth, and families protective and risk factors as well as safety, permanence, and well-being.

Support caseworkers' use of a strength-based approach to the assessment of team members and in interactions with colleagues, team members, and other service providers.

Processes with caseworkers the current and changing needs of children, youth, and families served by the child welfare system, and identify and share recommendations for funding and resources required to meet the identified needs.

Facilitate caseworkers' developing understanding of the ways in which cultural differences can affect the behavior and experiences of children, youth, and families and the assessment process itself.

Administrative

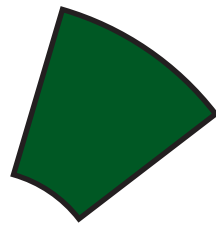
- Review and approve safety and risk assessment worksheets making certain that decisions made correspond to the information gathered
- Conduct 10-day supervisory reviews to ensure all relevant information is being gathered to inform case decisions

Educational/Clinical

- Share relevant information and resources about how drug and alcohol use may impact caregiver functioning
- Discuss the role of secure and insecure attachments on child and adolescent development and exhibited behaviors

Supportive

- Help caseworkers develop strategies to identify and address signs of compassionate fatigue and burnout in working with families with complex and multigenerational interactions with the child welfare system
- Identify family history and neighborhood characteristics to determine when it is appropriate to take police or another team member to home visits to ensure personal safety



ASSESSMENT

ADMINISTRATORS

Understand the demographics, assess the general needs of children, youth, and families and communities served by the agency, and identify the resources required to respond to these needs.

Determine and support that agency staff have the knowledge, skills, and resources to assess and provide services to culturally diverse children, youth, and families and communities, and assure that agency policies and procedures reflect these needs.

Provide leadership to agencies and organizations that provide services to many of the same children, youth, and families and communities, and together assess the resources required to respond to needs and address service challenges.

Utilize a strength-based approach in interactions with agency staff and community organizations as well as with children, youth, and families served.

Interagency Collaboration

- Secure and nurture relationships with community organizations to oversee that child and family assessments consistently happen in a timely and quality manner
- Ensure that the Multiple Disciplinary Implementation Team (MDIT), Multiple Disciplinary Review Team (MDRT), and child fatality/near fatality teams have the resources available to make case determinations and agency recommendations

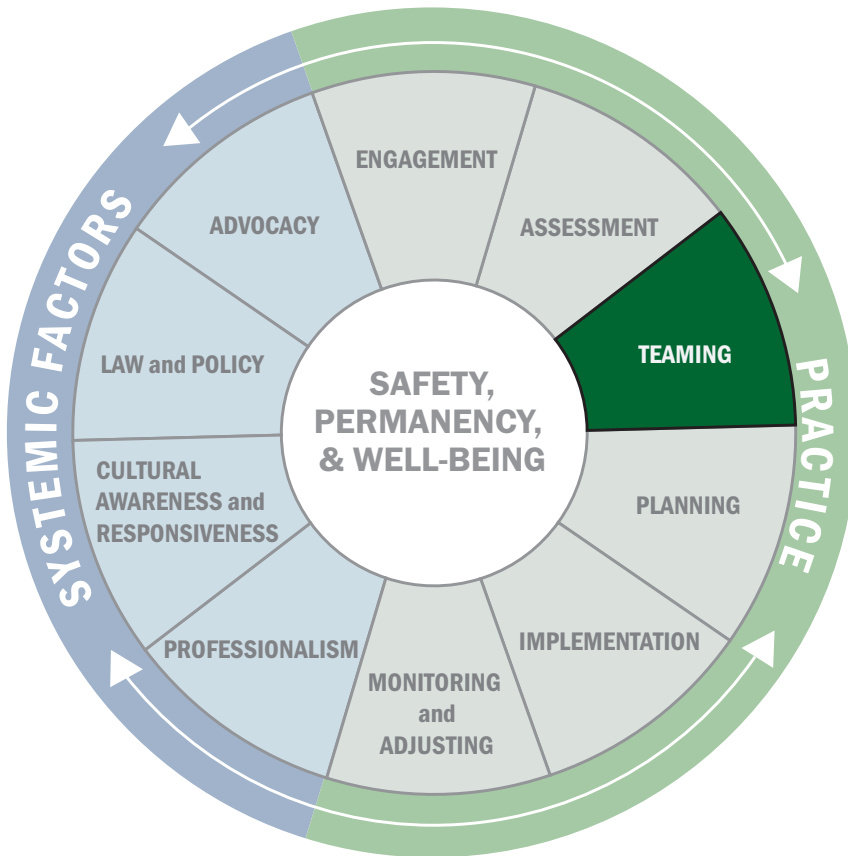
Workforce Development

- Recognize and address barriers to recruit and retain a diverse, competent, and confident workforce
- Determine ongoing staff training needs and ensure that resources and training opportunities are available to support accurate assessments

Visioning

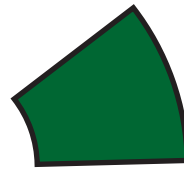
- Evaluate and enhance the organizations capacity to respond to changing laws and policies with regard to mandated reporting
- Participate in Pennsylvania Children and Youth Association (PCYA) practice discussions to inform the appropriate scope and focus of assessments

TEAMING



The child welfare professional assembles teams within and across organizations that are inclusive of family members utilizing and contributing to a collaborative approach throughout all phases of the child welfare process.

	Behavioral Indicators	Examples of Activities
CASEWORKERS	<p>Contribute to the formation of teams that recognize and respond to the needs and experiences of all members.</p> <p>Understand the services provided by member agencies and organizations and value the roles of those agencies and organizations and their staff.</p> <p>Work collaboratively in developing and maintaining the unity of effort and commonality of purpose among team members to achieve positive results for children, youth, and families.</p> <p>Consistently models accountability for team members by participating and contributing in case planning, service delivery, and progress assessment.</p>	<p><i>Teaming</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Identify relevant team members to support a family experiencing challenges around substance use • Support team members' understanding of the parameters of confidentiality and communication to coordinate mental health services • Determine the level of expertise of the team in providing trauma-informed care to children who have experienced abuse or neglect • Establish clear methods of documentation and communication to support the team's functioning, case-planning, and decision-making for dually adjudicated youth



TEAMING

SUPERVISORS/MANAGERS

Assist caseworkers in recognizing the importance of forming and participating in teams that understand and respond to the needs, experiences, and goals of their members.

Educate caseworkers about the services provided by collaborating organizations and agencies, and the contributions these organizations and agencies and their staff make, to the team in all aspects of the child welfare service's delivery system.

Work with caseworkers in developing and implementing strategies designed to establish and maintain a unity of effort and commonality of purpose among team members in order to achieve positive results for diverse children, youth, and families.

Hold caseworkers accountable for their role in assuring that both they and other team members meet their commitment to participate in and contribute to case planning, service delivery, and the assessment of progress to the achievement of established goals.

Model a collaborative approach to team formation and function by providing leadership to diverse teams within the agency and community.

Administrative

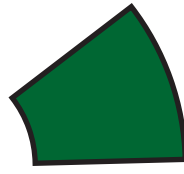
- Monitor and support caseworkers' identification and engagement of team members in responding to human trafficking
- Team with agency supervisors to develop, implement, and monitor agency policies related to caseworker safety in the field

Educational/Clinical

- Model collaborative decision-making during unit team meetings
- Ask caseworkers about team members' progress on assigned tasks

Supportive

- Coach caseworkers to develop strategies to overcome challenges when teams disagree on the appropriate level of care for the child's unique needs
- Provide caseworkers with feedback on the level of collaboration and communication amongst team members during the court process



TEAMING

ADMINISTRATORS

Support and contribute to the formation and functioning of diverse teams both externally and internally that coordinates and collaborates on the delivery of services to the community and reflects an understanding of the needs, experiences, and resources of participants.

Participate in and provide leadership to intra and interorganizational teams designed to identify resources and maintain a unity of effort and commonality of purpose in advancing services and promoting the safety, permanency, and well-being of children, youth, families, and communities.

Establish an expectation that participants on teams are accountable consistently to contribute to collaborative and inclusive case planning, resource identification, service delivery, and the assessment of progress to the achievement of mutually recognized goals.

Interagency Collaboration

- Participate on a multidisciplinary community advisory board to jointly address service gaps in the community
- Maintain a functioning advisory committee that includes members of the community, service providers, and families

Workforce Development

- Include staff in an organizational assessment and continuous improvement plan around recruitment and retention of a diverse staff
- Team with county commissioners, universities, and staff to successfully implement the Child Welfare Education for Baccalaureates (CWEB) and Child Welfare Education for Leadership (CWEL) programs

Visioning

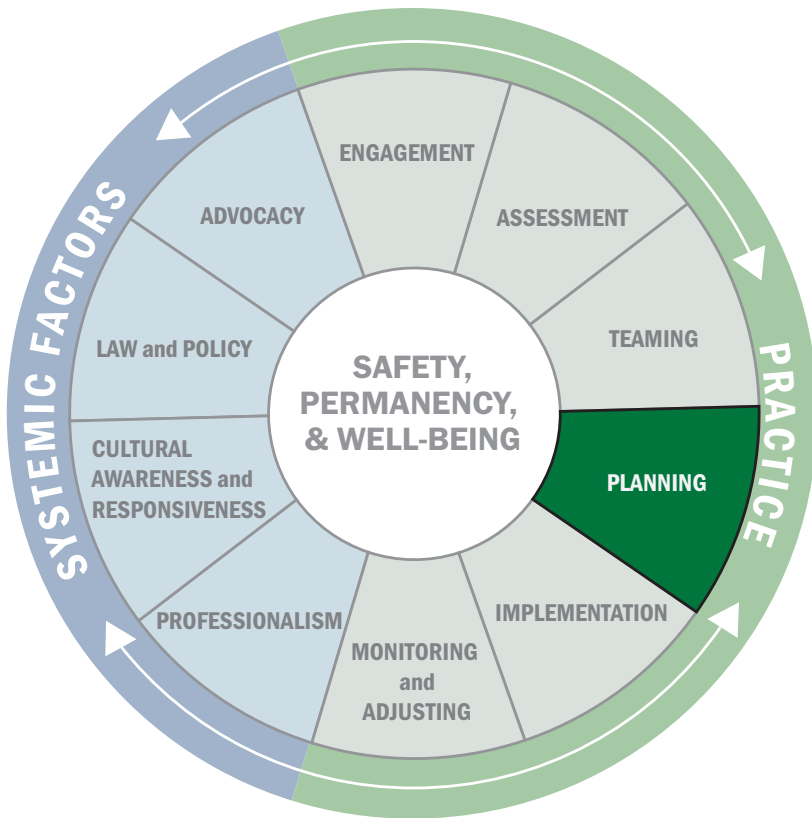
- Invite stakeholders' input on the agency's functioning and relevant data related to resumption of jurisdiction for older youth
- Include staff in strategic planning around services to meet the needs of Lesbian, Gay, Bisexual, Transgender, & Questioning (LGBTQ) children, youth, and families

Accountability

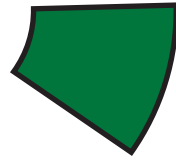
- Conduct a quality assurance review to monitor adherence to teaming policies and procedures
- Ensure team deliberation and decision making is clearly documented and communicated

PLANNING

The child welfare professional facilitates the planning, development, and coordination of relevant information to a well-reasoned sequence of strategies and goals to achieve sustainable and beneficial results.



	Behavioral Indicators	Examples of Activities
CASEWORKERS	<p>Engage team members in a planning process that builds on an accurate understanding of the child, youth, and family’s strengths and needs.</p> <p>Develop mutually agreed upon goals with measurable objectives that clearly communicate what must be accomplished in order for the family to achieve safety, permanency, and well-being.</p> <p>Incorporate strategies, evidence-based interventions, resources, and formal and informal supports that recognize the child, youth, and family’s cultural experiences, values, and evolving situation into plans and the planning process.</p> <p>Ensure that the planning process and plans comply with legal, regulatory, and policy requirements.</p>	<p><i>Planning</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Gather and document relevant and reliable information about extended family, kin, and informal support systems to inform the child’s permanency plan • Develop specific, realistic, and measurable objectives that support the youth’s transition to adulthood • Guide the family service planning process to ensure the inclusion of required timeframes, processes, procedures, and consistent communication • Incorporate personal safety strategies into the plan and planning process when unsafe environments or antagonistic responses are anticipated



PLANNING

SUPERVISORS/MANAGERS

Ability to assist caseworkers when involving families in the development, reassessment, and modification of plans and the planning process that reflect the needs and strengths of the children, youth, and family by prioritizing attainable and measurable objectives and identifying specific steps needed to achieve safety, permanency, well-being, and case closure.

Assist caseworkers in identifying and accessing resources needed to achieve plan goals, including resources within the organization, community, and partnering service providers.

Work with caseworkers on establishing plans and planning processes that are inclusive of strategies, evidence-based interventions, resources, and formal and informal supports that recognize the child, youth, and family's cultural experiences, values, and evolving situation.

Assist caseworkers in developing plans and a planning process that complies with current legal, regulatory, and policy requirements that affect child welfare services and on an ongoing basis, address changes that might influence continued plan implementation.

Incorporate strategies, evidence-based interventions, and resources to support agency policies and procedures into plans and the planning process.

Model a collaborative approach to planning by including diverse staff and stakeholders in the plan and planning process.

Administrative

- Document supervisor approval based on a timely and thorough review of child and family plans
- Manage staff schedules and time off to plan for coverage of monthly visits with children and families

Educational/Clinical

- Provide constructive feedback to caseworkers on the alignment of assessment conclusions and subsequent safety assessment and management plans
- Utilize critical thinking skills to plan caseworker assignments based on their stage of professional development

Supportive

- Provide guidance and support through regular supervision and unit meetings to explore the impact of countertransference on planning for child safety and substance use by caregivers
- Help caseworkers identify resources and address barriers for families to support visits with incarcerated parents



PLANNING

ADMINISTRATORS

Determine that guidelines for the plan and planning process development comply with current legal, regulatory, and policy requirements that affect child welfare services and apprise staff of any changes that influence the implementation of service plans.

Oversee the development of measures to assess the ongoing effectiveness of plans and planning processes designed to achieve safety, permanency, and well-being for families.

Ensure that staff has the knowledge, skills, and resources to develop and implement plans and planning processes that include strategies, evidence-based interventions, resources, and formal and informal supports that recognize the child, youth, and family's cultural experiences, values, and evolving situation.

Provide leadership in developing plans and planning processes to enhance the organization's capacity to achieve sustainable and beneficial goals.

Collaborate with team members to develop comprehensive plans and planning processes to obtain and coordinate the provisions of resources to meet the diverse needs of children, youth, and families.

Interagency Collaboration

- Use a structured process to convene agency and community workgroups to plan for the educational success of children
- Develop a plan to recruit, engage, and maintain an effective advisory board consisting of community representatives

Workforce Development

- Engage staff to develop plans for the recruitment and retention of a diverse workforce
- Provide opportunities for staff to participate in workgroups created to plan for child protective services law amendments

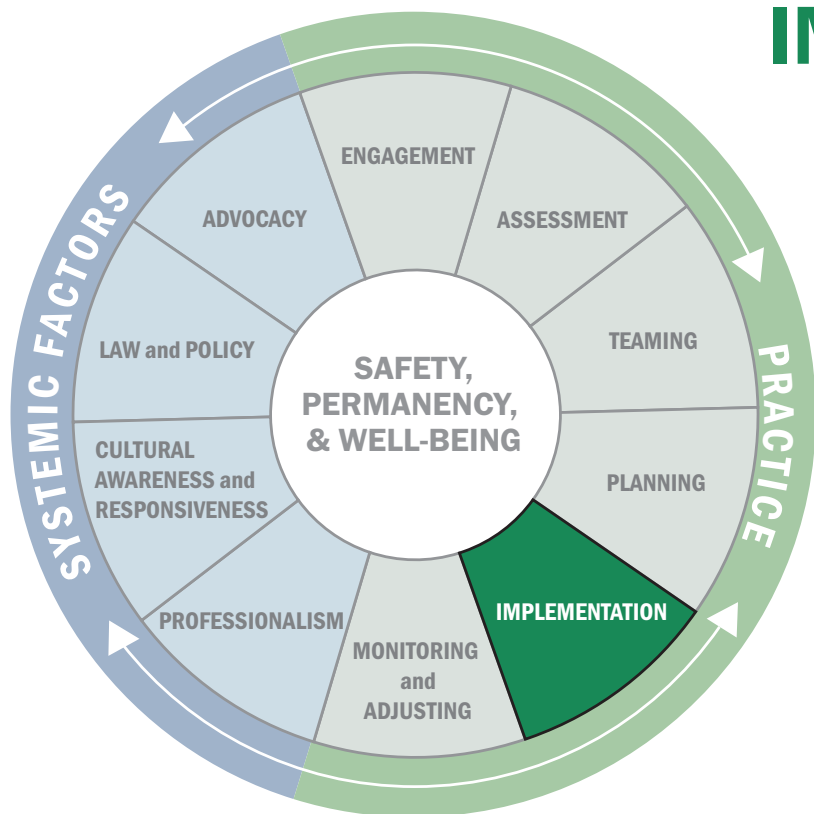
Visioning

- Use QSR data to develop a county improvement plan
- Publish Needs-Based Plan and Budget (NBPB) and hold public hearings to inform the community of the role and direction of the agency

Accountability

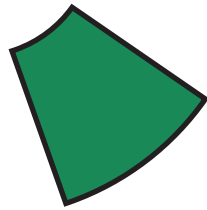
- Develop a plan based on the review of data to maintain resource parent homes in all county's school districts
- Develop a plan to ensure the timely review and approval of indicated child abuse reports

IMPLEMENTATION



The child welfare professional initiates timely action and performs designated tasks in alignment with the plan and planning process using formal and informal resources to achieve sustainable and beneficial results.

	Behavioral Indicators	Examples of Activities
CASEWORKERS	<p>Perform the tasks aligned with the plan and the planning process that logically lead to the achievement of beneficial and sustainable results.</p> <p>Collaborate and coordinate with team members to ensure tasks are completed in a timely and sequential manner based on assigned roles and responsibilities.</p> <p>Develop strategies to enhance access to services to meet the needs of diverse children, youth, and families.</p> <p>Collaborate with the family to implement the plan in such a way that the family takes increasing responsibility for ensuring the success of the plan and case closure.</p>	<p><i>Implementation</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Secure timely releases of information and permissions to facilitate the delivery of in-home services • Secure access to a job training program for a youth transitioning out of foster care • Support families in assuming greater responsibility to implement child reunification plans • Document and communicate completion of steps taken to refer the family to parenting classes



IMPLEMENTATION

SUPERVISORS/MANAGERS

Share knowledge of the theories of change designed to guide the implementation process.

Provide opportunities for caseworkers to practice skills needed to implement a service plan and offers constructive feedback.

Coordinate with the caseworker to identify timely strategies to engage diverse populations in the implementation of a plan and achievement of beneficial and sustainable results.

Collaborate with peers and stakeholders to operationalize policies, procedures, and plans.

Administrative

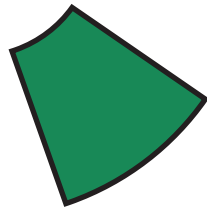
- Review and approve referrals in a timely manner for kinship care services
- Confirm that caseworkers visit with children and families in their home as required to ensure the safety plan is being implemented as intended

Educational/Clinical

- Conduct supervision and unit meetings to help staff develop skills in understanding, anticipating, and overcoming family resistance to carrying out the plan
- Provide opportunities for caseworkers to shadow with an experienced peer in implementing a child abuse investigation

Supportive

- Discuss the timely implementation of the child supervision plan in respect to the family's cultural practices and child safety
- Coach caseworkers to overcome implementation barriers with service providers



IMPLEMENTATION

ADMINISTRATORS

Assure that the organization has the capacity and resources to support plans and a collaborative planning process that aligns with organizational goals and mission.

Collaborate with other community service providers in coordinating evidence-based strategies, resources, and goals associated with the implementation process for individuals, families, and organizations.

Oversee the utilization of a structured framework to support and improve the agency's timely implementation process to ensure the quality of service delivery.

Address cultural and institutional barriers that can hinder the implementation process for diverse individuals, families, organizations, and communities.

Interagency Collaboration

- Work with other organizations to ensure the availability of resources needed to implement a plan to address human trafficking
- Assemble a group of stakeholders to discuss evidence-based implementation of new legislation and agency practices related to resumption of jurisdiction

Workforce Development

- Arrange for transfer of learning sessions to support implementation of the safety assessment and management process
- Collaborate with staff and stakeholders to develop and implement visits with incarcerated parents and their children

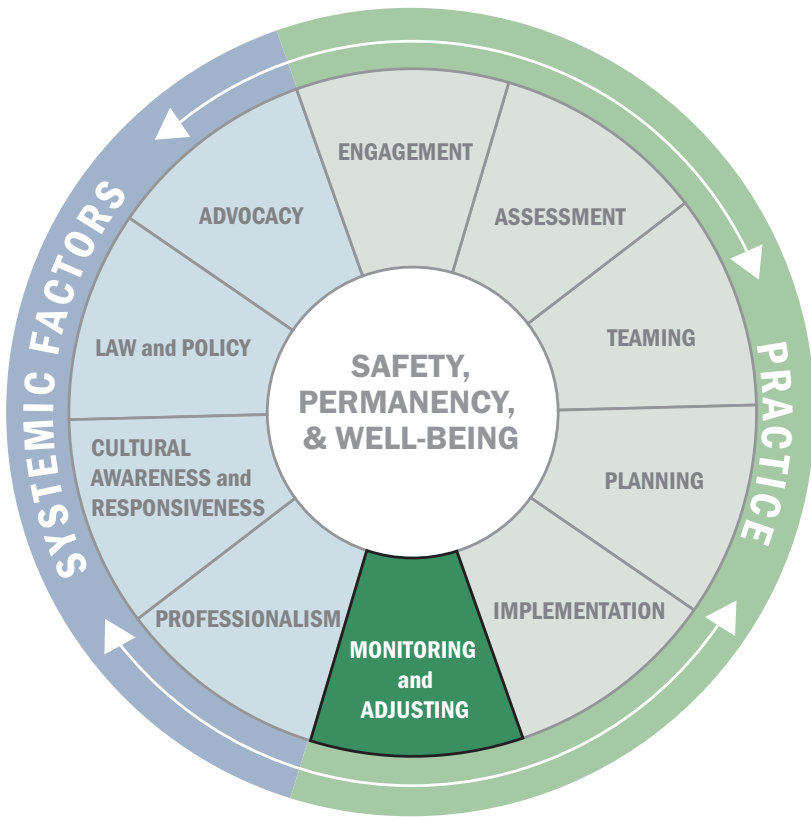
Visioning

- Maintain ongoing communication with the media to proactively provide community education about the agency's responsibilities and services
- Provide caseworkers with mobile technology to improve service delivery and staff capacity

Accountability

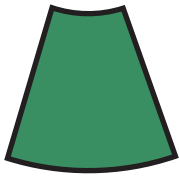
- Use QSR data to assess practice and the implementation process
- Implement a plan and process to track the length of time a child and/or youth is in out-of-home care to support timely achievement of permanency goals

MONITORING and ADJUSTING



The child welfare professional continuously analyzes, assesses, monitors, and evaluates the effectiveness of strategies, goals, and outcomes and adapts accordingly in response to changing circumstances to achieve sustainable and beneficial results.

	Behavioral Indicators	Examples of Activities <i>Monitoring and Adjusting</i> are demonstrated by actions which include but are not limited to:
CASEWORKERS	<p>Utilize systematic and purposeful observations in a timely manner to determine the effectiveness of intervention strategies.</p> <p>Engage in ongoing critical conversations with team members and timely adjust plans and planning process in response to the changing needs and circumstances of children, youth, and families.</p> <p>Assure that strategies and goals continue to reflect the cultural background and changing circumstances of children, youth, and families.</p> <p>Examine one’s own reaction and response to trauma and stress and engage in self-care strategies to minimize the impact.</p>	<ul style="list-style-type: none"> • Gather and review information regarding the parents’ participation in parenting classes • Facilitate a discussion with team members regarding an adjustment in the child’s out-of-home placement • Identify your reactions to presenting challenging testimony in court to support effective court presentations • Consult with supervisor about countertransference reactions to abusive parents



MONITORING and ADJUSTING

SUPERVISORS/MANAGERS

Determine caseworkers' ongoing ability to perform tasks associated with the implementation of strategies and make adjustments to maximize the delivery of services for families.

Examine the provision of agency services with leadership team members to ensure that services are being provided to diverse families effectively and that deadlines and/or regulations are being met and make adjustments as necessary.

Engage in ongoing critical conversations with team members and stakeholders and make timely adjustments based on changing needs and circumstances.

Monitor the impact of caseworker burnout and secondary trauma and make necessary adjustments to ensure a healthy, productive workforce.

Administrative

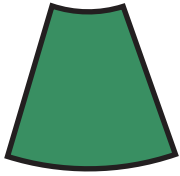
- Evaluate case files to ensure safety assessments are completed regularly and used to support child safety
- Review child placement processes and procedures with leadership team to assess for timely establishment of permanency goals

Educational/Clinical

- Hold writing skills training and transfer of learning sessions to support caseworkers in documenting family progress
- Coach caseworkers to verify delivery of Individualized Education Plan (IEP) services

Supportive

- Coach caseworkers to objectively assess and monitor plan progress based on the unique cultural characteristics of the family
- Monitor and model self-care including talking with staff about their well-being and sharing techniques and resources to help manage stress and decrease burnout



MONITORING and ADJUSTING

ADMINISTRATORS

Track changes in laws and practice to determine the impact on programs and service delivery and adjust allocations of funds and resources accordingly.

Analyze and determine if the complement and deployment of the staff are sufficient to meet agency goals and mission and adjust accordingly.

Create an organizational environment that encourages and supports consultation with team members and crucial conversations when making necessary adjustments in response to the changing needs and circumstances of the communities and families served.

Communicate timely and clearly pending changes and adjustments to all staff to ensure the effective implementation and modification to program and services.

Interagency Collaboration

- Meet regularly with county commissioners to review agency data, resources, and requests
- Monitor staff allocation related to Statewide Adoption and Permanency Network (SWAN) units and service and request additional resources as necessary

Workforce Development

- Assess the impact of father engagement training and technical assistance on staff performance
- Analyze recruitment and retention data with the agency advisory board to develop strategies to support staff

Visioning

- Attend PCYA meetings to gather and share ideas to adjust practice related to reducing and eliminating the goal of Another Planned Permanent Living Arrangement (APPLA)
- Follow the state budget process to inform decision-making regarding the expansion of private provider contracts

Accountability

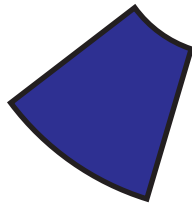
- Monitor private providers' provisions of kinship care services and hold them accountable for the terms of the contract
- Communicate with supervisors and managers information and data to assess the implementation of resumption of jurisdiction for older youth

PROFESSIONALISM



The child welfare professional comprehends and applies social work and child welfare ethics and principles to interactions and communications with children, youth, families, colleagues, and other team members.

	Behavioral Indicators	Examples of Activities
CASEWORKERS	<p>Identify, analyze, and resolve ethical conflicts that arise in the course of practice by utilizing critical thinking.</p> <p>Establish and maintain appropriate boundaries and a professional demeanor distinguishing between personal and professional values in interactions with team members.</p> <p>Employ time management and organization skills to the performance of all duties and responsibilities.</p> <p>Know and abide by confidentiality laws in all communications.</p> <p>Communicates respect for team members using appropriate verbal and/or nonverbal language that enhances the credibility of the child welfare professional's role.</p>	<p><i>Professionalism</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Acknowledge and seek supervisory support when experiencing fear associated with a home visit with a hostile parent • Respect family's religious traditions when scheduling visits • Attend professional development opportunities to enhance written and verbal communication skills • Demonstrate appropriate demeanor and dress when attending a court hearing • Share information from a child's academic record with only those individuals authorized to receive it • Review with your supervisor the ethical implications of receiving a gift from a resource parent • Arrive at team meetings on time and prepared to participate



PROFESSIONALISM

SUPERVISORS/MANAGERS

Model social work values, ethical standards, and relevant laws and regulations that affect all aspects of child welfare practice.

Communicate the importance of the distinction between personal and professional values and identify strategies through which appropriate boundaries can be maintained in relationships with team members.

Provide opportunities for caseworkers to develop skills in identifying, analyzing, and resolving ethical conflicts that arise through critical thinking and proactive interactions.

Establish and maintain appropriate boundaries and a professional demeanor in all interactions with team members.

Identify and advocate for staff and your needs for professional development opportunities.

Administrative

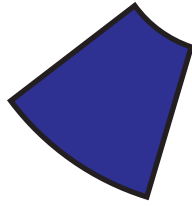
- Monitor staff adherence to their work schedule
- Disclose and address dual relationship concerns with caseworkers, peers, and team members

Educational/Clinical

- Guide caseworkers regarding the appropriate use of self-disclosure around personal child-rearing practices
- Coach caseworkers regarding appropriate demeanor to exhibit when taking a position in opposition of a service provider

Supportive

- Support staff in practicing self-care when experiencing stress related to working long and irregular hours
- Attend supervisory support sessions to learn strategies to provide support and feedback to caseworker



PROFESSIONALISM

ADMINISTRATORS

Establish an expectation that the staff in all aspects of its work will adhere to the value and ethical standards of the social work profession and the relevant laws and regulations that affect all aspects of child welfare practice.

Secure training for staff focused on the development and utilization of ethical reasoning and critical thinking skills in all aspects of decision making.

Interact with team members in ways that reflect a professional demeanor through the decision-making process and all verbal and written communications.

Interagency Collaboration

- Encourage candid exchange of ideas among community stakeholders regarding services for LGBTQ individuals
- Facilitate the use of memorandums of understanding to establish parameters for collaboration with service providers

Workforce Development

- Identify staff needs and secure additional resources to support ongoing professional development related to family finding
- Implement staff hiring practices that are guided by established child welfare practice competencies

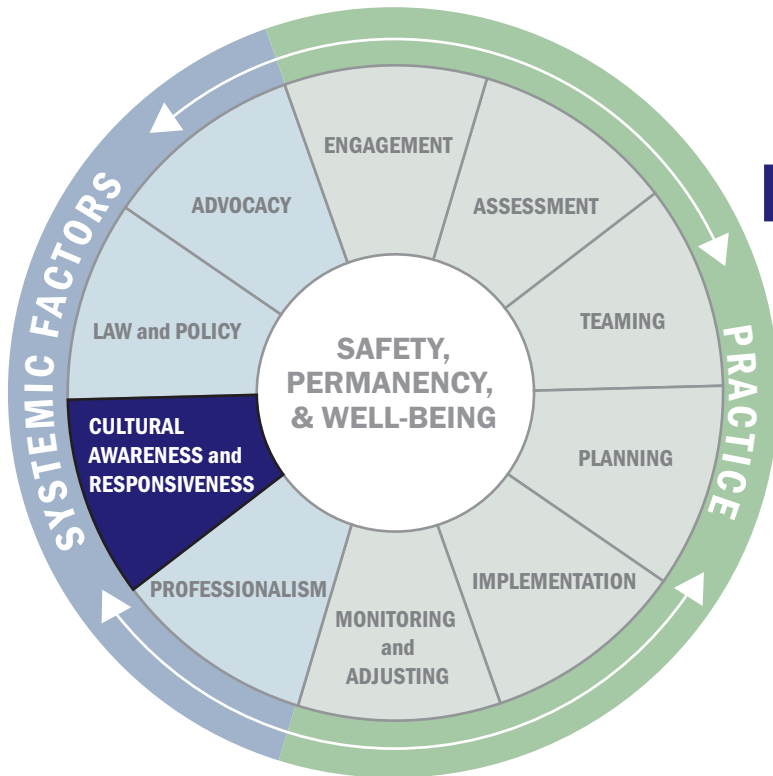
Visioning

- Guide the agency to consistently adopt evidence-informed practices for the use of psychotropic medication for youth in foster care placement
- Request technical assistance to implement strategies in the agency's continuous improvement plan

Accountability

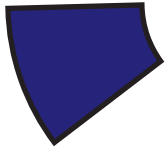
- Mediate between supervisor, staff, and stakeholder disagreements in a strength-based, solution-focused manner
- Ensure implementation of agency policies and procedures related to computer access and use

CULTURAL AWARENESS and RESPONSIVENESS



The child welfare professional demonstrates acceptance and responds respectfully and effectively to people of all cultures, races, and ethnic backgrounds; languages; classes; religions and spiritual traditions; immigration status; sexual orientation, gender identity, and gender expression (SOGIE); and other diversity factors in a manner that recognizes, affirms, and values individuals, families, and communities and protects and preserves the dignity of all. (NASW, 2015)

	Behavioral Indicators	Examples of Activities <i>Cultural Awareness and Responsiveness are demonstrated by actions which include but are not limited to:</i>
CASEWORKERS	<p>Interact with team members in ways that demonstrate an understanding of and respect for diversity and its multiple dimensions.</p> <p>Practice self-awareness to minimize the tendency to view other cultures from their own perspective and avoid stereotyping in their practice, decision making, and interpersonal relationships.</p> <p>Interact with children, youth, and families in a manner that demonstrates recognition of how their cultures and backgrounds affect their perceptions of and experiences with the child welfare system.</p>	<ul style="list-style-type: none"> Proactively identify the presence of Native American heritage to ensure a child and youth’s connection to tribes and the inclusion of tribal courts Provide language translation and interpretation to families with limited English proficient to ensure meaningful access to services and benefits Ask the family about their holiday rituals to determine appropriate scheduling of an appointment Ask a transgender youth what pronoun they would prefer to be used in addressing them Debrief with your supervisor the ways in which your knowledge, values, and experiences regarding prostitution affect child placement decisions



CULTURAL AWARENESS and RESPONSIVENESS

SUPERVISORS/MANAGERS

Foster in caseworkers an awareness and acceptance of individual, family, and community differences; acknowledge cultural strengths and focusing on the nature and dynamics of diversity and its multiple dimensions.

Help caseworkers recognize the ways in which their own experiences, values, and attitudes about people who are different can influence and shape their practice with diverse team members.

Support caseworkers' development of knowledge of the ways in which culture influences help-seeking behaviors and the provision of services.

Demonstrate an understanding of and interactions with diverse team members and address areas of conflict between personal and professional values and those of other cultures.

Administrative

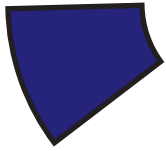
- Monitor caseworkers' adherence to Indian Child Welfare Act (ICWA) requirements
- Prepare performance evaluations that include an assessment of caseworkers' ability to demonstrate cultural competence

Educational/Clinical

- Coach caseworkers to recognize how their assumptions affect decision making regarding the educational needs of teen parents
- Encourage attendance at poverty simulations to tune into the struggles of food insecurity for children and families

Supportive

- Share self-reflection regarding previously held values that interfered with services delivery to a family
- Facilitate group activities that challenge unit members to explore LGBTQ language and culture



CULTURAL AWARENESS and RESPONSIVENESS

ADMINISTRATORS

Create an organizational environment that respects staff diversity and supports and advocates for culturally competent practice throughout the organization.

Recruit, maintain, and support a multicultural staff that reflects the current and emergent demographics of the individuals, families, and communities served.

Direct the development of staff and program performance-evaluation tools to assess culturally competent practice.

Ensure the inclusion of cultural competence content in organizational training initiatives.

Collaborate with community stakeholders and organizations to advance and sustain culturally competent practice within the community served.

Interagency Collaboration

- Collaborate with community organizations serving the LGBTQ community to understand and determine their needs and responsive practice
- Secure provider contracts to meet the cultural needs of Muslim families

Workforce Development

- Institute recruitment strategies that support the employment of staff which is proportionately representative of the population served
- Secure funding and resources to families with limited English proficiency

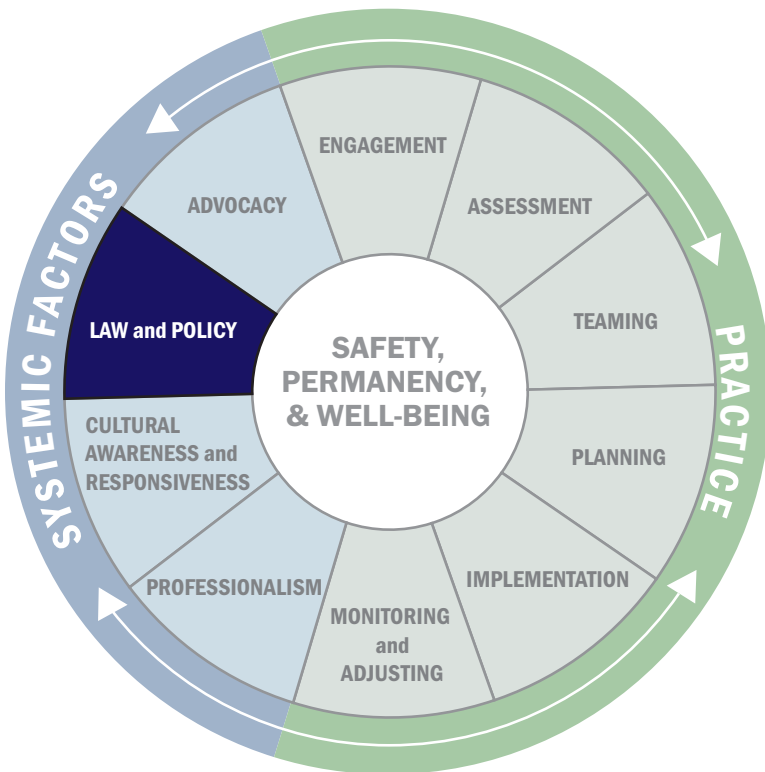
Visioning

- Identify strategies to resolve systemic racial disproportionality of children in out-of-home placement
- Establish a plan to include gender-neutral language in policies and forms

Accountability

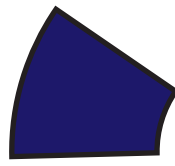
- Examine QSR data related to including fathers and paternal relatives in service planning to institute a Continuous Quality Improvement Plan (CQIP) to address areas needing development
- Develop and monitor the agency's policies and procedures for cultural responsiveness to the needs of undocumented immigrants

LAW and POLICY



The child welfare professional identifies, understands, and appropriately applies relevant federal, state, and local laws, policies, and regulatory requirements to child welfare practice to protect the fundamental rights of children, youth, and families.

	Behavioral Indicators	Examples of Activities <i>Law and Policy</i> are demonstrated by actions which include but are not limited to:
CASEWORKERS	<p>Possess basic knowledge of philosophy, purpose, requirements, and application of major federal, state, and local laws, policies, and regulatory requirements affecting children, youth, and families in the child welfare system.</p> <p>Adhere to the legal rights of team members in child welfare practice.</p> <p>Effectively prepare for, contribute to, and/or participate in, court processes and proceedings related to child welfare practice.</p> <p>Recognize how children, youth, and families' culture and experiences may influence perception and adherence to the laws and policies related to the child welfare system.</p>	<ul style="list-style-type: none"> • Attend training and transfer of learning sessions on the commercial sexual exploitation of children and labor trafficking to inform identification, case-planning, and decision making for victims and/or survivors • Gather and document relevant facts to inform a dependency petition • Incorporate and weigh child safety and family's rights in considering the least restrictive setting for visitation • Provide clear, concise, and relevant testimony in termination of parental rights hearings • Conduct timely kinship notifications and home studies to prevent out-of-home placement or to facilitate reunification • Communicate clearly and accurately with families their right to appeal the family service plan including the right to appeal any determination made which results in a denial, reduction, discontinuance, suspension, or termination of service



SUPERVISORS/MANAGERS

Share with caseworkers' knowledge about the federal, state, and local laws, policies, and regularly requirements that affect children, youth, families, and organizations in the child welfare system.

Involve and consult with a legal representative to support caseworkers in adhering to court processes and procedures and to the legal rights of children, youth, and families involved in child welfare practice.

Foster in caseworkers' understanding of the ways in which the cultural and experiential backgrounds of children, youth, and families influence their perception and understanding of child welfare laws and policies.

Remain current regarding laws, regulations, and policies to collaborate with colleagues on effective implementation and communication of changes.

Administrative

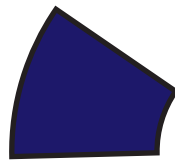
- Thoroughly review and approve shared case responsibility, policies, and procedures to ensure all eligible youth are receiving appropriate and timely services
- Develop and implement a plan to comply with Every Student Succeeds Act (ESSA) to ensure that the student's best interest is considered when they are placed in out-of-home care outside their home district

Educational/Clinical

- Develop and enhance caseworkers' knowledge and practice related to reasonable efforts to prevent out-of-home placement
- Instruct caseworkers on effective strategies to interact with attorneys in court related matters

Supportive

- Assist caseworkers in making a timely determination of the outcome of a Child Protective Services (CPS) investigation or General Protective Services (GPS) assessment
- Talk with caseworkers after the removal of a child to debrief feelings and support self-care



Assess the impact of the federal, state, and local laws, policies, and regulatory requirements that affect children, youth, and families in the child welfare system.

Establish and implement policies, procedures, and practice guidelines necessary for effective child welfare practice in compliance with the federal, state, and local laws, policies, and regulatory requirements.

Ensure that agency resources are in place to support staff in the implementation of federal, state, and local laws, policies, and regulatory requirements that affects children, youth, and families in the child welfare system.

Inform and collaborative with other community organizations to support the implementation of child welfare laws, regulations, and policies.

Interagency Collaboration

- Ensure agency adherence to laws, regulations, and policies regarding the use of MDITs to coordinate child abuse investigations
- Participate in Children’s Roundtable meetings to identify and overcome barriers to timely permanency for children and youth

Workforce Development

- Update staff on changes in laws, regulations, and policies related to youth transitioning out of care
- Implement agency policy and procedures related to certification requirements for staff and resource parents

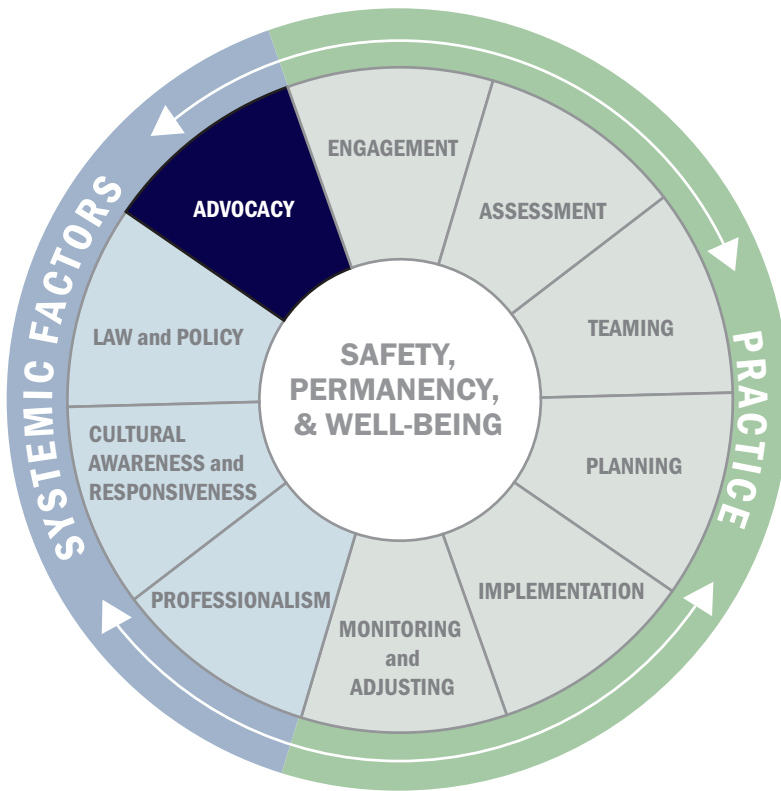
Visioning

- Meet with staff and stakeholders to develop agency policies related to the implementation of Child Protective Services Law (CPSL) amendments
- Obtain data related to timely filing of termination of parental rights to develop strategies to expedite child permanency

Accountability

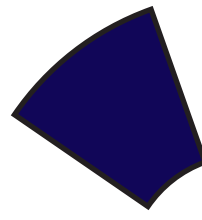
- Ensure a process to track, verify, and monitor the delivery of in-home family service by private contractors
- Thoroughly review and approve indicated determinations in child abuse investigations

ADVOCACY



The child welfare professional recognizes and promotes the well-being of individuals, families, and communities and pursues social change on behalf of vulnerable populations.

	Behavioral Indicators	Examples of Activities
CASEWORKERS	<p>Recognize forms and mechanisms of oppression and discrimination that contribute to injustices for children, youth, families, and communities.</p> <p>Recognize the impact of poverty, unemployment, and discrimination on the well-being of children, youth, and families.</p> <p>Promote access to information, resources, and services for children, youth, and families.</p> <p>Educate and support children, youth, and families to engage in advocacy on their own behalf to ensure positive change and their well-being.</p>	<p><i>Advocacy is demonstrated by actions which include but are not limited to:</i></p> <ul style="list-style-type: none"> • Identify child’s due process rights related to obtaining special education services • Explore solutions to address transportation barriers for sibling and extended family visits to maintain permanent connections • Accommodate the cultural practices related to dietary and prayer routines for children in placement • Connect the family to the proper authorities to report their exposure to lead poisoning and identify treatment and remedies • Discuss with your supervisor alleged violations of access to service and resources for LGBTQ children and youth



SUPERVISORS/MANAGERS

Assist the caseworkers' understanding and sensitivity to the impact of poverty, unemployment, oppression, and discrimination on the well-being of children, youth, and families.

Support caseworkers' ability to promote agency and system level changes to ensure children, youth, and family members have access to resources and services.

Recognize unit, agency, and community trends and promote strategies to address areas of concerns.

Promote the needs of staff to ensure that they have the resources and support to implement and meet the agency's goals.

Administrative

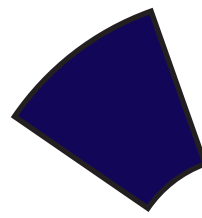
- Review family services to determine if the mental health treatment provider is accessible and beneficial for families
- Share caseload data with agency leadership to support the need for additional staff in the in-home services department

Educational/Clinical

- Support caseworkers to advocate for themselves related to safety in the field
- Instruct caseworkers on strategies to overcome barriers and obtain access to substance use services for children, youth, and families

Supportive

- Coach caseworkers to overcome challenges associated with working with children and families who are experiencing poverty and food insecurity
- Develop caseworkers' thoughtful reflection on the unique needs of children and family's experiencing hearing or vision impairment



Create an organizational environment that promotes understanding and sensitivity to the impact of poverty, unemployment, oppression, and discrimination on the well-being of children, youth, and families.

Secures and allocates resource to assess the needs for agency and systems level changes to ensure children, youth, and families have access to resources and services.

Advocate for changes in federal, state, and local laws, policies, and regulatory requirements in order to promote greater social and economic justice and enhance services to children, youth, and families from diverse backgrounds.

Collaborate with community organizations to promote systemic change to enhance the services and outcomes children, youth, and families.

Interagency Collaboration

- Work with agencies in the community to support children and families access to quality day care services
- Utilize memorandums of understanding (MOU) with school districts to keep children and youth enrolled in their home school district

Workforce Development

- Identify and provide professional development opportunities to build staff's knowledge, values, and skills in the area of advocacy and social justice
- Gather staff turnover data to advocate for methods to recruit and retain competent staff

Visioning

- Utilize QSR data to expand services and improve practices related to sibling visitation
- Participate in community-based services to address high rates of violence in neighborhoods resulting in increased referrals and placement of children

Accountability

- Meet with commissioners to mitigate barriers to access to affordable housing for youth transitioning out of foster care
- Communicate and enforce agency policies and procedures related to the placement of LGBTQ youth

Behavioral Indicators and Examples of Activities

Caseworkers

	Behavioral Indicators	Examples of Activities
ENGAGEMENT	<p>Utilize effective, respectful, and transparent communication and interactional helping skills in order to develop and maintain trusting relationships with team members.</p> <p>Employ a strength-based, solution-focused approach in working with team members.</p> <p>Involve families in all aspects of the service process in consultation with team members.</p> <p>Recognize and respect the needs and perspectives of team members and engage in a way that is responsive to their diverse cultural values and experiences.</p>	<p><i>Engagement</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Gather information by clearly, accurately, and respectfully explaining the purpose and relevancy of the information to the family and colleagues • Facilitate the participation of the family and/or resource parent by speaking to them privately and adjust scheduling and meeting locations to accommodate them based on their unique needs • Partner with the family and/or resource parents by communicating meaningfully and dynamically the importance of their involvement such as promptly returning phone calls and following through with commitments • Demonstrate self-awareness and reflection in informing responses to de-escalate families' possible adverse reactions and resistance to change and child welfare intervention
ASSESSMENT	<p>Recognize and critically examine the effects of social, economic, environmental, psychological, and biological factors influencing the functioning of children, youth, and families into assessment and decision making.</p> <p>Gather, assess, and incorporate information in collaboration with all team members, those factors that could contribute to child, youth, and family risk and protective factors as well as safety, permanency, and well-being.</p> <p>Apply a strength-based approach to all aspects of the assessment process and demonstrate an awareness of how their perceptions, behaviors, and exposure to trauma and stress impact the objectivity of their assessments.</p> <p>Identify the ways in which cultural dynamics affect the child's, youth's, and family's understanding of and interactions with agency and community services and assess the related implications for safety, permanency, and well-being.</p>	<p><i>Assessment</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Develop a rapport with youth and their support system to acquire accurate, relevant, and reliable information to inform the assessment of protective and risk factors related to transitions • Obtain releases of information to acquire and examine relevant and reliable school and medical history to determine protective and risk factors affecting the child's well-being • Document and communicate accurate, relevant, and reliable information about the impact of the parent's substance use on the child's safety • Demonstrate a self-awareness and understanding of how one's own exposure to trauma and stress impacts the assessment of a child who has experienced sexual mistreatment • Consider personal safety prior to conducting home visits and speak with your supervisor regarding concerns and strategies

Behavioral Indicators and Examples of Activities

Caseworkers

	Behavioral Indicators	Examples of Activities
TEAMING	<p>Contribute to the formation of teams that recognize and respond to the needs and experiences of all members.</p> <p>Understand the services provided by member agencies and organizations and value the roles of those agencies and organizations and their staff.</p> <p>Work collaboratively in developing and maintaining the unity of effort and commonality of purpose among team members to achieve positive results for children, youth, and families.</p> <p>Consistently models accountability for team members by participating and contributing to case planning, service delivery, and progress assessment.</p>	<p><i>Teaming</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Identify relevant team members to support a family experiencing challenges around substance use • Support team members' understanding of the parameters of confidentiality and communication to coordinate mental health services • Determine the level of expertise of the team in providing trauma-informed care to children who have experienced abuse or neglect • Establish clear methods of documentation and communication to support the team's functioning, case planning, and decision making for a dually adjudicated youth
PLANNING	<p>Engage team members in a planning process that builds on an accurate understanding of the child, youth, and family's strengths and needs.</p> <p>Develop mutually agreed upon goals with measurable objectives that clearly communicate what must be accomplished in order for the family to achieve safety, permanency, and well-being.</p> <p>Incorporate strategies, evidence-based interventions, resources, and formal and informal supports that recognize the child, youth, and family's cultural experiences, values, and evolving situation into plans and the planning process.</p> <p>Ensure that the planning process and plans comply with legal, regulatory, and policy requirements.</p>	<p><i>Planning</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Gather and document relevant and reliable information about extended family, kin, and informal support systems to inform the child's permanency plan • Develop specific, realistic, and measurable objectives that support the youth's transition to adulthood • Guide the family service planning process to ensure the inclusion of required timeframes, processes, procedures, and consistent communication • Incorporate personal safety strategies into the plan and planning process when unsafe environments or antagonistic responses are anticipated

Behavioral Indicators and Examples of Activities

Caseworkers

	Behavioral Indicators	Examples of Activities
IMPLEMENTATION	<p>Perform the tasks aligned with the plan and the planning process that logically lead to the achievement of beneficial and sustainable results.</p> <p>Collaborate and coordinate with team members to ensure tasks are completed in a timely and sequential manner based on assigned roles and responsibilities.</p> <p>Develop strategies to enhance access to services to meet the needs of diverse children, youth, and families.</p> <p>Collaborate with the family to implement the plan in such a way that the family takes increasing responsibility for ensuring the success of the plan and case closure.</p>	<p><i>Implementation</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Secure timely releases of information and permissions to facilitate the delivery of in-home services • Secure access to a job training program for a youth transitioning out of foster care • Support families in assuming greater responsibility to implement child reunification plans • Document and communicate completion of steps taken to refer the family to parenting classes
MONITORING and ADJUSTING	<p>Utilize systematic and purposeful observations in a timely manner to determine the effectiveness of intervention strategies.</p> <p>Engage in ongoing critical conversations with team members and timely adjust plans and planning process in response to the changing needs and circumstances of children, youth, and families.</p> <p>Assure that strategies and goals continue to reflect the cultural background and changing circumstances of children, youth, and families.</p> <p>Examine one's own reaction and response to trauma and stress and engage in self-care strategies to minimize the impact.</p>	<p><i>Monitoring and Adjusting</i> are demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Gather and review information regarding the parents' participation in parenting classes • Facilitate a discussion with team members regarding an adjustment in the child's out-of-home placement • Identify your reactions to presenting challenging testimony in court to support effective court presentations • Consult with supervisor about countertransference reactions to abusive parents

Behavioral Indicators and Examples of Activities

Caseworkers

	Behavioral Indicators	Examples of Activities
PROFESSIONALISM	<p>Identify, analyze, and resolve ethical conflicts that arise in the course of practice by utilizing critical thinking.</p> <p>Establish and maintain appropriate boundaries and a professional demeanor distinguishing between personal and professional values in interactions with team members.</p> <p>Employ time management and organization skills to the performance of all duties and responsibilities.</p> <p>Know and abide by confidentiality laws in all communications.</p> <p>Communicates respect for team members using appropriate verbal and/or nonverbal language that enhances the credibility of the child welfare professional's role.</p>	<p><i>Professionalism</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Acknowledge and seek supervisory support when experiencing fear associated with a home visit with a hostile parent • Respect family's religious traditions when scheduling visits • Attend professional development opportunities to enhance written and verbal communication skills • Demonstrate appropriate demeanor and dress when attending a court hearing • Share information from a child's academic record with only those individuals authorized to receive it • Review with your supervisor the ethical implications of receiving a gift from a resource parent • Arrive at team meetings on time and prepared to participate
CULTURAL AWARENESS & RESPONSIVENESS	<p>Interact with team members in ways that demonstrate an understanding of and respect for diversity and its multiple dimensions.</p> <p>Practice self-awareness to minimize the tendency to view other cultures from their own perspective and avoid stereotyping in their practice, decision making, and interpersonal relationships.</p> <p>Interact with children, youth, and families in a manner that demonstrates recognition of how their cultures and backgrounds affect their perceptions of and experiences with the child welfare system.</p>	<p><i>Cultural Awareness and Responsiveness</i> are demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Proactively identify the presence of Native American heritage to ensure a child and youth's connection to tribes and the inclusion of tribal courts • Provide language translation and interpretation to families with limited English proficient to ensure meaningful access to services and benefits • Ask the family about their holiday rituals to determine appropriate scheduling of an appointment • Ask a transgender youth what pronoun they would prefer to be used in addressing them • Debrief with your supervisor the ways in which your knowledge, values, and experiences regarding prostitution affect child placement decisions

Behavioral Indicators and Examples of Activities

Caseworkers

	Behavioral Indicators	Examples of Activities
LAW and POLICY	<p>Possess basic knowledge of philosophy, purpose, requirements, and application of major federal, state, and local laws, policies, and regulatory requirements affecting children, youth, and families in the child welfare system.</p> <p>Adhere to the legal rights of team members in child welfare practice.</p> <p>Effectively prepare for, contribute to, and/or participate in court processes and proceedings related to child welfare practice.</p> <p>Recognize how children, youth, and families' culture and experiences may influence perception and adherence to the laws and policies related to the child welfare system.</p>	<p><i>Law and Policy</i> are demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Attend training and transfer of learning sessions on commercial sexual exploitation of children and labor trafficking to inform identification, case-planning, and decision-making for victims and/or survivors • Gather and document relevant facts to inform a dependency petition • Incorporate and weigh child safety and family's rights in considering the least restrictive setting for visitation • Provide clear, concise, and relevant testimony in termination of parental rights hearings • Conduct timely kinship notifications and home studies to prevent out-of-home placement or to facilitate reunification • Communicate clearly and accurately with families their right to appeal the family service plan including the right to appeal any determination made which results in a denial, reduction, discontinuance, suspension, or termination of service
ADVOCACY	<p>Recognize forms and mechanisms of oppression and discrimination that contribute to injustices for children, youth, families, and communities.</p> <p>Recognize the impact of poverty, unemployment, and discrimination on the well-being of children, youth, and families.</p> <p>Promote access to information, resources, and services for children, youth, and families.</p> <p>Educate and support children, youth, and families to engage in advocacy on their own behalf to ensure positive change and their well-being.</p>	<p><i>Advocacy</i> is demonstrated by actions which include but are not limited to:</p> <ul style="list-style-type: none"> • Identify child's due process rights related to obtaining special education services • Explore solutions to address transportation barriers for sibling and extended family visits to maintain permanent connections • Accommodate the cultural practices related to dietary and prayer routines for children in placement • Connect the family to the proper authorities to report their exposure to lead poisoning and identify treatment and remedies • Discuss with your supervisor alleged violations of access to service and resources for LGBTQ children and youth

Behavioral Indicators and Examples of Activities Supervisors/Managers

	Behavioral Indicators	Examples of Activities
ENGAGEMENT	<p>Utilize and model the use of effective, respectful, and transparent communication and interactional helping skills in the development and maintenance of trusting relationships with team members.</p> <p>Demonstrate the use of a strength-based, solution-focused approach to work with team members.</p> <p>Assist caseworkers in recognizing and demonstrating respect for the needs, experiences, and perspectives of culturally diverse team members.</p>	<p><i>Engagement</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Complete performance appraisals reflective of the caseworkers' ability to engage diverse families in team decision making • Monitor timely notification and informed participation of resource parents in court proceedings <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Utilize a strength-based, solution-focused approach in supervision to facilitate the caseworkers' self-awareness and reflections • Utilize simulations to promote caseworkers' respectful and transparent communications <p>Supportive</p> <ul style="list-style-type: none"> • Work with caseworkers to identify training needs related to engagement and provide access to relevant training and opportunities to implement learned knowledge and skills • Monitor caseworkers' well-being, personal safety, and identify strategies for self-care

Behavioral Indicators and Examples of Activities

Supervisors/Managers

	Behavioral Indicators	Examples of Activities
ASSESSMENT	<p>Determine caseworkers' ability to manage responsibilities associated with the assessment of social, economic, environmental, psychological, and biological factors that contribute to children, youth, and families protective and risk factors as well as safety, permanence, and well-being.</p> <p>Support caseworkers' use of a strength-based approach to the assessment of team members and in interactions with colleagues, team members, and other service providers.</p> <p>Processes with caseworkers the current and changing needs of children, youth, and families served by the child welfare system, and identify and share recommendations for funding and resources required to meet the identified needs.</p> <p>Facilitate caseworkers' developing understanding of the ways in which cultural differences can affect the behavior and experiences of children, youth, and families and the assessment process itself.</p>	<p><i>Assessment</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> Review and approve safety and risk assessment worksheets making certain that decisions made correspond to the information gathered Conduct 10-day supervisory reviews to ensure all relevant information is being gathered to inform case decisions <p>Educational/Clinical</p> <ul style="list-style-type: none"> Share relevant information and resources about how drug and alcohol use may impact caregiver functioning Discuss the role of secure and insecure attachments on child and adolescent development and exhibited behaviors <p>Supportive</p> <ul style="list-style-type: none"> Help caseworkers develop strategies to identify and address signs of compassionate fatigue and burnout in working with families with complex and multigenerational interactions with the child welfare system Identify family history and neighborhood characteristics to determine when it is appropriate to take police or another team member to home visits to ensure personal safety

Behavioral Indicators and Examples of Activities Supervisors/Managers

	Behavioral Indicators	Examples of Activities
TEAMING	<p>Assist caseworkers in recognizing the importance of forming and participating in teams that understand and respond to the needs, experiences, and goals of their members.</p> <p>Educate caseworkers about the services provided by collaborating organizations and agencies and the contributions these organizations and agencies and their staff make to the team in all aspects of the child welfare service's delivery system.</p> <p>Work with caseworkers in developing and implementing strategies designed to establish and maintain a unity of effort and commonality of purpose among team members in order to achieve positive results for diverse children, youth, and families.</p> <p>Hold caseworkers accountable for their role in assuring that both they and other team members meet their commitment to participate in and contribute to case planning, service delivery, and the assessment of progress to the achievement of established goals.</p> <p>Model a collaborative approach to team formation and function by providing leadership to diverse teams within the agency and community.</p>	<p><i>Teaming</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Monitor and support caseworkers' identification and engagement of team members in responding to human trafficking • Team with agency supervisors to develop, implement, and monitor agency policies related to caseworker safety in the field <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Model collaborative decision making during unit team meetings • Ask caseworkers about team members' progress on assigned tasks <p>Supportive</p> <ul style="list-style-type: none"> • Coach caseworkers to develop strategies to overcome challenges when teams disagree on the appropriate level of care for the child's unique needs • Provide caseworkers with feedback on the level of collaboration and communication amongst team members during the court process

Behavioral Indicators and Examples of Activities

Supervisors/Managers

	Behavioral Indicators	Examples of Activities
PLANNING	<p>Ability to assist caseworkers when involving families in the development, reassessment, and modification of plans and the planning process that reflect the needs and strengths of the children, youth, and family by prioritizing attainable and measurable objectives and identifying specific steps needed to achieve safety, permanency, well-being, and case closure.</p> <p>Assist caseworkers in identifying and accessing resources needed to achieve plan goals, including resources within the organization, community, and partnering service providers.</p> <p>Work with caseworkers on establishing plans and planning processes that are inclusive of strategies, evidence-based interventions, resources, and formal and informal supports that recognize the child, youth, and family's cultural experiences, values, and evolving situation.</p> <p>Assist caseworkers in developing plans and a planning process that complies with current legal, regulatory, and policy requirements that affect child welfare services and on an ongoing basis, address changes that might influence continued plan implementation.</p> <p>Incorporate strategies, evidence-based interventions, and resources to support agency policies and procedures into plans and the planning process.</p> <p>Model a collaborative approach to planning by including diverse staff and stakeholders in the plan and planning process.</p>	<p><i>Planning</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Document supervisor approval based on a timely and thorough review of child and family plans • Manage staff schedules and time off to plan for coverage of monthly visits with children and families <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Provide constructive feedback to caseworkers on the alignment of assessment conclusions and subsequent safety assessment and management plans • Utilize critical thinking skills to plan caseworker assignments based on their stage of professional development <p>Supportive</p> <ul style="list-style-type: none"> • Provide guidance and support through regular supervision and unit meetings to explore the impact of countertransference on planning for child safety and substance use by caregivers • Help caseworkers identify resources and address barriers for families to support visits with incarcerated parents

Behavioral Indicators and Examples of Activities Supervisors/Managers

	Behavioral Indicators	Examples of Activities
IMPLEMENTATION	<p>Share knowledge of the theories of change designed to guide the implementation process.</p> <p>Provide opportunities for caseworkers to practice skills needed to implement a service plan and offers constructive feedback.</p> <p>Coordinate with the caseworker to identify timely strategies to engage diverse populations in the implementation of a plan and achievement of beneficial and sustainable results.</p> <p>Collaborate with peers and stakeholders to operationalize policies, procedures, and plans.</p>	<p><i>Implementation</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Review and approve referrals in a timely manner for kinship care services • Confirm that caseworkers visit with children and families in their home as required to ensure the safety plan is being implemented as intended <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Conduct supervision and unit meetings to help staff develop skills in understanding, anticipating, and overcoming family resistance to carrying out the plan • Provide opportunities for caseworkers to shadow with an experienced peer in implementing a child abuse investigation <p>Supportive</p> <ul style="list-style-type: none"> • Discuss the timely implementation of the child supervision plan in respect to the family's cultural practices and child safety • Coach caseworkers to overcome implementation barriers with service providers

Behavioral Indicators and Examples of Activities

Supervisors/Managers

	Behavioral Indicators	Examples of Activities
MONITORING and ADJUSTING	<p>Determine caseworkers' ongoing ability to perform tasks associated with the implementation of strategies and make adjustments to maximize the delivery of services for families.</p> <p>Examine the provision of agency services with leadership team members to ensure that services are being provided to diverse families effectively and that deadlines and/or regulations are being met and make adjustments as necessary.</p> <p>Engage in ongoing critical conversations with team members and stakeholders and make timely adjustments based on changing needs and circumstances.</p> <p>Monitor the impact of caseworker burnout and secondary trauma and make necessary adjustments to ensure a healthy, productive workforce.</p>	<p><i>Monitoring and Adjusting</i> are demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> Evaluate case files to ensure safety assessments are completed regularly and used to support child safety Review child placement processes and procedures with leadership team to assess for timely establishment of permanency goals <p>Educational/Clinical</p> <ul style="list-style-type: none"> Hold writing skills training and transfer of learning sessions to support caseworkers in documenting family progress Coach caseworkers to verify delivery of Individualized Education Plan (IEP) services <p>Supportive</p> <ul style="list-style-type: none"> Coach caseworkers to objectively assess and monitor plan progress based on the unique cultural characteristics of the family Monitor and model self-care including talking with staff about their well-being and sharing techniques and resources to help manage stress and decrease burnout

Behavioral Indicators and Examples of Activities Supervisors/Managers

	Behavioral Indicators	Examples of Activities
PROFESSIONALISM	<p>Model social work values, ethical standards, and relevant laws and regulations that affect all aspects of child welfare practice.</p> <p>Communicate the importance of the distinction between personal and professional values and identify strategies through which appropriate boundaries can be maintained in relationships with team members.</p> <p>Provide opportunities for caseworkers to develop skills in identifying, analyzing, and resolving ethical conflicts that arise through critical thinking and proactive interactions.</p> <p>Establish and maintain appropriate boundaries and a professional demeanor in all interactions with team members.</p> <p>Identify and advocate for staff and your needs for professional development opportunities.</p>	<p><i>Professionalism</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Monitor staff adherence to their work schedule • Disclose and address dual relationship concerns with caseworkers, peers, and team members <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Guide caseworkers regarding the appropriate use of self-disclosure around personal child-rearing practices • Coach caseworkers regarding appropriate demeanor to exhibit when taking a position in opposition of a service provider <p>Supportive</p> <ul style="list-style-type: none"> • Support staff in practicing self-care when experiencing stress related to working long and irregular hours • Attend supervisory support sessions to learn strategies to provide support and feedback to caseworker

Behavioral Indicators and Examples of Activities

Supervisors/Managers

	Behavioral Indicators	Examples of Activities
CULTURAL AWARENESS and RESPONSIVENESS	<p>Foster in caseworkers an awareness and acceptance of individual, family, and community differences; acknowledge cultural strengths and focusing on the nature and dynamics of diversity and its multiple dimensions.</p> <p>Help caseworkers recognize the ways in which their own experiences, values, and attitudes about people who are different can influence and shape their practice with diverse team members.</p> <p>Support caseworkers' development of knowledge of the ways in which culture influences help-seeking behaviors and the provision of services.</p> <p>Demonstrate an understanding of and interactions with diverse team members and address areas of conflict between personal and professional values and those of other cultures.</p>	<p><i>Cultural Awareness and Responsiveness</i> are demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Monitor caseworkers' adherence to Indian Child Welfare Act (ICWA) requirements • Prepare performance evaluations that include an assessment of caseworkers' ability to demonstrate cultural competence <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Coach caseworkers to recognize how their assumptions affect decision making regarding the educational needs of teen parents • Encourage attendance at poverty simulations to tune into the struggles of food insecurity for children and families <p>Supportive</p> <ul style="list-style-type: none"> • Share self-reflection regarding previously held values that interfered with services delivery to a family • Facilitate group activities that challenge unit members to explore LGBTQ language and culture

Behavioral Indicators and Examples of Activities

Supervisors/Managers

	Behavioral Indicators	Examples of Activities
LAW and POLICY	<p>Share with caseworkers' knowledge about the federal, state, and local laws, policies, and regulatory requirements that affect children, youth, families, and organizations in the child welfare system.</p> <p>Involve and consult with a legal representative to support caseworkers in adhering to court processes and procedures and to the legal rights of children, youth, and families involved in child welfare practice.</p> <p>Foster in caseworkers' understanding of the ways in which the cultural and experiential backgrounds of children, youth, and families influence their perception and understanding of child welfare laws and policies.</p> <p>Remain current regarding laws, regulations, and policies to collaborate with colleagues on effective implementation and communication of changes.</p>	<p><i>Law and Policy</i> are demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Thoroughly review and approve shared case responsibility, policies, and procedures to ensure all eligible youth are receiving appropriate and timely services • Develop and implement a plan to comply with Every Student Succeeds Act (ESSA) to ensure that the student's best interest is considered when they are placed in out-of-home care outside their home district <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Develop and enhance caseworkers' knowledge and practice related to reasonable efforts to prevent out-of-home placement • Instruct caseworkers on effective strategies to interact with attorneys in court related matters <p>Supportive</p> <ul style="list-style-type: none"> • Assist caseworkers in making a timely determination of the outcome of a Child Protective Services (CPS) investigation or General Protective Services (GPS) assessment • Talk with caseworkers after the removal of a child to debrief feelings and support self-care

Behavioral Indicators and Examples of Activities Supervisors/Managers

	Behavioral Indicators	Examples of Activities
ADVOCACY	<p>Assist the caseworkers' understanding and sensitivity to the impact of poverty, unemployment, oppression, and discrimination on the well-being of children, youth, and families.</p> <p>Support caseworkers' ability to promote agency and system level changes to ensure children, youth, and family members have access to resources and services.</p> <p>Recognize unit, agency, and community trends and promote strategies to address areas of concerns.</p> <p>Promote the needs of staff to ensure that they have the resources and support to implement and meet the agency's goals.</p>	<p><i>Advocacy</i> is demonstrated by actions which include but are not limited to:</p> <p>Administrative</p> <ul style="list-style-type: none"> • Review family services to determine if the mental health treatment provider is accessible and beneficial for families • Share caseload data with agency leadership to support the need for additional staff in the in-home services department <p>Educational/Clinical</p> <ul style="list-style-type: none"> • Support caseworkers to advocate for themselves related to safety in the field • Instruct caseworkers on strategies to overcome barriers and obtain access to substance use services for children, youth, and families. <p>Supportive</p> <ul style="list-style-type: none"> • Coach caseworkers to overcome challenges associated with working with children and families who are experiencing poverty and food insecurity • Develop caseworkers' thoughtful reflection on the unique needs of children and family's experiencing hearing or vision impairment

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
ENGAGEMENT	<p>Utilize and model effective, respectful, and transparent communication and engagement skills in interactions with team members.</p> <p>Encourage and support the use of a strength-based, solution-focused approach to working with team members.</p> <p>Assure the involvement of team members in all aspects of the decision making and service delivery processes.</p> <p>Create an organizational environment approach where engaging team members are respectful and responsive to diverse perspectives, cultural values, and experiences.</p> <p>Identify and secure the resources necessary to initiate and maintain strategies designed to enhance engagement with team members.</p>	<p><i>Engagement</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Consult with mental health providers to solicit their feedback and keep them informed about child welfare practice • Collaborate with the court system to identify and address barriers to timely permanency <p>Workforce Development</p> <ul style="list-style-type: none"> • Creates an agency-wide culture that provides ongoing training and transfer of learning strategies to promote the use of strength-based solution-focused approaches • Involve staff, supervisors, and county commissioners in assessing workload and capacity to maintain an appropriate staff complement <p>Visioning</p> <ul style="list-style-type: none"> • Involve staff in exploring ways to reach out to homeless youth or families to identify and respond to their diverse needs • Utilize Quality Service Review (QSR) data to identify strengths, needs, and strategies to involve substitute caregivers in all aspects of decision-making <p>Accountability</p> <ul style="list-style-type: none"> • Create partnerships with medical professionals to address the use and/or misuse of psychotropic medication by children and youth • Secure funding for family team meetings and monitor that quality services are provided

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
ASSESSMENT	<p>Understand the demographics, assess the general needs of children, youth, and families and communities served by the agency, and identify the resources required to respond to these needs.</p> <p>Determine and support that agency staff have the knowledge, skills, and resources to assess and provide services to culturally diverse children, youth, and families and communities and assure that agency policies and procedures reflect these needs.</p> <p>Provide leadership to agencies and organizations that provide services to many of the same children, youth, and families, and communities and together assess the resources required to respond to needs and address service challenges.</p> <p>Utilize a strength-based approach in interactions with agency staff and community organizations as well as with children, youth, and families served.</p>	<p><i>Assessment</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> Secure and nurture relationships with community organizations to oversee that child and family assessments consistently happen in a timely and quality manner Ensure that the Multiple Disciplinary Implementation Team (MDIT), Multiple Disciplinary Review Team (MDRT), and child fatality/near fatality teams have the resources available to make case determinations and agency recommendations <p>Workforce Development</p> <ul style="list-style-type: none"> Recognize and address barriers to recruit and retain a diverse, competent, and confident workforce Determine ongoing staff training needs and ensure that resources and training opportunities are available to support accurate assessments <p>Visioning</p> <ul style="list-style-type: none"> Evaluation and enhance the organizations capacity to respond to changing laws and policies with regard to mandated reporting Participate in Pennsylvania Children and Youth Association (PCYA) practice discussions to inform the appropriate scope and focus of assessments

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
TEAMING	<p>Support and contribute to the formation and functioning of diverse teams both externally and internally that coordinates and collaborates on the delivery of services to the community and reflects an understanding of the needs, experiences, and resources of participants.</p> <p>Participate in and provide leadership to intra and interorganizational teams designed to identify resources and maintain a unity of effort and commonality of purpose in advancing services and promoting the safety, permanency, and well-being of children, youth, families, and communities.</p> <p>Establish an expectation that participants on teams are accountable consistently to contribute to collaborative and inclusive case planning, resource identification, service delivery, and the assessment of progress to the achievement of mutually recognized goals.</p>	<p><i>Teaming</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> Participate on a multidisciplinary community advisory board to jointly address service gaps in the community Maintain a functioning advisory committee that includes members of the community, service providers, and families <p>Workforce Development</p> <ul style="list-style-type: none"> Include staff in an organizational assessment and continuous improvement plan around recruitment and retention of a diverse staff Team with county commissioners, universities, and staff to successfully implement the Child Welfare Education for Baccalaureates (CWEB) and Child Welfare Education for Leadership (CWEL) programs <p>Visioning</p> <ul style="list-style-type: none"> Invite stakeholders input on the agency's functioning and relevant data related to resumption of jurisdiction for older youth Include staff in strategic planning around services to meet the needs of Lesbian, Gay, Bisexual, Transgender, & Questioning (LGBTQ) children, youth, and families <p>Accountability</p> <ul style="list-style-type: none"> Conduct a quality assurance review to monitor adherence to teaming policies and procedures Ensure team deliberation and decision making is clearly documented and communicated

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
PLANNING	<p>Determine that guidelines for the plan and planning process development comply with current legal, regulatory, and policy requirements that affect child welfare services and apprise staff of any changes that influence the implementation of service plans.</p> <p>Oversee the development of measures to assess the ongoing effectiveness of plans and planning processes designed to achieve safety, permanency, and well-being for families.</p> <p>Ensure that staff has the knowledge, skills, and resources to develop and implement plans and planning processes that include strategies, evidence-based interventions, resources, and formal and informal supports that recognize the child, youth, and family's cultural experiences, values, and evolving situation.</p> <p>Provide leadership in developing plans and planning processes to enhance the organization's capacity to achieve sustainable and beneficial goals.</p> <p>Collaborate with team members to develop comprehensive plans and planning processes to obtain and coordinate the provision of resources to meet the diverse needs of children, youth, and families.</p>	<p><i>Planning</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Use a structured process to convene agency and community workgroups to plan for the educational success of children • Develop a plan to recruit, engage, and maintain an effective advisory board consisting of community representatives <p>Workforce Development</p> <ul style="list-style-type: none"> • Engage staff to develop plans for the recruitment and retention of a diverse workforce • Provide opportunities for staff to participate in workgroups created to plan for child protective services law amendments <p>Visioning</p> <ul style="list-style-type: none"> • Use QSR data to develop a county improvement plan • Publish Needs-Based Plan and Budget (NBPB) and hold public hearings to inform the community of the role and direction of the agency <p>Accountability</p> <ul style="list-style-type: none"> • Develop a plan based on the review of data to maintain resource parent homes in all county's school districts • Develop a plan to ensure the timely review and approval of indicated child abuse reports

Behavioral Indicators and Examples of Activities Administrators

	Behavioral Indicators	Examples of Activities
IMPLEMENTATION	<p>Assure that the organization has the capacity and resources to support plans and a collaborative planning process that aligns with organizational goals and mission.</p> <p>Collaborate with other community service providers in coordinating evidence-based strategies, resources, and goals associated with the implementation process for individuals, families, and organizations.</p> <p>Oversee the utilization of a structured framework to support and improve the agency’s timely implementation process to ensure the quality of service delivery.</p> <p>Address cultural and institutional barriers that can hinder the implementation process for diverse individuals, families, organizations, and communities.</p>	<p><i>Implementation</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Work with other organizations to ensure the availability of resources needed to implement the plan to address human trafficking • Assemble a group of stakeholders to discuss evidence-based implementation of new legislation and agency practices related to resumption of jurisdiction <p>Workforce Development</p> <ul style="list-style-type: none"> • Arrange for transfer of learning sessions to support implementation of the safety assessment and management process • Collaborate with staff and stakeholders to develop and implement visits with incarcerated parents and their children <p>Visioning</p> <ul style="list-style-type: none"> • Maintain ongoing communication with the media to proactively provide community education about the agency’s responsibilities and services • Provide caseworkers with mobile technology to improve service delivery and staff capacity <p>Accountability</p> <ul style="list-style-type: none"> • Use QSR data to assess practice and the implementation process • Implement a plan to track the length of time a child and/or youth is in out-of-home care to support timely reunification

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
MONITORING and ADJUSTING	<p>Track changes in laws and practice to determine the impact on programs and service delivery and adjust allocations of funds and resources accordingly.</p> <p>Analyze and determine if the complement and deployment of the staff are sufficient to meet agency goals and mission and adjust accordingly.</p> <p>Create an organizational environment that encourages and supports consultation with team members and crucial conversations when making necessary adjustments in response to the changing needs and circumstances of the communities and families served.</p> <p>Communicate timely and clearly pending changes and adjustments to all staff to ensure the effective implementation and modification to program and services.</p>	<p><i>Monitoring and Adjusting</i> are demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Meet regularly with county commissioners to review agency data, resources, and requests • Monitor staff allocation related to Statewide Adoption and Permanency Network (SWAN) units and service and request additional resources as necessary <p>Workforce Development</p> <ul style="list-style-type: none"> • Assess the impact of father engagement training and technical assistance on staff performance • Analyze recruitment and retention data with the agency advisory board to develop strategies to support staff <p>Visioning</p> <ul style="list-style-type: none"> • Attend PCYA meetings to gather and share ideas to adjust practice related to reducing and eliminating the goal of Another Planned Permanent Living Arrangement (APPLA) • Follow the state budget process to inform decision making regarding the expansion of private provider contracts <p>Accountability</p> <ul style="list-style-type: none"> • Monitor private providers' provisions of kinship care services and hold them accountable for the terms of the contract • Communicate with supervisors and managers' information and data to assess the implementation of resumption of jurisdiction for older youth

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
PROFESSIONALISM	<p>Establish an expectation that the staff in all aspects of its work will adhere to the value and ethical standards of the social work profession and the relevant laws and regulations that affect all aspects of child welfare practice.</p> <p>Secure training for staff focused on the development and utilization of ethical reasoning and critical thinking skills in all aspects of decision making.</p> <p>Interact with team members in ways that reflect a professional demeanor through the decision-making process and all verbal and written communications.</p>	<p><i>Professionalism</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Encourage candid exchange of ideas among community stakeholders regarding services for LGBTQ individuals • Facilitate the use of memorandums of understanding to establish parameters for collaboration with service providers <p>Workforce Development</p> <ul style="list-style-type: none"> • Identify staff needs and secure additional resources to support ongoing professional development related to family finding • Implement staff hiring practices that are guided by established child welfare practice competencies <p>Visioning</p> <ul style="list-style-type: none"> • Guide the agency to consistently adopt evidence-informed practices for the use of psychotropic medication for youth in foster care placement • Request technical assistance to implement strategies in the agency's continuous improvement plan <p>Accountability</p> <ul style="list-style-type: none"> • Mediate between supervisor, staff, and stakeholder disagreements in a strength-based, solution-focused manner • Ensure implementation of agency policies and procedures related to computer access and use

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
CULTURAL AWARENESS and RESPONSIVENESS	<p>Create an organizational environment that respects staff diversity and supports and advocates for culturally competent practice throughout the organization.</p> <p>Recruit, maintain, and support a multicultural staff that reflects the current and emergent demographics of the individuals, families, and communities served.</p> <p>Direct the development of staff and program performance-evaluation tools to assess culturally competent practice.</p> <p>Ensure the inclusion of cultural competence content in organizational training initiatives.</p> <p>Collaborate with community stakeholders and organizations to advance and sustain culturally competent practice within the community served.</p>	<p><i>Cultural Awareness and Responsiveness</i> are demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Collaborate with community organizations serving the LGBTQ community to understand and determine their needs and responsive practice • Secure provider contracts to meet the cultural needs of Muslim families <p>Workforce Development</p> <ul style="list-style-type: none"> • Institute recruitment strategies that support the employment of staff which is proportionately representative of the population served • Secure funding and resources to families with limited English proficiency <p>Visioning</p> <ul style="list-style-type: none"> • Identify strategies to resolve systemic racial disproportionality of children in out-of-home placement • Establish a plan to include gender-neutral language in policies and forms <p>Accountability</p> <ul style="list-style-type: none"> • Examine QSR data related to including fathers and paternal relatives in service planning to institute a Continuous Quality Improvement Plan (CQIP) to address areas needing development • Develop and monitor the agency's policies and procedures for cultural responsiveness to the needs of undocumented immigrants

Behavioral Indicators and Examples of Activities

Administrators

	Behavioral Indicators	Examples of Activities
LAW and POLICY	<p>Assess the impact of the federal, state, and local laws, policies, and regulatory requirements that affect children, youth, and families in the child welfare system.</p> <p>Establish and implement policies, procedures, and practice guidelines necessary for effective child welfare practice in compliance with the federal, state, and local laws, policies, and regulatory requirements.</p> <p>Ensure that agency resources are in place to support staff in the implementation of federal, state, and local laws, policies, and regulatory requirements that affects children, youth, and families in the child welfare system.</p> <p>Inform and collaborate with other community organizations to support the implementation of child welfare laws, regulations, and policies.</p>	<p>Law and Policy are demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Ensure agency adherence to laws, regulations, and policies regarding the use of MDITs to coordinate child abuse investigations • Participate in Children’s Roundtable meetings to identify and overcome barriers to timely permanency for children and youth <p>Workforce Development</p> <ul style="list-style-type: none"> • Update staff on changes in laws, regulations, and policies related to youth transitioning out of care • Implement agency policy and procedures related to certification requirements for staff and resource parents <p>Visioning</p> <ul style="list-style-type: none"> • Meet with staff and stakeholders to develop agency policies related to the implementation of Child Protective Services Law (CPSL) amendments • Obtain data related to timely filing of termination of parental rights to develop strategies to expedite child permanency <p>Accountability</p> <ul style="list-style-type: none"> • Ensure a process to track, verify, and monitor the delivery of in-home family service by private contractors • Thoroughly review and approve indicated determinations in child abuse investigations

Behavioral Indicators and Examples of Activities Administrators

	Behavioral Indicators	Examples of Activities
ADVOCACY	<p>Create an organizational environment that promotes understanding and sensitivity to the impact of poverty, unemployment, oppression, and discrimination on the well-being of children, youth, and families.</p> <p>Secures and allocates resource to assess the needs for agency and systems level changes to ensure children, youth, and families have access to resources and services.</p> <p>Advocate for changes in federal, state, and local laws, policies, and regulatory requirements in order to promote greater social and economic justice and enhance services to children, youth, and families from diverse backgrounds.</p> <p>Collaborate with community organizations to promote systemic change to enhance the services and outcomes children, youth, and families.</p>	<p><i>Advocacy</i> is demonstrated by actions which include but are not limited to:</p> <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Work with agencies in the community to support children and families access to quality day care services • Utilize memorandums of understanding (MOU) with school districts to keep children and youth enrolled in their home school district <p>Workforce Development</p> <ul style="list-style-type: none"> • Identify and provide professional development opportunities to build staff’s knowledge, values, and skills in the area of advocacy and social justice • Gather staff turnover data to advocate for methods to recruit and retain competent staff <p>Visioning</p> <ul style="list-style-type: none"> • Utilize QSR data to expand services and improve practices related to sibling visitation • Participate in community-based services to address high rates of violence in neighborhoods resulting in increased referrals and placement of children <p>Accountability</p> <ul style="list-style-type: none"> • Meet with commissioners to mitigate barriers to access to affordable housing for youth transitioning out of foster care • Communicate and enforce agency policies and procedures related to the placement of LGBTQ youth

Appendix A: Definition of Terms

Competencies are broad statements of knowledge, values, and skills that enable child welfare professionals to perform successfully in their work.

Behavioral indicators are observable and measurable practices that individuals employ when they are demonstrating a particular competency and should be specific and descriptive for assessment purposes as they are utilized to determine progress toward achieving a particular competency.

Examples of activities are specific duties or actions performed in support of behavioral indicators. They demonstrate what is done, to whom it is done, why it is done, and how it is done.

Competencies, behavioral indicators, and examples of activities, while related, are quite distinct and together constitute something of a translation process. Think of a pyramid with a competency positioned at the apex and representing very specific knowledge, values, and skills. Behavioral indicators exist in that space between the apex and base of the pyramid and delineate practices that serve to operationalize a competency; examples of activities cluster at the base of the pyramid and represent a plethora of clearly defined activities and tasks performed in support of behavioral indicators.



Communication, both verbal and nonverbal, is a reciprocally interacting process that includes senders and receivers and involves an exchange of information, ideas, and feelings. It is transactional, interpretive, contextual, and multidimensional, and reflects the experiences, knowledge, values, and attitudes of both the sender and the recipient.

Critical thinking is purposeful, reasoned, and goal-directed in considering sound evidence, recognizing the role of observation, experience, and reflection, framing beliefs, and actions and assessing the breadth, depth, and fairness of information. Critical thinkers focus not only on conclusions but also on the thought process itself and on the multiple factors that contribute to drawing conclusions and making decisions.

Personal safety, both physical and emotional, refers to ways of addressing hostility, aggression, and harassment encountered in child welfare practice. Personal safety can be enhanced through proactive planning, self-awareness, and the development of specific strategies when engaged in work with individuals, families, and communities.

Self-awareness is in the simplest of terms, introspection, or self-reflection. It focuses on one's own thoughts, feelings, values, and experiences and a recognition of the role those thoughts, feelings, values, and experiences play in our perceptions of others and our understanding of their motives, attitudes, and actions.

Self-care focuses on activities and practices designed to reduce work-related stress, burnout, and vicarious and/or secondary traumatization. A self-care plan emphasizes physical, emotional, and psychological well-being, the fostering of supportive relationships, and a maintaining an inner and outer balance between personal and work responsibilities.

Team members Children, youth, and families are best served through a team approach with shared responsibilities. All team members have a role and voice and are crucial to ensuring the safety, permanency, and well-being of children. Throughout this document, the term team members include but are not limited to the following: children, youth, families, public child welfare professionals, private providers, resource parents, and others identified as having a meaningful relationship or role in the life of the child, youth, and/or family.

Definition of Child Welfare Staff from Pennsylvania's Need Based Plan and Budget

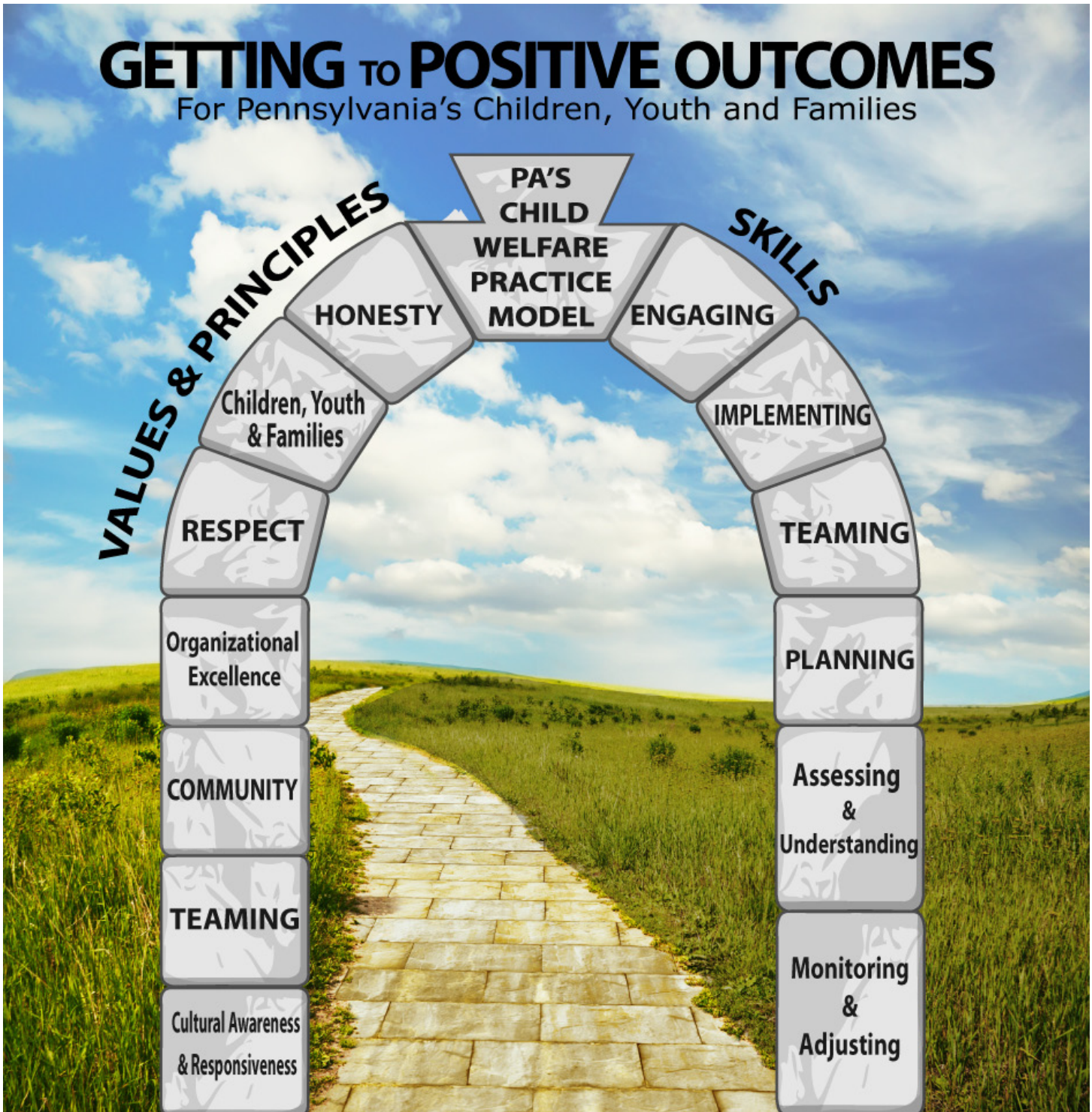
Caseworkers – With the exception of supervisors, include all staff with an active caseload that has case management responsibility for cases. Staff that provides services to clients but do not have case management responsibility for cases would be included and specified under *other*.

Supervisors – Staff that directly supervise direct service staff and caseworkers.

Managers – Staff that directly supervise direct service staff, caseworkers, and supervisors.

Administrators – Staff that performs administrative or supervisory duties that do not supervise direct care staff. Include the children and youth agency director when the director supervises direct service staff.

Appendix B: Practice Model



PENNSYLVANIA'S CHILD WELFARE PRACTICE MODEL

February 2013

Outcomes: Children, youth, families, child welfare representatives and other child and family service partners participate as team members with shared community responsibility to achieve and maintain the following:

- Safety from abuse and neglect.
- Enduring and certain permanence and timely achievement of stability, supports and lifelong connections.
- Enhancement of the family's ability to meet their child/youth's wellbeing, including physical, emotional, behavioral and educational needs.
- Support families within their own homes and communities through comprehensive and accessible services that build on strengths and address individual trauma, needs and concerns.
- Strengthened families that successfully sustain positive changes that lead to safe, nurturing and healthy environments.
- Skilled and responsive child welfare professionals, who perform with a shared sense of accountability for assuring child-centered, family-focused policy, best practice and positive outcomes.

Values and Principles: Our values and principles will be consistently modeled at every level and across partnerships. We believe in...

- **Children, Youth and Families**
 - Children and youth have the right to live in a safe, nurturing and stable family.
 - Families are the best place for children and youth to grow up.
 - Family connections are maintained whenever possible.
 - All families have strengths.
 - Families come in all shapes and sizes and family defines family.
 - Families are experts on themselves, are involved in decision making, and are willing to drive change.
- **Community**
 - Community is broadly defined. This includes, but is not limited to, families, neighbors, volunteers, spiritual, educational, medical, behavioral health and legal partners.
 - Natural partnerships must exist within a community to promote prevention, protection, well-being and lifelong connections.
- **Honesty**
 - Honesty serves as the basis for building trusting relationships.
 - Honesty is not only telling the truth, but also sharing information, clarifying roles and responsibilities and transparent decision making.
 - Honesty is an open and consistent exchange of communication in a way that everyone can understand.
- **Cultural awareness and responsiveness**
 - Culture is respected, valued and celebrated.
 - Culture is broadly defined. This includes but is not limited to families' beliefs, values, race, gender, socio-economic status, ethnicity, history, tribe, religion/spirituality/affiliations, sexual orientation and language.
 - Cultural identity is explored with the family. Each child, youth and family is served with sensitivity within their unique context.

PENNSYLVANIA'S CHILD WELFARE PRACTICE MODEL

February 2013

- **Respect**
 - Everyone has their own unique perspective, the right to be heard and contribute to their success.
 - Every individual is treated with dignity and consideration.
- **Teaming**
 - Children, youth and families are best served through a team approach with shared responsibilities. All team members have a role and voice. Involving the child, youth, family and extended support networks as active members of the team empowers the family.
 - Teams are strength-based and collaborate toward common goals.
 - Teams change as needed to include all formal and informal supports and resources.
 - Team members are accountable for their actions, keeping commitments and following through with agreed upon responsibilities.
- **Organizational excellence:**
 - Engaging children, youth and families, as an involved part of an accepting and empathetic team who can confront difficult issues, will effectively assist in the process toward positive change.
 - Advocating for and empowering children, youth, families and communities strengthen the organization.
 - Building, supporting and retaining a qualified, skilled and committed workforce whose own well being and safety are valued is essential.
 - Responsible allocation and management of resources demonstrates accountability.
 - Quality practice is assured by consistently monitoring and improving performance through critical self reflection and accountability.

Skills: To achieve our desired outcomes and commitment to these values and principles, demonstration of the following skills is essential across all aspects of the child welfare system.

- **Engaging:** Effectively establishing and maintaining a relationship with children, youth, families and all other team members by encouraging their active role and voice and successfully accomplishing sustainable shared goals.
- **Teaming:** Engaging and assembling the members of the team, including the family, throughout all phases of the change process and based on current needs and goals. Teaming is defining and demonstrating a unified effort, common purpose and clear roles and responsibilities that support positive change.
- **Assessing and Understanding:** Gathering and sharing information so the team has a common big picture of the strengths, challenges, needs and underlying issues. Assessing includes thinking critically and using information to keep the team's understanding current and comprehensive.
- **Planning:** Applying information gathered through assessment and monitoring to develop an individualized well reasoned sequence of strategies and supports to achieve the agreed upon goals.
- **Implementing:** Actively performing roles to ensure the formal and informal resources, supports and services, identified in the plan, occur in a timely manner and with sufficient intensity, frequency and sequence to produce sustainable and beneficial results.
- **Monitoring and Adjusting:** Continuously analyzing and evaluating the impact and effectiveness of the plan implementation and modifying accordingly in response to the changing successes and needs until goals are achieved.

Appendix C:

How Can I Use the Competencies

How Can I Use Competencies?

Competencies define the knowledge and skills that distinguish an organization and identify expectations for caseworkers, supervisors or managers, and administrators. Some of the counties represented on the workgroup have already started to use the competencies to inform their program planning and employee recruitment, selection, supervision, evaluation, and professional development. The Resource Center is carefully and thoroughly integrating the competencies in its training, technical assistance and transfer of learning initiatives. This document provides critical thinking questions to connect the Child Welfare Competencies to child welfare practice and professional development for caseworkers, supervisors, managers, and administrators.

Caseworkers

Competencies can be used as a basis for self-assessment, identifying training needs, informing professional growth, and strengthening child welfare practice. All child welfare professionals are expected to build and demonstrate proficiency in each competency as they conclude their Direct Service Worker Certification training and throughout their child welfare career. Continually assessing and understanding your proficiency in each of the competencies will allow you to create goals for yourself and help you select trainings and practice experiences that will have the greatest impact on your professional growth and development. You can review the supervisors, managers and administrators behavioral indicators and activity examples to understand expectations and determine personal growth potential when you are ready to advance in your career within your agency.

Use	Critical Thinking
Child Welfare Practice	<ul style="list-style-type: none"> • What services does the family need to ensure safety, permanence, and well-being of children and youth within their home? (Planning, Assessing, Engagement) • How have you involved the child, youth, and family in the case planning and monitoring process? (Planning, Engagement, Monitoring and Adjusting, Teaming) • What are the current efforts being made to achieve the primary and concurrent goals for the child and family? (Law and Policy, Implementing, Monitoring and Adjusting) • How are the family's beliefs and/or values recognized and respected during visits? (Professionalism, Cultural Awareness and Responsiveness, Engagement) • What is the impact of the family's community on their cultural identity and family goals? (Cultural Awareness and Responsiveness, Advocacy)

Use	Critical Thinking
Professional Development	<ul style="list-style-type: none"> • What are your strengths and areas of needs, as identified by your ITNA? (Professionalism, Planning, Monitoring and Adjusting, Assessing) • What have you and/or your supervisor identified as mentoring and/or learning opportunities? (Professionalism, Teaming) • What actions have you taken over the last month effectively to balance your work and life responsibilities? (Professionalism, Implementing, Assessment, Engagement) • How do educational laws or standards impact your work with the children, youth, and families on your caseload? (Law and Policy, Advocacy) • Have you tuned into your own cultural values or beliefs in relation to your ongoing work with children, youth, and families? (Engagement, Cultural Awareness and Responsiveness)

Supervisors/Managers

Competencies can promote professional development and exemplary child welfare practice for you and your staff. They can be the basis for the recruitment, selection, development, and performance appraisal process. When you are aware of your own and your staff's proficiency in each competency, you can focus on building strengths and providing or requesting additional support where needed.

Use	Critical Thinking
Child Welfare Practice	<ul style="list-style-type: none"> • What support does your staff need following the placement of a child? (Professionalism, Assessing, Law and Policy, Teaming) • What level of coaching and mentoring is needed to ensure that your staff are able to perform job tasks? (Assessing, Engagement, Planning, Monitoring and Adjusting) • How do you identify or address service providers based on child welfare values and the specific cultural needs of children, youth, and families? (Cultural Awareness and Responsiveness, Advocacy, Teaming, Professionalism) • What policies have you or your agency developed to support the permanency of older youth in care? (Law and Policy, Implementation, Monitoring and Adjusting, Assessing) • How do you ensure proper licensing and quality assurance within your agency? (Professionalism, Law and Policy, Teaming, Implementation, Monitoring and Adjusting)

Use	Critical Thinking
Professional Development	<ul style="list-style-type: none"> • What are your strengths and areas of needs, as identified by your ITNA? (Professionalism, Planning, Monitoring and Adjusting, Assessing) • What mentoring and/or learning opportunities have you identified for yourself or your staff? (Professionalism, Teaming) • How do you monitor and adjust for caseloads and capacity? (Monitoring and Adjusting, Assessing, Professionalism, Teaming) • How do you utilize behavioral indicators and tasks for caseworker recruitment and selection, onboarding, and performance management? (Engagement, Professionalism, Implementing, Monitoring and Adjusting) • How do you coach and motivate yourself and others to advocate on behalf of children and families experiencing poverty and discrimination? (Cultural Awareness and Responsiveness, Professionalism, Law and Policy, Advocacy)

Administrators

Competencies can be used to guide the agency’s orientation and continuous improvement efforts. They provide consistent definitions and markers for child welfare practice that can be used for the assessment of staff and agency performance, changes over time, and comparisons to other staff and agencies in the child welfare system. Much like the Quality Service Review Indicators, the competencies support continuous quality improvement. The competencies describe desired outcomes of competent child welfare professionals and practice, and the behavioral indicators can be broken down into measurable goals to determine agency and individual proficiency.

Use	Critical Thinking
Child Welfare Practice	<ul style="list-style-type: none"> • Do the available services meet the commonly identified needs of families, including cultural awareness and accessibility? (Assessment, Teaming, Cultural Awareness and Responsiveness, Advocacy) • How do the services identified in your Needs-Based Plan and Budget (NBPB) support outcomes for children, youth, and families within your county? (Assessing, Implementation, Planning, Monitoring and Adjusting) • How do you monitor and project subsidies to allocate appropriate funding? (Monitoring and Adjusting, Planning, Assessing) • How is data used within your advisory board to inform staffing decisions for the agency? (Teaming, Engagement, Professionalism, Monitoring and Adjusting) • What concrete actions has your local round table taken to protect and ensure the rights of children, youth, and families? (Law and Policy, Advocacy)

Use	Critical Thinking
Professional Development	<ul style="list-style-type: none"> • What are your strengths and areas of needs, as identified by your ITNA? (Professionalism, Planning, Monitoring and Adjusting, Assessing) • What mentoring and/or learning opportunities have you identified for yourself or your staff? (Professionalism, Teaming) • How do you monitor and adjust for caseloads and capacity? (Monitoring and Adjusting, Assessing, Professionalism, Teaming) • How do you utilize behavioral indicators and tasks for staff recruitment and selection, onboarding, and performance management? (Engagement, Professionalism, Implementing, Monitoring and Adjusting) • How do you coach and motivate yourself and others to advocate on behalf of children and families experiencing poverty and discrimination? (Cultural Awareness and Responsiveness, Professionalism, Law and Policy, Advocacy)

Appendix D: Acknowledgements

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