ADMINISTRATIVE PROCEDURES #7
PROCEDURES FOR TRAINING
March 1, 1985

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Section 7.1 Purpose

The purpose of these procedures is to standardize the planning, implementing, evaluating and reporting of the Department's staff training program. Unit Administrators, as defined in these procedures, and the Chief, Office of Training, are responsible for assuring staff compliance.

Section 7.2 Definition of terms

As used in this document:

- Training Plan means an annual written description of the Department's training program. The plan shall contain:
  - A general description of the Department's training program.
  - A specific description of how the Department will utilize specific training resources during the fiscal year.
- Training means a combination of orientation, start-up, in-service, and continuing education opportunities designed to assure that each employee develops, maintains and/or improves knowledge and skills necessary for satisfactory performance of assigned job duties.
- Basic Training means learning opportunities provided to a new or transitioning (changing job functions) employee within 180 days of employment which are intended to provide the employee with the minimum level of knowledge, skills and attitude necessary for satisfactory performance of assigned duties.
- In-Service Training means learning opportunities provided to an employee which are intended to permit the employee to maintain and/or improve the knowledge and skills necessary for satisfactory performance of assigned duties.
- Continuing Education is a process wherein a person enrolls in a course of study beyond the high school level for academic credit or continuing education credit (C.E.U.) from an accredited institution of higher learning or technical school.
- Educational Leave is a process wherein a person enrolls in and attends a formal, concentrated study of related courses (usually full-time) for a time period from two weeks to 12 months, usually in "an established educational program" offered by a college, university or proprietary school. Educational leave is available to employees pursuing higher education degrees up to and including a master's degree.
- Training Office Liaison means a staff person of the Office of Training who is assigned to assist in a unit of the Department in planning, implementing and/or evaluating unit-specific training.
- Unit means an Executive Office, Division, or Region of the Department.
- Unit Administrator means the administrator responsible for the functioning of an Executive Office, Division, or Region. Included in this term are members of the Executive Staff and Regional Administrators.
- Training Conference/Workshop means a meeting which has as its primary purpose the transmittal of knowledge and skills pertinent to the delivery of child welfare services.

- o Training Needs Assessment means the process by which the learning needs of staff are identified and prioritized.

Section 7.3 Goals of the Department's Training Program

The goals of the Department's training program are to:

- o Provide each new employee with orientation training within 30 days of employment.
- o Provide basic skill training to all new employees within 180 days of employment.
- o Provide a program of in-service training annually which provides employees, on a priority basis, opportunities to maintain or improve the knowledge and skills necessary to satisfactory performance of duties. Included is training necessary for the successful implementation of new Department initiatives and programs.

Section 7.4 Role of the Office of Training Staff Vis-a-Vis the Role of Unit Staff in Training

A. Role of the Office of Training

The role of the Office of Training is to provide overall direction to and administration of the Department's training program.

The specific responsibilities include:

1. Conducting, with Unit staff assistance, the annual training needs assessment.
2. Drafting and submitting the annual training plan.
3. Administering the development and implementation of the Department's orientation training program.
4. Developing all basic training curricula, in consultation with affected Units.
5. Conducting basic training.
6. Coordinating the planning and implementation of training required for all Department initiatives as determined by the Director.
7. Providing technical assistance to Units in the planning and implementing of all Department-sponsored conferences which involve Department and community provider staff.
8. Providing technical assistance to Units in implementing unit-specific priorities. Such assistance may include:
    - o Assisting in the identification of training needs and creating of unit training plans.

- o Assisting in procurement of training resources.
- o Coordinating logistics for training conferences/workshops.
- o Providing direct training when it is consistent with the expertise and available time of Training Office Staff.
- o Assisting in developing Unit record-keeping systems related to training.

9. Establishing and monitoring staff compliance with these procedures.

10. Submitting reports required by these procedures.

B. Role of Unit Staff in Training

Unit staff fulfill a vital role in the Department's training program. The specific responsibilities include:

1. Completing needs assessment activities in a timely, thorough manner.
2. Directly planning and implementing, with Training Office assistance, Unit-specific training.
3. Providing consultation to the Training Office on selected training curricula.
4. Serving as trainers when necessary.
5. Assuring accurate record keeping related to training conducted and expenditures as required by these procedures.
6. Directly planning and implementing training for Department foster parents, homemakers, and advocates.
7. Ensuring staff attend training as required by the Director, Unit Administrator or these procedures.

Section 7.5 Planning the Training Program

By July 1 of each year, the Department shall have a training plan for the fiscal year. The plan shall be developed through the steps which follow:

A. Needs Assessment Process and Time Frame

The Department utilizes a performance-based needs assessment which is intended to identify the learning needs of staff in relationship to performance of assigned duties.

Between January 1 and April 1 of each year, each unit will conduct, with the technical assistance of the Office of Training, an annual training needs assessment for the forthcoming year. The needs assessment results will serve as the basis for the annual training plan required by these procedures.

In conducting the needs assessment, Unit and Training Office Staff will consider the following criteria:

- o The type and amount of training which has been conducted or is scheduled for unit staff during the current fiscal year.
- o Previously reported training needs which have not been met.
- o The Director's and the Unit Administrator's priorities for the forthcoming year.

Information upon which the needs assessment will be based may be drawn from the following sources:

- o Staff performance evaluations;
- o Program performance indicators;
- o Barrier analysis reports;
- o Administrative case review reports;
- o Staff interviews;
- o MARS/CYCIS management reports;
- o Any other information source deemed appropriate by the Unit Administrator.

The needs assessment will be conducted by each unit within the following procedures and time frames:

1. Between January 1 and February 1, the Training Office Liaison will meet with each Unit Administrator to determine the specific needs assessment activities, with time frames, which will occur for his/her unit.

2. By March 15 the Training Office Liaison will submit in writing, to the appropriate Unit Administrator for review, a description of the training needs which have been identified. This description will include for <u>each need</u>:

    a. A statement describing the knowledge and skills on which staff need training;

    b. The number and type (e.g., CPS, CWS, DCP) of staff needing the training;

    c. Estimated costs to meet the need.

3. By April 1, each Unit Administrator will submit to the Chief, Office of Training, a written statement of training needs, in priority order, for his/her unit. A copy of the needs assessment will also be sent by each Unit Administrator to his/her immediate supervisor. The written statement of training needs will include for <u>each need</u>:

   - o A statement of the knowledge and skills on which staff need training:
   - o The number and type of staff requesting training for each need;
   - o Estimated costs to meet the need.

B. <u>Developing the Training Plan</u>

The Chief, Office of Training, is responsible for developing and submitting to the Director and Executive Staff for review and approval the recommended training plan for the forthcoming year within the following procedures and time frames:

1. By May 1 the first draft of the recommended training plan will be submitted to Executive Staff and Regional Administrators for review. The plan shall include recommendations regarding:

   - o Department-wide training initiatives;
   - o Unit training plans;
   - o Funding allocations.

2. By June 1 Executive Staff and Regional Administrators shall provide the Chief, Office of Training, with written comments on the draft training plan.

3. By June 15, the Chief, Office of Training, will submit to Executive Staff and the Director for approval, the final draft of the training plan.

4. By July 1 the Director shall approve/disapprove the training plan.

5. By July 15 the Chief, Office of Training, upon the Director's approval will submit copies of the training plan and unit training allocations to Executive Staff and Regional Administrators.

<u>Section 7.6 Orientation and Basic Training for New Employees</u>

The Department provides each new and transitioning (a current employee who is changing job assignments) employee with orientation and basic training.

A. <u>Orientation Training</u>

Orientation of a new employee to his/her job and the Department is the joint responsibility of the employee's supervisor and the Office of Training.

The employee's supervisor shall assure that the employee is oriented within 30 days of employment to each of the following areas:

1. Other staff with whom the employee will be working.

2. The employee's rights and responsibilities as provided by the State of Illinois Personnel Code and any collective bargaining agreement which is appropriate.

3. The specific responsibilities and duties of the employee.

4. The content of the Department's Policy Control System, with special attention to those laws, rules and procedures applicable to the employee's job.

5. The goals and objectives of the unit and/or Division of which the employee is a part.

6. If appropriate, the network of community agencies with which the employee will interact.

7. Operation of any required equipment.

The supervisor and employee will jointly confirm in writing by memorandum to the Unit Personnel Officer that the above orientation activities have been completed. The Personnel Officer will file the memorandum in the employee's personnel file.

The Office of Training will conduct in Springfield at least twice a year an orientation session for all new employees. The central orientation is intended to acquaint staff with the mission and goals of the entire Department and with the structure and functioning of Central Office. Travel costs for staff to attend central orientation will be paid by the Office of Training as allowable by available funds. When funds are not available in the Training Office, travel costs will be paid by the unit in which the employee works.

B. <u>Basic Training</u>

It is the goal of the Department to provide employees with basic training opportunities within 180 days from the date on which the employee began his/her duties.

Basic training is provided by the Office of Training and/or the employee's supervisor, dependent upon the employee's job assignment and the availability of centrally-provided training.

When the Office of Training conducts a basic training class in a program area (e.g., investigation of child abuse and neglect, adoption, etc.) which is applicable to a specific employee, the supervisor of the employee shall ensure that the employee attends the next scheduled class. Travel costs for the employee to attend a basic training class shall be paid by the Office of Training when allowable by available funds. When such funds are not available in the Office of Training, travel expenses for the employee's attendance will be paid by the unit in which the employee works.

When basic training is not available from the Office of Training for a specific employee, the employee's supervisor is responsible for training the employee in basic knowledge and skills.

Regardless of whether the Office of Training or the employee's supervisor provides the basic training, the following information will be covered:

1. Federal and State law pertinent to the employee's duties.

2. Department rule(s) and procedure(s) pertinent to the employee's duties.

3. Practice knowledge and skills pertinent to the employee's duties.

Section 7.7 In-Service Training

There are four major types of training, by which the Department may address in-service training needs of staff:

1. Department-wide training initiatives.

2. Unit-specific training initiatives.

3. Training conferences/workshops.

4. Continuing education/educational leave.

A. Department Training Initiatives

Department training initiatives are inter-divisional training activities which involve designated staff of two or more divisions of the Department as deemed necessary by the Director and Executive Staff.

Department initiatives are identified through the annual training needs assessment and shall be recommended to the Director and Executive Staff by the Chief, Office of Training, in the training plan required by these procedures.

The Office of Training is responsible for administering the planning and implementation of such initiatives, though unit staff may assist in planning and implementation as necessary. No Department training initiative will commence until at least 20 working days after receipt by the Office of Training of the material on which training will be based.

Fundings for statewide initiatives will come from two primary sources:

- Office of Training budget when funds are available.

- Operating budgets of units when funding is not available in the Office of Training budget.

B. Unit-Specific Training Initiatives

The training plan required by these procedures will include a training plan for each unit of the Department. Each unit training plan will specify, on a priority basis, the unit-specific training activities to be implemented. Each fiscal year, as allowable by funding the Chief, Office of Training, will recommend to the Director and Executive Staff an allocation of funds to each unit for training purposes. In recommending allocation amounts, the Chief, Office of Training, will consider the following criteria:

- o Approved headcount of each unit.
- o The relationship between achievement of unit training priorities and achievement of Department goals and objectives.
- o Estimated cost of meeting training needs of unit staff.

C. Training Conferences/Workshops

The Department recognizes that training conferences/workshops sponsored by the Department and/or professional organizations can provide valuable learning opportunities for staff. Thus, as allowable by annual funding, the Department permits employees to attend select workshops/conferences when such attendance can be documented by the employee to his/her supervisor and administrator as beneficial to the knowledge and skills necessary to his/her current job assignments.

1. Department-Sponsored Conferences/Workshops

The Department sponsors two types of training conferences/workshops:

- o Conferences/workshops which are exclusively for Department staff. Such conferences/workshops may be of an intra- or inter-unit nature.
- o Conferences which include Department staff and professionals from outside the agency.

a. Conferences/Workshops Exclusively for Department Staff

Conferences/workshops exclusively for Department staff may be approved only by the Unit Administrator responsible for funds to be expended for the conference/workshop, or by the Director.

The Unit Administrator or his/her designee, with the assistance of the designated Training Office liaison, is responsible for planning and implementing the conference. Any contracts for services for the conference/workshop shall be submitted by the Administrator to the Office of Contracts and Grants no less than 30 working days (6 weeks) prior to the scheduled date of the conference/workshop.

b. Conferences/Workshops for Department Staff and Community Professionals

Conferences for Department staff and community professionals to be sponsored or co-sponsored by the Department shall be authorized only by the Director.

Any Executive Staff member proposing such a conference must submit in writing to the Director, at least three months prior to the anticipated date of the conference, a concept paper for the conference. At a minimum, the concept paper shall include:

- o A statement of purpose for the conference.
- o Goals and objectives for the conference.
- o Identification of the estimated number and categories of persons to attend.
- o Preliminary identification of training workshop topics.
- o Estimated costs.
- o Recommended funding sources.

The Director shall approve or disapprove the conference within 10 days. If the conference is approved by the Director, the member of the Executive Staff who proposed the conference will be responsible for administering the planning and implementation of the conference. The Office of Training and Office of Community Relations/Communication will provide technical assistance as requested.

c. Funding for Department-Sponsored Conferences/Workshops

Funding for Department-sponsored workshops/conferences may be provided from one or more of four (4) sources as decided by the Director:

- o Office of Training budget.
- o Unit training allocations.
- o Unit operating budgets.
- o Discretionary grant funds.

Any contract for services for the conference must be submitted to the Office of Contracts/Grants no less than 30 working days (6 weeks) prior to the conference.

2. Non-Department Sponsored Conferences/Workshops

The Department permits employees to attend non-Department sponsored conferences/workshops. In approving/disapproving requests, supervisors and Unit Administrators shall be governed by criteria contained in Section 7.7 H.1. of these procedures.

The following procedures shall be followed when an employee requests to attend such a conference/workshop:

a. The employee shall submit to his/her supervisor, at least two weeks prior to the workshop/conference, four copies of Form 705a, Application for Staff Development Grant.

b. The supervisor shall recommend approval or disapproval of the request. If approved, the supervisor shall sign all four (4) copies of the 705a and forward all copies to the appropriate Unit Administrator.

c. The Unit Administrator shall approve/disapprove the request by checking the appropriate space and signing all copies. Copies of the request will be routed by the Unit Administrator as follows:

   1. Original to the Training Office Liaison;

   2. One copy to the employee;

   3. One copy to the employee's supervisor;

   4. One copy to the Regional Business Manager, if appropriate.

   Funding for staff attendance at non-Department-sponsored workshops, either in Illinois or out-of-state, shall be provided from:

   - Unit training allocations and/or

   - Unit operating budgets.

D. <u>Special Procedures Governing Out-of-State Travel for Training Conferences</u>

1. <u>Criteria for Attendance</u>

Attendance at out-of-state training conferences that are sponsored by national and international child welfare organizations may be appropriate for certain selected Department staff.

However, it is Department policy to send only one person to any one out-of-state conference. The Director may grant an exception to this policy only if it can be documented that attendance by more than one staff person is necessary or desirable.

Recommendations for staff to attend an out-of-state training conference may be made by the appropriate Unit Administrator who reports directly to the Director. The Director has sole authority for approving or disapproving a request/recommendation to attend an out-of-state conference.

In approving or disapproving a staff person's attendance at an out-of-state training conference, the Unit Administrator or the Director will consider the following criteria:

a. The Department holds a membership in the organization sponsoring the conference;

b. The employee holds a membership in the organization sponsoring the conference;

c. The employee is an officer or a board member of the sponsoring organization;

d. The employee has been selected to present a paper or workshop at the conference (NOTE: Prior written permission from the Director is required before any employee accepts an invitation to make such a presentation.)

e. The conference will address contents consistent with major program priorities of the Department;

f. The employee's job responsibilities are within or applicable to the topic(s) to be discussed at the conference and the employee is judged by the Director to be the best representative of the Department, based on the conference contents;

g. Similar content cannot be obtained through an in-state conference or training resource;

h. Funds are available to pay for employee's attendance;

i. The employee's attendance will not negatively impact the operating needs of the agency;

j. The employee complies with the time frames established for submittal of required request forms.

2. Procedures for Requests/Approvals/Disapprovals

The following procedures shall apply to requesting, approving or disapproving attendance at an out-of-state training conference:

a. The requesting employee shall complete Form 721, Request for Permission to Attend Out-of-State Conference, and Form 0109, Request for Out-of-State Travel in triplicate, and submits all three (3) copies of the 721 and 0109 to his/her supervisor no less than two (2) full months prior to the date of the conference.

b. The supervisor shall forward all copies of the 721 and 0109 to the Unit Administrator with a memorandum in which the supervisor shall recommend approval or disapproval and the reasons for such recommendations. A courtesy copy of the supervisor's memorandum will be sent to the requesting employee.

c. The Unit Administrator shall approve or disapprove the request within five (5) working days of receipt of the 721 and 0109 (three (3) copies).

1) If approved, the Administrator shall forward the signed copies (three) of the 721 and 0109 to his/her Deputy Director or the Director as appropriate.

2) If disapproved, the Administrator shall inform the employee, in writing, of the reason(s) for the disapproval and return one (1) copy of the 721 marked "Disapproved" to the employee.

d. The Deputy Director shall approve or disapprove the request within five (5) working days of receipt of the 721 and 0109 (three (3) copies).

1) If approved, the Deputy Director shall forward the signed copies (three) of the 721 and 0109, marked "Approved" to the Director.

2) If disapproved, the Deputy Director shall inform the employee, in writing, of the reason(s) for the disapproval. One (1) copy of the 721 marked "Disapproved" shall be returned to the employee and one (1) copy sent to the appropriate Administrator.

e. The Director shall approve or disapprove the request within five (5) working days of receipt of the 721 and 0109 (three (3) copies). After the Director's decision, all three (3) copies marked "Approved" or "Disapproved" shall be forwarded to the Chief, Office of Training.

f. The Chief, Office of Training shall process the approval or disapproval within three (3) working days of receipt.

1) If the request has been "Approved," one (1) copy of the 721 and 0109 shall be sent to the requesting employee, and one (1) copy to the appropriate Unit Administrator(s).

2) If the request has been "Disapproved," the requesting employee shall be notified, in writing, of the reason(s) for the disapproval and sent one (1) copy of the "Disapproved" CFS 721. A courtesy copy of the notification and the CFS 721 shall also be sent to the appropriate Unit Administrator(s).

g. The employee shall submit three (3) copies of the Form 722, Report of Out-of-State Conference Attendance, to the Director within fifteen (15) working days following the conference.

h. Two (2) copies of the report shall be forwarded (when approved by the Director) to the Chief, Office of Training. The Chief shall disseminate the report to all appropriate Department staff.

i. When processing vouchers for expenses associated with conference attendance, the employee shall attach to the voucher(s) a copy of the approved 0109.

E. <u>Procedures for Applying for Continuing Education Time Off</u>

1. An employee may request, on Form 705a, up to 37 ½ hours per fiscal year paid time off to attend continuing education courses. Such approval may be granted by the appropriate Unit Administrator or the Director on the 705a as specified earlier in these procedures.

   An employee may request time off in excess of 37 ½ hours per fiscal year for continuing education activities by completing a 705a and submitting it to the appropriate Administrator. If approved by the appropriate Unit Administrator, such time off will be charged to the requesting employee's accrued benefit time or taken as time off without pay.

2. The Administrator of the unit in which the employee works shall assure accurate timekeeping for employees who have received approval, via Form 705a, to participate in continuing education activities, whether paid or unpaid.

F. <u>Procedures for Applying for An Educational Leave</u>

The Department may grant an educational leave without pay to an employee for period not to exceed six (6) months, and such leave may be extended for good cause by the Department for an additional six-month period with the Director's approval, in accordance with the Department of Central Management Services Rule 3-140. The following procedures apply to original and extension requests for an educational leave:

1. An employee who wishes to apply for an educational leave must complete Form 720, Application for Educational Leave, and secure the approval of his/her Administrator. The Administrator shall recommend "approval" or "denial" within ten (10) working days of receipt of the request. Recommendation of "denial" shall be confirmed in writing by the Administrator and reasons for denials shall be listed.

2. The Administrator has rejection authority. However, if an employee wishes to appeal a rejection, he/she must write a letter to the next higher person (Deputy Director, Director) and ask for a review of the request. The employee may provide additional

written material to support his/her appeal request. The next higher Administrator shall act on the appeal within ten (10) working days and notify the employee in writing of the decision.

3. If the Administrator approves the request, the 720 is to be attached to completed Form 700, Personnel Action Request, and routed through the appropriate channels to the Department's Office of Personnel and Labor Relations.

4. The request and supporting materials are reviewed by the Office of Personnel and Labor Relations and forwarded to the Director. The Director has the final approval/denial authority.

5. The application and supporting materials shall be approved or rejected on the following criteria:

   a. Availability of funds;

   b. Equal opportunities for other employees who request funds;

   c. Whether or not the request interferes with the operating needs of the Department;

   d. Whether or not the knowledge/skills sought have relevance to the job being performed by the employee or the employee's career development;

   e. Whether or not the educational leave will prove to be of immediate and/or future benefit to the Department and improved service delivery to the clients of the Department;

   f. The ability of the Department to conduct the applicant's job functions in the absence of the applicant;

   g. The applicant's ability to enroll in the educational program on his/her own time or through correspondence;

   h. Compliance with procedural requirements governing educational leaves;

   i. Length of service with the Department with good standing.

6. It is the Department's policy that the Department <u>will not</u> guarantee payments for tuition, fees, paid time off, etc., for enrollment in a series of credit courses leading to a degree.

7. It is the employee's obligation and responsibility to explore all possible avenues, other than educational leave, to complete outside education. The employee shall certify in a memorandum that educational leave is the only option.

8. <u>EMPLOYEE RIGHTS AFTER LEAVE:</u>

a. The Department of Central Management Services' Rule 3-150 provides that any employee returning from a leave of absence of six (6) months or less shall be returned to the same or similar position in the same class in which the employee was incumbent prior to commencement of such leave.

b. The Department's collective bargaining contracts have similar provisions with variations of the length of the leave of absence, seniority application and/or continuous service consideration.

/ / G. Educational Internships

When the Department has been requested to provide an internship, the following procedures shall be utilized.

1. Employee Interns

An employee who is permitted to complete an internship with the Department at his/her current or former job classification (title and salary) must receive the concurrence of the educational institution as well as the Department. When concurrence is granted, the employee may:

a. complete the internship at the current or former classification, but must use accumulated benefit time (vacation/compensatory time/personal business) when it is necessary to spend time at the University for required sessions/ courses.

b. be allowed to complete an internship as a Welfare Administrative Intern, Option A, Step One, if the current/former classification (i.e., clericals) is/was at a lower classification.

When an educational institution will not permit an employee to complete his/her internship at the current or former job classification, but will agree to a Department internship at a different classification, the employee may complete the internship as a Welfare Administrative Intern, Option A, Step One.

2. Non-Employee Interns

Educational institutions may request the Department to provide internships for students who have never been employed by the Department. When the Department agrees to such placements, the intern shall be paid at the Welfare Administrative Intern, Option A, Step One title.

The salary paid during an internship as a Welfare Administrative Intern, Option A, Step 1 shall be for time worked for the Department and will include time required to be spent at the University. The minimum amount of time required for Department work is 30 hours per week. The maximum amount of paid time permitted for work done at a University including travel time is 7.5 hours per week. The intern shall maintain documentation regarding the time required by the University to be spent away from the Department.

H. Foster Parent, Homemaker and Advocate Training

1. Purpose

As allowable by funding, the Department strives to provide to Department foster parents, homemakers and advocates the training necessary for foster parents, homemakers and advocates to develop and/or maintain the knowledge and skills necessary to the performance of their duties and responsibilities.

2. Responsibility

The unit with which foster parents, homemakers and advocates contract is responsible for providing required or necessary training.

Each unit will designate a staff person to be responsible for administering the planning and implementing of such training. The Office of Training shall provide technical consultation to the unit in planning and implementing such training.

3. Funding

Subject to available funds, an allocation of funds for training will be made annually to each unit utilizing homemakers, foster parents and/or advocates. Such funding shall be provided for in the annual training plan.

I. General In-Service Training Procedures

1. Unit Administrators shall apply the following criteria in approving/disapproving staff applications for in-service training and may disapprove an application based on any one criterion:

   a. Availability of funds;

   b. Equal opportunity for other employees requesting funds;

   c. Request interferes with operating needs of agency;

   d. Knowledge sought has minor or no relevance to the employee's current job assignment.

2. When an employee receives veteran's benefits, or funding from other outside sources, to attend training/educational programs or courses, the Department will not pay additional money for the employee's attendance or enrollment. However, if outside benefits do not cover the total cost of the program or course, the Department may pay the difference between outside benefits received and reimbursable expenses, if approved by the Unit Administrator prior to participation.

3. Training funds may not be used to pay for an individual's membership in a professional organization unless specifically requested in writing to the Director and approved in writing by the Direction.

4. The Department will not guarantee payments for tuition and fees, for enrollment in a series of credit courses leading to a degree.

5. Paid time off to attend non-Department sponsored workshop/conferences and/or continuing education courses is limited to 37 ½ hours per employee per fiscal year. Supervisors are responsible for monitoring such time and assuring proper documentation of such time in time records.

6. All reimbursement for travel expenses associated with attending training events must have prior approval and be paid according to State of Illinois/Department travel regulations.

7. Employee approved to attend university/college courses shall only be reimbursed the cost of tuition and fees. Reimbursement will be made to the employee only after presentation of a receipt showing payment and documentation that the employee received a grade of "C" or better in each course for which reimbursement is requested.

8. Employees may direct bill to the Department the cost of registration to attend a non-Department conference/work-shop when such attendance is approved by the Administrator's signature on a Form 705a or 721.

9. Employees may direct bill to the Department lodging costs associated with attendance at a non-Department conference/work-shop when such attendance is approved by the Administrator's signature on a 705a or 721.

J. <u>Training for Non-Department Persons</u>

It is the policy of the Department to provide, sponsor and/or fund training, either jointly with Department staff or separately, for non-Department persons who are involved in Department programs. Such persons may include contract agency staff, community professionals, volunteers, etc.

Training of non-Department persons may be authorized by the Director or a Unit Administrator when:

- Necessary by changes in Department programs, rules or procedures, or;
- Such training will improve the delivery of services to children and families, and;
- Funds are available for such training.

Section 7.8 Evaluation of Training

A. Purpose

The purposes of evaluating training include:

1. Determining the degree to which staff knowledge changed as a result of training.

2. Determining staff reaction to and opinion about the relevancy, comprehensiveness and continuity of training and the effectiveness of the trainers(s).

3. Determining the degree to which the performance of duties changed as a result of training.

B. Methods of Evaluation

There are three recognized methods of training evaluation:

- Knowledge Inventory, which is a written examination administered to determine pre- and/or post-training knowledge of staff.

- Participant Reaction Survey, which is generally a written list of items give to staff to obtain their judgment about the effectiveness of trainers, the comprehensiveness of training materials, and the continuity of the training design.

- Performance Impact Evaluation, which is a process of structured interviews and/or work product review intended to determine if staff performance changed as a result of training.

One, two or three of the above methods may be utilized to evaluate a given training activity.

The following evaluation methods will occur for the type of training indicated:

1. Evaluation of Start-Up Training

All start-up training conducted at either Department training center will utilize knowledge inventories and participant reaction surveys. The result of knowledge inventories will be shared with the employee and the employee's supervisor to use as a basis for determining future training and supervision needs of the employee. Results of participant reaction surveys will be used to modify training curriculum and/or trainer performance.

2. Evaluation of Department Training Initiatives

All Department training initiatives will utilize participant reaction surveys. Additionally, one or two initiatives each year may be selected for performance impact evaluation.

At a minimum, performance impact evaluation will include the following activities, as appropriate, based on the training conducted:

- o Administration of a structured interview guide to a representative sample of staff trained and to their supervisors so as to determine the quality of that portion of the employee's performance which was the focus of training.
- o Inspection of a representative sample of work products of randomly selected employees to determine the degree to which the employee has utilized skills taught in training.
- o Review of data in electronic or manually kept information systems.

3. Other In-Service Training Evaluations

Unless otherwise requested by the affected Deputy Director or the Director, and provided that staff resources permit, all other Department training will utilize only a participant reaction survey to evaluate the training.

4. Responsibility for Developing and Administering Training Evaluation Instruments

The Office of Training, with consultation from the Office of Planning, Monitoring and Evaluation, is responsible for developing training evaluation instruments required by this section.

The staff person responsible for planning a training activity is responsible for administering and tabulating the results of evaluations required by this section and for reporting the results to the appropriate Administrator.

Section 7.9 Monitoring and Reporting on Training

A. Purpose

The purpose of monitoring and reporting on training activities include:

- o Maintaining a record of training each individual employee receives.
- o Maintaining a record of training which occurs within each unit.
- o Maintaining a statewide summary record of training completed and expenditures for such.
- o Providing a basis for comparing expected results against results achieved.

- Providing a basis for each subsequent fiscal year's budget request.

B. Required Recording

1. Staff Attendance at Training

a. Form 797, Employee Training Record, will be maintained in each employee's personnel file.

Following an employee's attendance at a training activity, the employee will send a memorandum to the unit personnel officer, with a carbon copy to his/her supervisor, which documents the following information:

- Date of training
- Location of training
- Content/Subject of training
- Sponsor of training
- Total hours of training

The supervisor shall keep his/her copy of the memorandum in a unit training file. The unit personnel officer shall log the information on the employee's 797 in the personnel file.

b. The person responsible for implementing a training session for a group of Department staff shall assure that Form 797a, Training Attendance Form and Form 797b, Training Activity Report are completed and submitted to the appropriate Training Office liaison for filing. This recording is in addition to the recording required in (a) above.

2. Training Reports

a. Unit Reports Required

Each Training Office liaison will submit to the Chief, Office of Training, and the appropriate Unit Administrator, by the 15th day following the end of each quarter, a quarterly report of training for each unit to which he/she is assigned liaison responsibility. The report shall include:

- A completed Form 795, Unit Quarterly Training Summary

- A written description of issues related to Department rule and/or procedures which arose and could not be resolved in training during the quarter. A year-to-date report of obligations and expenditures from the unit's staff and foster parent training allocations.

- A description of training activities planned for the next quarter.

Training Office liaisons will be responsible for maintaining financial information for Central Office Units.

Regional Administrators and Business Managers will be responsible for maintaining financial information for Regions.

b. Statewide Reports Required

The Chief, Office of Training, will submit to Executive Staff and the Director by the 30th day following the end of each quarter, a statewide summary of training. The report will include:

- A description of major achievements during the quarter.
- A completed Form 795a, Statewide Training Summary.
- A written description of issues related to Department rule and/or procedure which arose and could not be resolved in training during the quarter.
- A report on year-to-date obligations and expenditures of training funds.
- A description of objectives for the next quarter.

The Chief, Office of Training, shall also submit to Executive Staff and the Director by September 1 of each year an annual report on training for the previous fiscal year. The Chief, Office of Training, will submit any other report as required by the Deputy Director, Policy and Plans Division or the Director.

DEPARTMENT OF CHILDREN AND FAMILY SERVICES

Distribution: X and Z

POLICY GUIDE 2008.04

LEARNING COLLABORATIVES

DATE: October 21, 2008

TO: Rules and Procedures Bookholders and Child Protection Staff

FROM: Erwin McEwen, Director

EFFECTIVE: Immediately

I. PURPOSE

The purpose of this Policy Guide is to provide an overview of the Learning Collaborative Model for training and implementation of trauma-informed practice.

II. PRIMARY USERS

The primary users of this policy guide are child protective service workers, child welfare workers, and purchase of service agency staff providing services to children and families.

III. BACKGROUND

The Learning Collaborative approach is a quality improvement methodology developed by the Institute for Healthcare Improvement (IHI) in 1995 and has been used in the field of health care for more than ten years. This approach is currently being used and adapted within several national initiatives within child welfare and pediatrics with proven effectiveness for delivering new knowledge to the field. The original purpose for establishing the model of a Learning Collaborative was to bridge a gap between what we know works (best practices) and what practitioners in the field struggle with in providing client services. This approach is currently used by the National Child Traumatic Stress Network (NCTSN), comprised of the leading national experts in child trauma and a range of community agencies across the U.S., as the primary and recommended method for training and supporting practitioners in best practices for child trauma.

The Learning Collaborative approach reflects the current thinking of national experts about the most effective methods for promoting implementation of trauma-focused practices, spreading best practices across multiple settings, and bringing about lasting change and improvement in practice across diverse organizations, including DCFS sites and POS agencies and their local communities

IV. DEFINITIONS

Regionally Based Learning *Collaboratives:* Large groups comprised of public and private child welfare agency staff and contract providers who come together 2-3 times per year for the purpose of brainstorming, sharing lessons learned, supporting and evaluating DCFS trauma-informed approved practices and programs.

Community-based Training *Centers*: Within each larger, regionally-based learning collaborative, there will be smaller, sub groups, called Training Centers. These will be organized to provide classroom instruction, field support and other training within a defined geographic area. Cohorts of approximately 40 private/public agency staff will attend these targeted trainings; this includes casework, supervisory, and administrative staff of the Department of Children & Family Services and private child welfare agencies.

Affinity groups, Team Pairings: Within the Training Centers, it will sometimes be beneficial to break-out into even smaller groups for meaningful dialogue and exchange of ideas. Affinity groups offer opportunities for individuals in similar roles – like caseworkers across various agencies or administrators across agencies – to come together and share challenges that are faced and brainstorm strategies or creative ways to help overcome these obstacles. Team pairings might include 2 or 3 teams from different agencies paired together. This offers structured opportunities for teams from different agencies in the same region to work together in a more focused manner on a particular issue or set of challenges and come up with ways each agency can use its particular strengths to mutually benefit the other. These will help to establish ongoing relationships in the regions outside of the learning collaborative structure.

V. GOAL

The goal of the Illinois Department of Children and Family Services Trauma- Informed Practice Learning Collaborative is to improve the quality, effectiveness, provision, and availability of trauma-informed services delivered to all DCFS children and adolescents who have experienced traumatic events.

DCFS aims to achieve this goal by improving trauma-informed engagement, assessment and intervention practices, specifically including:

1) the engagement of children and families as well as key stakeholders in the service planning and provision process;

2) providing a thorough and comprehensive assessment to guide the planning and delivery of services and monitor and evaluate outcomes of these services over time; and,

3) planning for, supporting, and delivering empirically-based, trauma-informed treatment and services by all DCFS professionals.

There are several important reasons for offering the Learning Collaborative approach at this stage of DCFS planning. We have gathered several lessons learned from our ongoing work with DCFS providers throughout Illinois as well as in our collaborations with national partners through the National Child Traumatic Stress Network. While many DCFS providers are getting exposure to or receiving training on a range of trauma-focused assessment, treatment, or service delivery practices through different venues, DCFS provider agencies continue to face challenges around implementing these particular practices in their settings.

We also know that many DCFS providers are struggling with challenges around implementing new practices and tools in their various agency settings and they are trying to overcome these challenges largely on their own. We recognize the need to create a forum for the exchange of experiences and ongoing feedback across agencies that will shift us away from an “expert model” and will enable the learners or practitioners in the field to become each other’s teachers through the sharing of challenges, successes and lessons learned in their implementation of these practices.

This would be an opportunity to provide alternative approaches to training and apply proven methodologies *for increasing successful implementation and adoption of trauma-focused engagement, assessment and intervention practices*. Improvements associated with the Learning Collaborative approach have the potential to propel the child welfare field forward. The training centers and collaboratives will offer a structure through which ongoing training, staff development, reinforcement and support will be provided for continuity of learning. Collaboratives will promote new practices in small, rapid cycles in order to make immediate progress towards our goals and offer ongoing opportunities to share feedback and successes in real time to further accelerate the application of new knowledge and skills within local settings and communities.

VI. ATTENDANCE

ATTENDANCE FOR ALL STAFF IS MANDATORY. Learning Collaboratives will be made up of field staff, supervisors, and administrators from the following roles:

Foster Care
Child Protective Services (as applicable)
Integrated Assessment (IA)
Child and Adolescent Youth Investment Team (CAYIT)
Residential Providers
Out-patient Therapy Contractors
Administrative Case Review (ACR)
APT
Quality Assurance

Learning Collaboratives will be a primary method of information dissemination to the field. Staff should be present at the collaboratives for at least two important reasons:

1) To help shape policy and practice, and to be engaged in the ongoing conversation about policy and practice

2) To receive valuable training and content delivery (on trauma and child welfare practice issues), ongoing discussions with teams and exchange of ideas and strategies related to implementing policy and practice.

The learning collaborative model and training centers will not replace all other types of training. Other trainings will continue to occur in other settings (e.g., classroom and web-based trainings), however many mandatory trainings will be delivered through this model.

VII. ATTACHMENT

Attachment A: Frequently Asked Questions.

VIII. QUESTIONS

Questions concerning this Policy Guide can be directed to the Office of Training and Professional Development at 217-785-5689.

IX. FILING INSTRUCTIONS

Place this Policy Guide immediately after Administrative Procedure #7.

ATTACHMENT A

Adoption of the Illinois DCFS Learning Collaborative Model: Frequently Asked Questions

1. How will I participate in my Learning Collaborative?

Staff from the identified participating sites and agencies will attend classroom-based presentations, may also participate in video or audio presentations, and will share in field-based transfer of learning and field support activities according to their administrative level and service function. Staff will receive ongoing support and reinforcement through interface with their supervisors and ongoing conversations within their assigned learning collaboratives.

2. What will I actually be doing at my Learning Collaborative?

You will meet with your colleagues and your learning collaborative facilitator to share ideas, review challenges, brainstorm solutions, and reinforce concepts. You will also receive opportunities for training on new initiatives that strengthen your work with families. At times, you will break out into groups based on job responsibilities and talk about how the day's topic will impact the work you do.

3. Why do I have to come here?

The Department has decided that learning collaboratives will be a primary method of information dissemination to the field. You will want to be present at your collaborative for at least two important reasons:

a) In order to shape policy and practice, you need to be engaged in the ongoing conversation, and

b) You will be privy to valuable training and content delivery (on trauma and child welfare practice issues), ongoing discussions with teams and exchange of ideas and strategies related to implementing policy and practice.

4. Does this, participating in the Learning Collaborative trainings, replace all other trainings?

The learning collaborative model and training centers will not replace all other types of training. Other trainings will continue to occur in other settings (e.g., classroom and web-based trainings), however many mandatory trainings will be delivered through this model given the benefits noted (e.g., brings training to your home community, allows further practice and discussion of things you've learned, heard about and do on a day to day basis, etc.).

5. How does a Learning Collaborative support the ongoing learning experience?

The learning collaborative model is meant to improve the two-way communication between various roles in the system including trainer to trainee, administrator to front line staff and agency staff to department staff; help front line staff feel more supported in implementing new practice; and allow for recognition of challenges or barriers that need to be addressed or overcome so that new practices can be implemented. This process is intended to help support and reinforce all other types of training you will receive as well.

6. How will this fit in with what I do every day?

Every day you interact with children and families who have experienced trauma. The topics discussed in the learning collaborative and training centers will help staff build on and enhance their knowledge of trauma and it's application to their day-to-day child welfare practice. How to incorporate the most recent research on trauma and how to implement trauma-informed best practices will be discussed and shared. Each topic will be looked at through a trauma lens and applied more concretely to the actual experiences you encounter in your every day work with clients.

7. What about my supervisor?

Your supervisors and administrators will continue to be your primary source of guidance and support and they will be involved in guiding and directing your assignments to training centers and participation in the learning collaborative process. They will also be participating in learning collaboratives. While they might not always be in the same group as you, each collaborative will have the same learning objectives and core content guiding the teaching and discussions. Also, the ideas generated in one collaborative will be shared with other learning collaboratives, with DCFS administration and responded to by the Director. This sets in motion an ongoing feedback loop.

8. What process was used to assign me to a Learning Collaborative?

Administrators in your office were asked to register all staff for a learning collaborative. They were sent registration forms for each employee and asked to make a first, second, and third choice of site and date to attend. Every effort was made to honor each employee's first choice but to balance the enrollment it may have been necessary to utilize the employee's second or third choice. The DCFS Office of Training and Professional Development then sent a confirmation e-mail to each employee's immediate supervisor of record.

9. **How often do I have to come here?**

Our plan is to have consistency regarding the day and week that you will meet with your learning collaborative. For example, if your collaborative met the first time on the third Wednesday in April you will ideally convene again the third Wednesday of June, August, October, etc. We'd like this to be protected time for you. Consistency is important to make this a part of your regular routine and embedded in your day-to-day practice. Attendance is something that should be discussed with your management.

10. What about when I have to be in court?

By putting a consistent schedule in place future court dates will ideally be scheduled around learning collaborative dates. A critical part of this process will be to get court buy-in to the process. Workers will need to take an active role in requesting court dates and communications will be sent to the Courts asking them to respect workers learning collaborative dates. However, we also understand that certain absences may be unavoidable.

11. Can I go to another Learning Collaborative if I miss one of the dates for my Collaborative? Will it be different?

The participants will be different, the facilitator could be different, and specific strategies for applying concepts in each geographical region may differ but the learning objectives and core content will be the same. However, we strongly encourage participants to attend their own collaborative group as consistently as possible to develop ongoing relationships with your colleagues in these groups, create forums for peer support, and foster ongoing dialogue about implementation issues both within and outside of the context of these structured meetings.

12. Will I receive training credit (or Continuing Education Units (CEUs)) for participating in learning collaboratives?

Yes. CEUs will be given each time staff attend a training that is held at the Training Center in their collaborative. The number of CEU's will depend on the number of hours of the Training.

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