



CERTIFIED CHILD WELFARE SUPERVISOR (CCWS) ROLE DELINEATION STUDY REPORT



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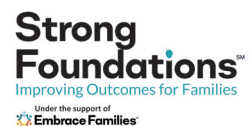
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INTRODUCTION



The Florida Certification Board is pleased to present the Certified Child Welfare Supervisor (CCWS) Role Delineation Study report. A role delineation study (RDS) is a formal process that describes the responsibilities of a worker in a specified role. These responsibilities are defined in terms of the tasks that a worker must accomplish for the safe and effective performance of a job with a particular level of expertise. The development of an RDS is guided by a panel of subject matter experts with significant experience and knowledge of the role under study. This panel is tasked with drafting the scope and depth of the credential, or its scope of service. In doing so, the panel first defines the target audience and parameters for a credential and then constructs a proposed outline of its performance domains and the specific job tasks or competencies to be assessed through the credentialing process. A second panel of subject matter experts later validates this proposed scope of service for the credential and generates a blueprint for the certification examination. The purpose of this RDS report is to detail and document the steps the FCB undertook to establish the credential's scope of service and examination blueprint.

Creating a certification program is a complex and detailed process that, when conducted correctly, leads to a valid, reliable, and legally defensible credential. There are two widely accepted standards for the development of credentialing programs: the Standards for Educational

and Psychological Testing and the National Commission for Certifying Agencies (NCCA). These sets of standards are comparable; they are applicable to all professions and industries; and they focus on the essential elements of high-quality certification programs. The Florida Certification Board (FCB) is a member of the Institute for Credentialing Excellence and follows the NCCA standards in the development, administration, and maintenance of our certification programs.

STATEMENT OF NEED

In 2011, the Florida Legislature passed section 404.40, Florida Statutes, requiring all direct child welfare services staff and their supervisors to be certified. FCB administers the state's child welfare certification program. The current program is focused on assuring core competency in three child welfare disciplines: protective investigator, case manager and licensing counselor. Florida's front-line child welfare staff and their supervisors demonstrate core child welfare competency by earning and maintaining one of the following direct service credentials: Certified Child Welfare Protective Investigator (CWPI), Certified Child Welfare Case Manager (CWM) and Certified Child Welfare Licensing Counselor (CWLC).

Over the years, the FCB has received and entertained requests to develop a supervisor level child welfare credential. The FCB has been receptive, but the business case needs to be made and the proposed credential must be embraced and integrated within the overall child welfare certification laws, administrative codes, and agency policy and procedure. Florida has a complex system of child welfare service delivery, focused on community-based care. Florida is divided into geographic regions and Community Based Care Lead Agencies oversee the provision of child welfare services in their communities and in keeping with federal and state laws and regulations. Embrace Families, which is one of Florida's larger CBC Lead Agencies approached FCB in the summer of 2019 to discuss a potential child welfare supervisor credential. This proposal is directly related to Embrace Families Strong Foundations project, which provided research supporting the need for the credential as well as conceptual support in the form of approved funding from the US Department of Health and Human Services Children's Bureau to conduct a Role Delineation Study for the profession of child welfare supervisor.

Research shows that quality supervision is essential for retention of front line workers, the professional development of the front-line workforce and increased client outcomes. In Florida, high staff turnover is one of major problems that negatively affect Child Welfare programs, staff morale and performance, and client outcomes. As a result, poor client outcomes and performance concerns have plagued the Child Welfare system and highlighted the role of the supervisor in building capacity of front-line staff. There is significant research that identified supervision as a key factor in worker retention and job satisfaction and that front-line supervisors as the cornerstone "connecting the state agency, worker practice and positive outcomes for children and families." However, according to The Florida Study of Professionals for Safe Families completed by Florida Institute for Child Welfare, the top overall reasons for leaving case management positions were "job responsibilities," "agency environment," and "supervision."

Although qualified front-line supervisors are critically important to safety, permanency and wellbeing outcomes, there are limited options for supervisors to enhance their skills and build their knowledge base due, in large part, to the lack of competency standards that guide child welfare supervision practices and comprehensive supervisory training. Transitioning into the role of a child welfare supervisor typically involves informal guidance and a learn-as-you-go approach. This lack of standards and formal

supervisory training leads to an insufficient transfer of knowledge and skills to their staff.

Further, the results of Round 1 of Child-Family Service Review (CFSR) identified the connection between poor service delivery and ineffective supervision. To address this identified issue, many states focused on and employed strategies related to supervision in their Program Improvement Plans (PIPs) to improve performance on child and family outcomes. Despite these efforts, states continue to struggle with issues related to supervision. At this time, there are no comprehensive, evidence-based supervisory standards and training models dedicated to child welfare staff. Exhaustive research shows no supervisory training and certification exists in Florida, which supports the need for the development and implementation of such a strategy.

As such, there is a compelling case for conducting a role delineation study to establish the scope of service, core competencies and examination blueprint that can be used as a guideline in developing competency standards and training programs for a Certified Child Welfare Supervisor (CCWS).



ROLE DELINEATION STUDY OVERVIEW

The NCCA Standards state that an RDS “must be conducted to clearly delineate performance domains and tasks, associated knowledge and/or skills, and sets of content/item specifications to be used as the basis for developing each type of assessment instrument.” In addition, “a report must be published linking the job/practice analysis to specifications for the assessment instruments.” The Joint Standards similarly state, “the Exam specifications should be documented, along with their rationale, and the process by which they were developed.” In regard to credentialing Exams, the Joint Standards also state that role delineation studies “usually provide the basis for defining the Exam specifications.”

The FCB’s role delineation process follows these national standards. The FCB’s psychometric team oversees the process to assure compliance with standards and industry benchmarks. An RDS is divided into the following broad activities:

1. Identify Scope of Service Panel Members, Conduct Scope of Service Workshop, Establish Proposed Scope of Service
2. Identify Validation Protocol, Recruit Validation Participants, Collect Reliability and Validity Data
3. Analyze Data, Establish Exam Blueprint, Publish RDS Report

The FCB established the following parameters to guide the Child Welfare Supervisor RDS:

1. Scope of Service panel members must have content expertise and a statewide perspective on the knowledge, skills and abilities required of a child welfare supervisor working in Florida.
2. The competency framework is not a proficiency measurement tool nor does it seek to re-evaluate an applicant’s competence to perform direct child welfare services governed by the FCB’s existing CWPI, CWCW or CWLC credentials.
3. The credential will measure the competencies to supervise child welfare staff regardless of specific discipline (i.e., protective investigations, foster care, adoption, etc.).
4. The credential will be integrated into the FCB’s existing child welfare certification system as necessary and appropriate to reflect the standards of the new credential and the policies and procedures of the FCB and its existing child welfare credentialing programs.
5. The credential will be voluntary; mandatory status will require integration of the credential into Florida Administrative Code and/or adopted by the DCF as eligible to meet s. 402.40, Florida Statute.
6. Using a web-based survey protocol, the proposed scope of service will be validated by individuals who have content expertise and were not involved in the development of the initial proposed scope of service.

This report documents the measures used to ensure the content validity of the RDS and the resulting Certified Child Welfare Supervisor credentialing program. The body of the report details the full RDS process, with a substantial amount of detail provided in the Appendix. Only aggregate data is provided; the FCB retains the individual participant data, meeting minutes, and draft documents as confidential files.

PHASE ONE: ESTABLISHING A PROPOSED SCOPE OF SERVICES

SCOPE OF SERVICE SUBJECT MATTER EXPERT PANEL

After establishing the need for the CCWS credential and creating an RDS project plan, the FCB partnered with the Strong Foundations team to identify subject matter experts to serve on the Scope of Service Panel. The FCB provided panel member guidelines, a Subject Matter Expert Nomination Form and recruitment guidelines. The Strong Foundations team conducted a purposeful statewide recruitment effort, establishing a panel who represent the various levels of age, experience, employer, geography and discipline reflective of the child welfare professional population in Florida.

The CCWS Scope of Service Panel Members are:

1. Miguel Chaar, Department of Children and Families, Child Protective Investigator Supervisor
2. Nealtrese Croom, Families First Network, Child Welfare Unit Manager
3. Melissa Eddy, Brevard Family Partnership, Level I/ GAP Supervisor
4. Stephanie Elichme, Children's Home Society, Dependency Case Manager
5. Jennifer Geno, Families First Network, Unit Manager/ Adoption Home Study Unit
6. Emily Gustafson, Embrace Families, Diversion and Supervisor Development Manager
7. Heather Howlett, Brevard Family Partnership, Director of QA and Training
8. Holly Ives, Communities Connected for Kids, Quality Management Specialist
9. Connie Keehner, Manatee County Sheriff's Office, Deputy Director

10. Erica Kleinfeld, Safe Children Coalition, Quality Manager/Contract Specialist
11. Angela Murray, Safe Children Coalition, Quality Management/Training Specialist and Liaison
12. LaJoyce Stout, Embrace Families, Training Support Manager
13. Jerri Weathers, Seminole County Sheriff's Office, Manager

SCOPE OF SERVICE MEETINGS

On January 6, 2020, the FCB facilitated a project kick-off webinar with Scope of Service panel members. The webinar provided members with the context for the project, explained the project phases, detailed the roles and responsibilities of panel members, and offered a Q&A session to prepare the members for the face-to-face Scope of Service Workshop.

On January 13 – 15, 2020, the FCB facilitated the Certified Child Welfare Supervisor Role Delineation Study Scope of Service Workshop in Orlando, Florida. The meeting agenda is provided in Appendix A.

TARGET AUDIENCE AND CREDENTIAL PARAMETERS

The first task of the Scope of Service panel was to clearly describe the characteristics and parameters of the CCWS role. To achieve this goal, the FCB facilitated a series of ‘straw man’ discussions in which the panel members described their personal opinion of the role and qualifications of a Florida-based child welfare supervisor. These opinions were discussed, revised and debated until the panel members reached consensus on the following basic parameters:

1. The credential will focus on the competencies necessary to be a supervisor in the field of child welfare and will measure the application of supervisory competencies in the field of child welfare.
2. There will not be discipline specific (i.e., PI, CM or LC) supervisor core competency statements, rather, core competencies will apply across all child welfare disciplines.
3. The credential will not re-measure core child welfare knowledge measured by the CWPI, CWCM or CWLC credentials.
4. The credential assumes the applicant has a functional understanding of the work they are supervising, the outcomes they are responsible for and the systems they are working within.

Finally, the team reiterated a basic tenant of FCB credentials, that certification does not allow for independent practice unless the applicant is a licensed professional and a licensed provider of services in their jurisdiction. Further, in regard to the FCB’s child welfare series of credentials, all applicants must be employed by an FCB-recognized employer at the time of credential application and award. Should the individual leave employment with an FCB-recognized employer, they may maintain their credential. They may not work in an independent capacity as a Certified Child Welfare Supervisor at any time.

Table 1:
Summary of target audience and credential parameters

CATEGORY	PARAMETER
Profession	Child Welfare
Sub-specialty	Supervisor
Credential Type	Stand-alone Credential
Credential Mandate	Voluntary, until mandated by employer and/or DCF, and/or F.A.C.
Eligible Master Credentials	Holds a recognized legacy credential, CWPI, CWCM, or CWLC credential or equivalent non-Florida state issued or recognized credential demonstrating entry-level core child welfare competency.
Scope of Credential	Direct supervision of line staff working in the child welfare system in Florida, regardless of employer, geographic region, or specific work unit of responsibility, to assure achievement of safety, permanency and well-being for the children and families served.
Independent Practice	No. Further, individuals must be employed by an FCB-recognized child welfare employer at the time of credential application and award. This requirement does not apply to renewal.



PROPOSED SCOPE OF SERVICE

By the end of the meeting, the Scope of Service panel reached consensus and proposed a total of 28 competencies spread across the following four performance domains.

1. **Leadership** (7 competencies) The competencies in this domain reflect the supervisor's responsibilities and abilities to serve as a leader of others in a manner that inspires and motivates employees to achieve organizational, unit and individual performance goals.
2. **Managing Performance** (11 competencies) The competencies in this domain reflect the supervisor's responsibilities and abilities essential to ensuring child safety, permanency and well-being; improving service quality; developing employee competencies; and fulfilling an organization's mission and goals. Supervisors are required to regularly monitor the quality of employee performance, to support employees' professional development, and to assess employees' performances based on pre-defined job tasks and performance expectations.
3. **Communication Skills** (5 competencies) The competencies in this domain reflect the supervisor's responsibilities and abilities to effectively communicate information, verbally and in writing, to others who need to be informed in a manner that is accurate, clear, concise and well-organized. This domain includes the skill and ability to tailor the communication method, amount and level of detail, and content of the communication to the needs of the target audience.
4. **Professional Child Welfare Foundation** (5 competencies) The competencies in this domain reflect the supervisor's ability to demonstrate comprehensive knowledge of the child welfare system of care in order to promote employees understanding of why they are performing specified tasks and how their role fits within the overall system of care and impacts achievement of child safety, permanency and well-being outcomes.

The FCB then conducted an editorial and psychometric review of the performance domains and competency task statements. Any subsequent changes were reviewed and approved by the scope of service panel. Using the final proposed performance domains and task statements generated by these subject matter experts, the FCB prepared for the next phase of the project, the Validation Study. (See Appendix B).



PHASE TWO: VALIDATING THE SCOPE OF SERVICES

RDS VALIDATION METHOD

While various methods may be used to validate a proposed scope of service, the FCB chose to conduct a validation survey, which is an appropriate means to collect data when a profession is well established and there are many practitioners who are qualified to review and evaluate the proposed scope of service. The survey process asks each respondent to evaluate the competencies on a provided, behavioral scale and asks respondents to identify any performance domains or job tasks they believe are missing from the proposed Scope of Service. To assure the initial proposed scope of service was not missing any critical competencies before analyzing data to calculate the examination blueprint, the FCB conducted two rounds of survey. The first survey was designed to gather public input regarding the proposed performance domains and competency/job statements before finalizing the initial proposed scope of service and conducting the second survey to capture validation and reliability data and generate the examination blueprint. (See Appendix F)



PUBLIC COMMENT SURVEY

The Federal government recognized the need and authorized the first federal grants for child welfare services in 1935. While the field of child welfare enjoys a rich and deep history and has a large population of individuals working in the field, there is not significant research-based consensus on the competencies expected of a child welfare supervisor. Before committing to the statistical analysis that forms the basis of the examination blueprint, we wanted to collect public opinions about the proposed core competencies against a wide sample of current child welfare professionals. To achieve this goal, the FCB developed a web-based Public Comment Survey that asked respondents to carefully read the proposed Scope of Service then evaluate each competency, indicating whether or not each competency represents the job tasks required for Child Welfare Supervisors and then select one of the following three choices: keep as is, revise, or delete. If the competency needed to be revised or deleted, the respondent was asked to provide a detail reasons and a suggested revised competency. Additionally, respondents were provided the opportunity to add one or more tasks they believe are relevant and should be included in the core competencies of a Child Welfare Supervisor.

The initial project plan assumed all activities would occur within Florida. However, representatives from multiple stakeholders across the country expressed interest in the project so the FCB chose to expand the scope of the survey to include their input by: (1) adding a data field to capture the respondents geographic location; and, (2) preparing a survey response request in an email format that was easily disseminated across professional networks. The public comment survey period began on April 16, 2020 and closed on May 22, 2020, yielding 184 responses with a completion rate of 76%.

PUBLIC COMMENT SURVEY RESULTS

The FCB analyzed the quantitative and qualitative data from the Public Comment Survey. Each respondent reviewed and evaluated the 28 proposed core competencies in the field of child welfare supervision and provided their opinions about the competencies and/or missing competencies in this survey.

Each competency was rated “keep as is,” “delete” or “revise as follows.” The results indicated that the respondents agreed to “keep as is” the 28 proposed competencies, ranging from 62% to 80%. Although all the competencies could be used as they were originally written, FCB researchers analyzed public comments and decided that some revisions would improve the clarity of the competency statements. As a result, on June 21, 2020, the FCB facilitated a webinar with the original Scope of Service panel members. Meeting participants reviewed the survey analysis and the open comments from respondents, discussed the results and proposed edits to the original scope of service. The update resulted in 4 performance domains and 27 competencies. These updated competencies were used to prepare the final validation survey (See Appendix C).



CCWS CORE COMPETENCY VALIDATION SURVEY

The Certified Child Welfare Supervisor Core Competencies Validation Study survey instrument was designed to evaluate the proposed CCWS scope of service, particularly the 4 performance domains and 27 competencies/job tasks identified for a Child Welfare Supervisor. There was substantial discussion regarding the target audience for this final phase of the RDS. Although there seemed to be strong interest from national stakeholders, the response rate from the public comment survey demonstrated a 95% response rate from the Southern region and a 5% response rate from all other regions of the country, combined. Ultimately, the data from the non-Southern respondents was consistent with the larger sample. Given the opposing two realities of (1) national interest and (2) low national response rate at the public comment level, we decided to calculate the required response rate against the estimated population of eligible respondents in Florida while simultaneously allowing non-Florida based respondents the opportunity to continue to participate in the study.

Summary of Validation Survey Instrument

The data collected by the validation survey instrument directly informs the development of the resulting examination blueprint. The CCWS Core Competencies Validation Study survey instrument has several components.

1. Survey introduction, overview and statement of informed consent
2. Detailed rating scale description for each category (importance, frequency, need at entry) using numerical or measurable actions (See Appendix D)
3. Respondent evaluation of each competency for importance, frequency and need at entry
4. Respondent estimate of time percentages for each domain
5. Respondent evaluation of the thoroughness of the presented Scope of Service' performance domains and competency statements
6. Respondent opportunity to provide additional comments
7. Respondent demographics

Response Rate Parameters

The FCB is in a unique position to quantify the incumbent population for statistical survey calculations because the FCB certifies all of Florida's child welfare direct care and supervisory staff. To determine the estimated incumbent population of child welfare supervisors, the FCB ran a report of all certified child welfare professionals who hold a supervisory-level legacy credential and those who hold a CWPI, CWCM or CWLC credential *and* indicated a supervisory or higher-level position in the "job title" field of the certification record. The estimated incumbent population is 2,000, which set a target response rate of 323 individuals.

Survey Respondent Recruitment Overview

The FCB developed a recruitment email and disseminated it across our stakeholder networks, including all individuals invited to participate in the Public Comment Survey. The email was provided to Embrace Families, who recruited participants from their networks, as well. The FCB also specifically targeted two audiences: (1) the FCB's Child Welfare Advisory Council membership; and, (2) FCB certified professionals holding legacy child welfare supervisor and/or child welfare specialist legacy credentials. These individuals have been consistently employed in Florida's child welfare field in a supervisory or higher position since before 2011.

CCWS Core Competency Validation Survey Sample Size

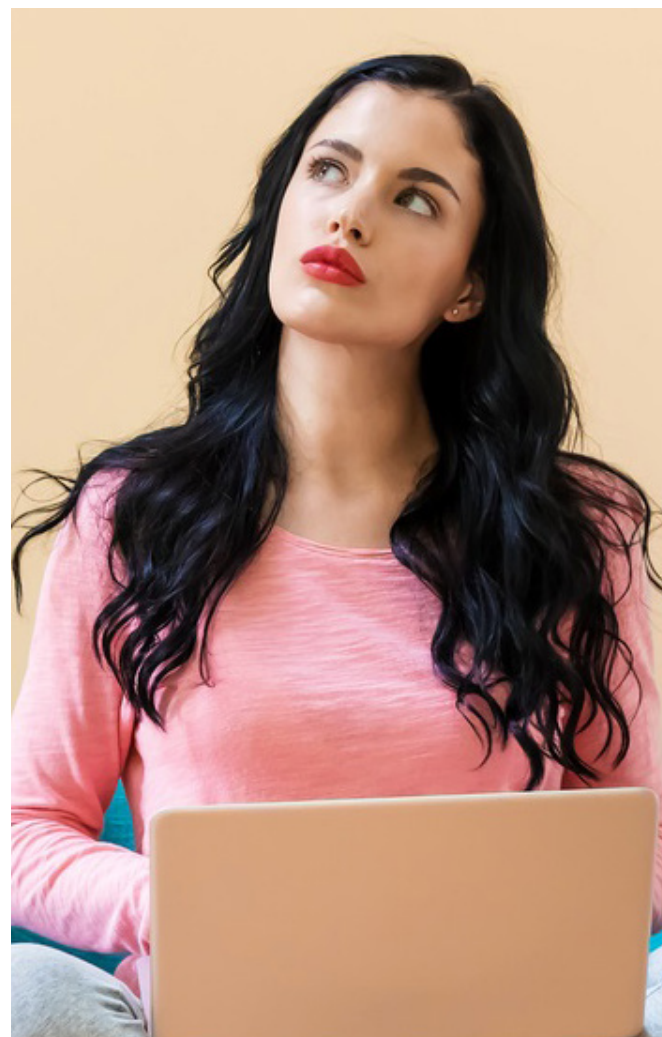
The FCB received 389 responses, exceeding that required for a valid data sample, with the completion rate of 80%.

- The estimated population is 2,000.
- The minimum required sample size (5% margin of error, 95% Confidence level) is 323.

Respondents completed a demographic survey to ensure the survey dataset represents a variety of practice settings with varying levels of education, experience and background. The demographics of the respondents is summarized in Appendix E. Note that some of the percentages will not add up to 100% due to rounding and a valid sample size varies per question.

TESTING FORMAT

A variety of testing formats exist for appropriately assessing a candidate's knowledge. Typically, multiple-choice examinations are used to measure knowledge, while performance-based examinations are used to assess skills and actual job performance. Each testing format has its advantages and its disadvantages. Ultimately, it is the decision of the certifying agency as to which examination format they prefer to use. The FCB evaluated the tasks and associated knowledge statements outlined in the role delineation and concluded that the use of a written, multiple-choice examination format is appropriate to assess candidate performance for the Child Welfare Supervisor.



PHASE THREE: STATISTICAL ANALYSIS AND THE CCWS EXAM BLUEPRINT

The FCB analyzed the data from the validation survey to inform the development of the CCSW exam blueprint. The blueprint provides the exact number of items for each domain and each task/competency that should appear on the resulting test.

The CCWS exam blueprint has been calculated for 100, 125, and 150 items (see Table 3). The number of items to be used on the resulting exam will be determined at a later date. The FCB recommends that no fewer than 75 items or greater than 100 items be used on the examination, as 75 items are the minimum number of items necessary to ensure adequate reliability as well as content coverage.

The following information provides an overview of the statistical analyses conducted to establish the exam blueprint. Please see Appendix F for detailed statistical analysis and result data.

RELIABILITY AND VALIDITY OF DOMAINS AND TASKS

Since the mean task ratings for importance and frequency are directly used to determine the number of exam items, it is important that the data be reliable. The reliability of the task ratings can be described as the consistency of the score/ratings that are obtained on the observed scales.

One of the most common methods used to determine the reliability of a measurement instrument is the Cronbach Coefficient Alpha (Cronbach, 1951). This statistic measures the internal consistency of responses made within a survey. A widely used rule of thumb is that the reliability coefficient should be at least .70 (Nunnally, 1978). However, it is noted that this is just a rule of thumb and there have been many studies published in the social science literature with coefficient alpha reliabilities under .70.

Survey Reliability Measure: The reliabilities of the task ratings from the 389 respondents were estimated by Cronbach's alpha. Reliabilities with 30 task items were high for Importance rating ($\alpha = .970$, effective $n = 304$), Frequency rating ($\alpha = .936$, effective $n = 299$) and Need at Entry rating ($\alpha = .955$, effective $n = 286$).

These results support the use of survey respondents' ratings from the expert panels to determine exam proportions of each task.

In addition to assuring the data is reliable, it is important to validate the comprehensiveness of the list of domains and tasks. The survey asked respondents to evaluate how well the survey covered the performance domains and the tasks expected of a Child Welfare Supervisor. Overall, the responses from respondents demonstrated a support for the validity of the list of performance domains and job tasks. For a sample of 311 respondents (excluding missing data), 308 respondents (99.4%) chose "Adequately," "Well," or "Very Well" to this question. Among them, 84 respondents (72.3%)



chose “Well” or “Very Well.” For the question whether they believe any performance domains were omitted from the list, 94.3% of the respondents answered “No.”

For the question regarding how well the job tasks were covered (survey Q37), 308 out of 312 respondents (98.7%) chose either “Adequate”, “Well”, or “Very Well.” Among them, 220 respondents (70.5%) chose either “Well” or “Very Well.” For the question whether they believe any job tasks were omitted from the list, 100 respondents (89.1%) out of 304 respondents answered “No.”

Respondent open-ended comments regarding perceived omitted performance domains and job tasks, as well as comments regarding the survey overall were collected and reviewed by FCB. The vast majority of respondent comments feel into two categories: (1) already subsumed by a proposed competency or (2) consciously outside the scope of the credential. There is one comment topic that will be addressed herein. Several respondents commented on the role of the supervisor in onboarding new employees and assisting with the new employee certification process. This comment was discussed with the original Scope of Service members. A deliberated decision to not include onboard competencies was made in acknowledgement of the multiple child welfare employers and their varied approach to staff onboarding. The team felt the competencies related to supporting an employee’s transfer of skills to the field are sufficient as many applicants will not have onboarding as part of the job responsibilities. The FCB will, however, keep the respondent comments for consideration for a future Role Delineation Study when a revision of the list of job tasks is considered.

DECIDING WEIGHTS OF EACH DOMAIN

The results of survey question about the percentage of time a child welfare supervisor spends performing the job tasks in each of the four domains indicated 26.59%, 25.41%, 29.31%, and 18.81% for the four domains, respectively. As presented in Table 2, these percentages are similar to the derived exam proportions for Domains 1 and 4 with 26.07% and 18.61% respectively (see the section under *Derivation of Test Specifications* and Table 2). Two exceptions are: (1) the derived exam proportion was about 10% higher than respondents’ average percentage of time for Domain 2 Managing Performance; and, (2) the derived exam proportion was about 10% smaller than respondents’ average percentage of time for Domain 3 Communication Skills. These discrepancies are recommended to be considered for future revision of the list of job tasks.

Table 2.
A comparison between the estimated percentages of time spent performing the job tasks in domain and the derived example proportions

DOMAIN	# OF TASK	PERCENTAGE OF TIME SPENT	EXAM PROPORTION
1. Leadership	7	26.59%	26.07%
2. Managing Performance	10	25.41%	35.79%
3. Communication Skills	5	29.31%	19.52%
4. Professional Child Welfare Foundation	5	18.81%	18.61%

CERTIFIED CHILD WELFARE SUPERVISOR EXAM BLUEPRINT

Test specifications were established using the sample of 389 respondents. The valid sample size ranged from 306 to 375, depending on the question.

The first consideration is given to the weight of each task, which was determined in the following way. First, the average weightings for Importance, Frequency and Need at Entry were obtained for each task. Then, the mean of the three ratings were computed (mean combined rating). Next, the weight of each task (exam proportion) was computed. Finally, the calculations were preformed to decide the number of items for each domain and the number of items for each competency/task statement. The Child Welfare Supervisor Exam Blueprint is constructed as presented in Table 3.

Table 3:
Detailed CCWS Exam Blueprint

CERTIFIED CHILD WELFARE SUPERVISOR (CCWS) DETAILED EXAM BLUEPRINT	TEST LENGTH		
	75-ITEM	100-ITEM	125-ITEM
Domain 1: Leadership	20	26	33
1.1 Use motivational strategies and active listening techniques in order to inspire employees to accomplish job tasks and achieve performance goals.	3	4	5
1.2 Establish and maintain appropriate boundaries with employees, supervisors, and peers.	2	3	4
1.3 Use emotional intelligence skills to demonstrate appropriate control and expression of emotions as well as handle interpersonal relationships.	3	4	5
1.4 Behave in a manner consistent with the laws, policies, and ethical and professional standards of the Child Welfare System.	3	4	5
1.5 Create a shared work vision and sense of purpose so as to motivate employees of all races, genders, sexual orientations, sexual identities and religious affiliations.	3	4	5
1.6 Use team building theory and techniques to manage employees in a way that establishes a shared vision and goals, minimizes conflict, and maximizes collaboration so as to achieve organizational, unit and individual goals.	3	3	4
1.7 Create plans to anticipate, prevent or respond to any crisis that may impact a team or individual employees, and ensure that plans address worker safety.	3	4	5
Domain 2: Managing Performance	27	36	45
2.1 Establish and clearly communicate the specific job tasks, performance expectations and criteria used to evaluate job performance.	3	4	5
2.2 Assign work in a manner that corresponds to the roles and skill levels of employees.	3	4	4
2.3 Conduct supervisory reviews and/or consultations both at pre-defined critical junctures and as needed in order to assess the performance of employees and validate their planned next steps to support child safety, permanency and well-being.	3	4	5
2.4 Identify when a multi-disciplinary staffing is needed, help employees prepare for the staffing, actively share information with relevant others to facilitate appropriate decisions, and determine the next steps needed to support child safety, permanency and well-being.	3	3	4

CERTIFIED CHILD WELFARE SUPERVISOR (CCWS) DETAILED EXAM BLUEPRINT	TEST LENGTH		
	75-ITEM	100-ITEM	125-ITEM
2.5 Conduct ongoing formal and/or informal performance evaluations based on pre-defined job tasks and expectations.	2	3	4
2.6 Measure the skills and performance of employees by collecting quantitative and qualitative data related to pre-defined job tasks and expectations.	2	3	4
2.7 Mentor and coach employees in a way that helps them build on strengths and improve weaknesses.	3	4	5
2.8 Discipline employees according to agency policy in order to address any deficiencies, adverse behaviors, performance problems, or interpersonal problems.	2	3	4
2.9 Use critical thinking to identify sources of conflict/problems in the workplace and find solutions through negotiation and collaboration.	3	4	5
2.10 Help employees achieve outcomes in an effective, efficient and timely manner by modeling and teaching skills required for good job performance and time management (organization and prioritizing)	3	4	5
Domain 3: Communication Skills	14	19	24
3.1 Write accurate, clear, concise and well-organized documents, reports and presentations in order to share information with others.	3	4	5
3.2 Use active-listening and a tone that engages others in listening and responding in order to convey information clearly and confidently, and to ensure mutual understanding in conversations and interpersonal actions.	3	4	5
3.3 Use discretion and maintain confidentiality in all interactions in order to build supportive and trusting interpersonal and team relationships.	3	4	5
3.4 Use written and verbal communication to apprise managers of performance successes and barriers in order effectively manage the unit and individual employees.	2	3	4
3.5 Foster open communication, integrity and honesty in all interactions with others in order to build effective working relationships.	3	4	5
Domain 4: Professional Child Welfare Foundation	14	19	23
4.1 Understand the roles and functions of the major employers of Child Welfare staff, including the Department of Children and Families, Sheriff's Offices, Community Based Care Lead Agencies, and contracted case management organizations.	3	4	4
4.2 Help employees develop systemic thinking about State's efforts to achieve safety, permanency, and well-being for children by sharing knowledge of the "big picture", including the interrelationships between major agency programs, systems, and activities and the individual employee's actions or lack of actions.	3	4	5
4.3 Possess a working familiarity with major theoretical models of supervision, methods of supervision, and teaching strategies.	2	3	4
4.4 Teach and model the professional practices of the Child Welfare Practice Model for employees to emulate.	3	4	5
4.5 Use relevant resources and tools to ensure that the child welfare practices of employees align with the requirements established in federal laws, state statutes, administrative codes, operating procedures and agency policies and procedures.	3	4	5

The CCWS Scope of Service, without the exam blueprint allocations is provided in Appendix G.

CONCLUSION

The Certified Child Welfare Supervisor Role Delineation Study was conducted in keeping with the professional credential development standards established by the NCCA and Joint Standards. With the domains and tasks finalized, the next phases of the credential development process can begin.

Upon completion of the Role Delineation Study Final Report, the test blueprint is final and should not be changed until an updated Role Delineation Study is completed. In particular, the domains, tasks, and assigned percentages cannot be modified. The associated knowledge and skill statements can be modified, if necessary. However, this modification can in no way change the percentage values for the domains and tasks.

The lifespan of the Role Delineation Study and test blueprint is five years. After five years, it is recommended that another Role Delineation Study is conducted to update the domains and tasks and to assess any changes to the importance and frequency ratings. If significant changes occur, such as a significant shift in the professional body of knowledge due to advances in evidence-based practice, there may be a need to consider updating the Role Delineation Study sooner than the year 2025.



APPENDIX A: CERTIFIED CHILD WELFARE SUPERVISOR RDS MEETING AGENDA

January 13, 2020 – 1:30 – 5 PM

- Welcome, Agenda Review, Team Member Introductions
- Project History, Current Status Goals – Embrace Families Presentation/Facilitated Discussion
- Child Welfare Certification Program History, Current Status and Goals – FCB Presentation/Facilitated Discussion
- RDS Scope of Service Development and Outcome Expectations
- Existing Resources Review and Discussion
- Define Target Audience Characteristics/Scope of Credential/Possible Requirements
- Summary/Adjourn

January 14, 2020 – 9:00 AM – 5:00 PM

- Welcome, Progress Review, Agenda Review
- Define/Identify Performance Domains
- Identify and Writing Core Competencies for each Performance Domain (Job Tasks/KSAs)
- Write/Review/Edit/Consensus Cycles
- Summary/Next Steps/Adjourn

January 15, 2020 – 9: AM – 1:00 PM

- Welcome, Progress Review, Agenda Review
- Finalize proposed Target Audience Characteristics/Scope of Credential/Possible Requirements
- Finalize proposed Performance Domains and Core Competencies
- Establish Scope of Service Review and Edit Cycles with SMEs
- Establish Public Comment and Validation Study Protocols and Timelines
- Summary/Next Steps/Adjourn

APPENDIX B: PROPOSED PERFORMANCE DOMAINS AND COMPETENCY TASK STATEMENTS

Domain 1: Leadership

- 1.1 Inspire and motivate employees to accomplish job tasks and achieve performance goals using motivational strategies and active listening techniques.
- 1.2 Establish and maintain appropriate boundaries with employees, supervisors, and peers.
- 1.3 Use emotional intelligence skills to demonstrate and model the ability to control and appropriately express emotions and handle interpersonal relationships.
- 1.4 Behave consistent with laws, policies, ethical and professional standards of the Child Welfare system.
- 1.5 Lead employees by creating vision, building a sense of purpose and motivating employees regardless of their race/gender/sexual orientation or sexual identity/religious affiliation.
- 1.6 Use team building theory and techniques to develop and manage people in a manner that establishes a shared vision and goals, minimizes conflict, and maximizes collaboration in order to achieve organizational, unit and individual goals.
- 1.7 Create a plan to anticipate, prevent or respond to crisis that impacts the team or individual employees, to include worker safety.

Domain 2: Managing Performance

- 2.1 Establish and communicate clear job tasks, performance expectations, and criteria used to evaluate job performance.
- 2.2 Assign work appropriately to the roles and skill levels of employees.
- 2.3 Conduct supervisory reviews and/or consultations at pre-defined critical junctures, and as necessary based on circumstances to assess performance and validate next steps.
- 2.4 Identify the need for a multi-disciplinary staffing; help employees prepare for the meeting; and, actively participate and share information with others in order to make appropriate decisions/determine next steps to support child safety, permanency and well-being.
- 2.5 Conduct ongoing formal and/or informal performance evaluation and assess employee skills and performance against pre-defined job tasks and expectations.

- 2.6 Provide timely, specific and constructive feedback to employees and hold employees accountable for performing job tasks and achieving outcomes.
- 2.7 Collect quantitative and qualitative data to measure employees' skills and performances against pre-defined job tasks and expectations.
- 2.8 Mentor and coach employees in order to help them build on strengths and improve weaknesses.
- 2.9 Discipline employees in order to address deficiencies/adverse behaviors/performance issue/interpersonal issues in accordance with agency policy.
- 2.10 Identify sources of conflict/problems and find the solutions by facilitating negotiation and collaboration and using conflict management techniques and critical thinking.
- 2.11 Model and teach the skills required for job performances and time management (organization and prioritizing) to achieve outcomes in an effective, efficient and timely manner.

Domain 3: Communication Skills

- 3.1 Write accurate, clear, concise and well-organized documents, reports and presentations in order to share information with others.
- 3.2 Use verbal communication skills to convey information clearly and confidently in conversations and interactions with others using active listening and a tone that engages and supports people to receive and respond to the shared information.
- 3.3 Use discretion and maintain confidentiality when interacting with others in order to build supportive and trusting interpersonal and team relationships.
- 3.4 Use written and verbal communication techniques to apprise managers of performance successes and barriers in order effectively and efficiently manage the unit and individual employees.
- 3.5 Foster open communication, integrity and honesty in all interactions with others in order to build effective working relationships.

Domain 4: Professional Child Welfare Foundation

- 4.1 Understand the roles and functions of the major employers of child welfare staff in Florida, to include the Department of Children and Families; Sheriff's Offices; Community Based Care Lead Agencies; and Contracted Case Management Agencies.
- 4.2 Support the development of systemic thinking by helping employees understand the "big picture," including the interrelationships of major agency programs, systems, and activities, and, the effect of the employee's actions or lack of actions on achieving safety, permanency and well-being outcomes for children.
- 4.3 Be familiar with a variety of theoretical models of supervision (e.g., psychotherapy-based, ecological, developmental, multicultural, blended models), methods of supervision (e.g., individual, group, direct observation, consultation) and teaching strategies (e.g., role plays, demonstrations, direct instruction).
- 4.4 Teach and model the seven (7) professional practices of Florida's Child Welfare Practice Model for employees to emulate when working with children and families to achieve safety, permanency and well-being.
- 4.5 Use resources and tools to ensure that practice aligns with requirements established in Federal Laws; State Statute; Administrative Code; Operating Procedures; and Agency Policy and Procedure.

APPENDIX C: COMPETENCY EDITS AFTER PUBLIC COMMENT SURVEY PERIOD

The confidential data received through the public comment survey is maintained in the FCB offices. The data analysis, including open responses resulted in the following revisions to the proposed scope of service.

ORIGINAL COMPETENCY	RESULT (KEEP, DELETE, REVISE, ADD NEW)
DOMAIN 1: LEADERSHIP	
1.1 Inspire and motivate employees to accomplish job tasks and achieve performance goals using motivational strategies and active listening techniques.	Revise. Use motivational strategies and active listening techniques in order to inspire employees to accomplish job tasks and achieve performance goals.
1.2 Establish and maintain appropriate boundaries with employees, supervisors, and peers.	Keep
1.3 Use emotional intelligence skills to demonstrate and model the ability to control and appropriately express emotions and handle interpersonal relationships.	Revise Use emotional intelligence skills to demonstrate appropriate control and expression of emotions as well as handle interpersonal relationships.
1.4 Behave consistent with laws, policies, ethical and professional standards of the Child Welfare system	Revise Behave in a manner consistent with the laws, policies, and ethical and professional standards of the Child Welfare System.
1.5 Lead employees by creating vision, building a sense of purpose and motivating employees regardless of their race/gender/sexual orientation or sexual identity/religious affiliation.	Revise Create a shared work vision and sense of purpose so as to motivate employees of all races, genders, sexual orientations, sexual identities and religious affiliations.
1.6 Use team building theory and techniques to develop and manage people in a manner that establishes a shared vision and goals, minimizes conflict, and maximizes collaboration in order to achieve organizational, unit and individual goals.	Revise Use team building theory and techniques to manage employees in a way that establishes a shared vision and goals, minimizes conflict, and maximizes collaboration so as to achieve organizational, unit and individual goals.
1.7 Create a plan to anticipate, prevent or respond to crisis that impacts the team or individual employees, to include worker safety.	Revise Create plans to anticipate, prevent or respond to any crisis that may impact a team or individual employees, and ensure that plans address worker safety.
DOMAIN 2: MANAGING PERFORMANCE	
2.1 Establish and communicate clear job tasks, performance expectations, and criteria used to evaluate job performance.	Revise Establish and clearly communicate the specific job tasks, performance expectations and criteria used to evaluate job performance.
2.2 Assign work appropriately to the roles and skill levels of employees.	Revise Assign work in a manner that corresponds to the roles and skill levels of employees.
2.3 Conduct supervisory reviews and/or consultations at pre-defined critical junctures, and as necessary based on circumstances to assess performance and validate next steps.	Revise Conduct supervisory reviews and/or consultations both at pre-defined critical junctures and as needed in order to assess the performance of employees and validate their planned next steps to support child safety, permanency and well-being.
2.4 Identify the need for a multi-disciplinary staffing; help employees prepare for the meeting; and actively participate and share information with others in order to make appropriate decisions/determine next steps to support child safety, permanency and well-being.	Revise Identify when a multi-disciplinary staffing is needed, help employees prepare for the staffing and actively share information with relevant others to facilitate appropriate decisions and determine the next steps needed to support child safety, permanency and well-being.
2.5 Conduct ongoing formal and/or informal performance evaluation and assess employee skills and performance against pre-defined job tasks and expectations.	Revise Conduct ongoing formal and/or informal performance evaluations based on pre-defined job tasks and expectations.
2.6 Provide timely, specific and constructive feedback to employees and hold employees accountable for performing job tasks and achieving outcomes.	Delete. Competency is addressed in other statements.

ORIGINAL COMPETENCY	RESULT (KEEP, DELETE, REVISE, ADD NEW)
2.7 Collect quantitative and qualitative data to measure employees' skills and performances against pre-defined job tasks and expectations.	Revise Measure the skills and performance of employees by collecting quantitative and qualitative data related to pre-defined job tasks and expectations.
2.8 Mentor and coach employees in order to help them build on strengths and improve weaknesses.	Revise Mentor and coach employees in a way that helps them build on strengths and improve weaknesses.
2.9 Discipline employees in order to address deficiencies/adverse behaviors/ performance issue/interpersonal issues in accordance with agency policy.	Revise Discipline employees according to agency policy in order to address any deficiencies, adverse behaviors, performance problems, or interpersonal problems.
2.10 Identify sources of conflict/problems and find the solutions by facilitating negotiation and collaboration and using conflict management techniques and critical thinking.	Revise Use critical thinking to identify sources of conflict/problems in the workplace and find solutions through negotiation and collaboration.
2.11 Model and teach the skills required for job performances and time management (organization and prioritizing) to achieve outcomes in an effective, efficient and timely manner.	Revise Help employees achieve outcomes in an effective, efficient and timely manner by modeling and teaching skills required for good job performance and time management (organization and prioritizing).

DOMAIN 3: COMMUNICATION SKILLS	
3.1 Write accurate, clear, concise and well-organized documents, reports and presentations in order to share information with others.	Revise Write accurate, clear, concise and well-organized documents, reports and presentations in order to share information with others.
3.2 Use verbal communication skills to convey information clearly and confidently in conversations and interactions with others using active listening and a tone that engages and supports people to receive and respond to the shared information.	Revise Use active-listening and a tone that engages others in listening and responding in order to convey information clearly and confidently, and to ensure mutual understanding in conversations and interpersonal actions.
3.3 Use discretion and maintain confidentiality when interacting with others in order to build supportive and trusting interpersonal and team relationships.	Revise Use discretion and maintain confidentiality in all interactions in order to build supportive and trusting interpersonal and team relationships.
3.4 Use written and verbal communication techniques to apprise managers of performance successes and barriers in order effectively and efficiently manage the unit and individual employees.	Revise Use written and verbal communication to apprise managers of performance successes and barriers in order effectively manage the unit and individual employees.
3.5 Foster open communication, integrity and honesty in all interactions with others in order to build effective working relationships.	Keep

DOMAIN 4: PROFESSIONAL CHILD WELFARE FOUNDATION	
4.1 Understand the roles and functions of the major employers of child welfare staff in Florida, to include the Department of Children and Families; Sheriff Offices; Community Based Care Lead Agencies; and Contracted Case Management Agencies.	Revise Understand the roles and functions of the major employers of Child Welfare staff, including the Department of Children and Families, Sheriff's Offices, Community Based Care Lead Agencies, and contracted case management organizations.
4.2 Support the development of systemic thinking by helping employees understand the "big picture"; the interrelationships of major agency programs, systems, and activities; and the effect of the employee's actions or lack of actions on achieving safety, permanency and well-being outcomes for children.	Revise Help employees develop systemic thinking about State's efforts to achieve safety, permanency, and well-being for children by sharing knowledge of the "big picture", including the interrelationships between major agency programs, systems, and activities and the individual employee's actions or lack of actions.

ORIGINAL COMPETENCY	RESULT (KEEP, DELETE, REVISE, ADD NEW)
4.3 Be familiar with a variety of theoretical models of supervision (e.g., psychotherapy-based, ecological, developmental, multicultural, blended models), methods of supervision (e.g., individual, group, direct observation, consultation) and teaching strategies (e.g., role plays, demonstrations, direct instruction).	Revise Possess a working familiarity with major theoretical models of supervision, methods of supervision, and teaching strategies.
4.4 Teach and model the seven (7) professional practices of Florida's Child Welfare Practice Model for employees to emulate when working with children and families to achieve safety, permanency and well-being.	Revise Teach and model the professional practices of the Child Welfare Practice Model for employees to emulate.
4.5 Use resources and tools to ensure that practice aligns with requirements established in Federal Laws; State Statute; Administrative Code; Operating Procedures; and Agency Policy and Procedure.	Revise Use relevant resources and tools to ensure that the child welfare practices of employees align with the requirements established in federal laws, state statutes, administrative codes, operating procedures and agency policies and procedures.

APPENDIX D: VALIDATION SURVEY RATING SCALES

(A) IMPORTANCE: How important are the tasks in this competency for safe and competent Child Welfare Supervisor Practice?

SCALE	BEHAVIORAL INDICATORS
1- Not Important	These tasks are NOT IMPORTANT to successful job performance. The tasks are not essential functions of my job, or are not performed on the job, or are trivial to my job. An inability to perform these tasks would have NO EFFECT on my job performance.
2- Somewhat Important	Satisfactory performance of these tasks is SLIGHTLY IMPORTANT to successful job performance. An inability to perform these tasks WILL affect my job performance, but WILL NOT lead to failure on the job.
3 – Average Important	Satisfactory performance of these tasks is IMPORTANT to successful job performance. An inability to perform these tasks will have a NOTICEABLE EFFECT on my job performance because I will not be able to perform some aspects of the job.
4 – Very Important	Satisfactory performance of these tasks is VERY IMPORTANT to successful job performance. An inability to perform these tasks will HIGHLY IMPACT my job performance and may result in negative consequences to the department, the public and other constituencies.
5 – Essential	Satisfactory performance of these tasks is ESSENTIAL to successful job performance. An inability to perform these crucial tasks will lead to SIGNIFICANT FAILURE on my job and will negatively affect the department, the public and other constituencies.

(B) FREQUENCY: Using the behavioral indicators below, indicate how often you typically perform the tasks in this competency.

SCALE	BEHAVIORAL INDICATORS
1 – Does Not Apply	These tasks are not essential functions of my job, or I do not perform these tasks.
2 – Less Than Once a Month	I perform these tasks at least once a year, but less than once a month (includes Quarterly).
3 – Monthly	I perform these tasks at least one time a month, but less than once in a typical week.
4 – Weekly	I perform these tasks once to several times each week, but less than once a day.
5 – Daily	I perform these tasks one or more times a day.

(C) NEED AT ENTRY: When is this competency needed for effective job performance? The Need at Entry rating scale refers to the extent to which an entry-level Child Welfare Supervisor (an individual who beginning in this position) should be able to perform the task.

SCALE	BEHAVIORAL INDICATORS
1 – Not needed at entry	The competency is not needed at entry in order to successfully perform the job.
2 – Must be acquired within the first 7-12 months	The competency must be acquired within the first 7-12 months.
3 – Must be acquired within the first 4-6 months	The competency must be acquired within the first 4-6 months.
4 – Must be acquired within the first 3 months	The competency must be acquired within the first 3 months.
5 – Needed the first day	The competency is needed on the first day of the job as Child Welfare Supervisor.

APPENDIX E: DEMOGRAPHIC ANALYSIS OF THE VALIDATION SURVEY RESPONDENTS

A sample of 389 people responded the survey online during July 20 to August 21, 2020. The response rate of this survey was 80%. The demographic characteristics of the valid sample are summarized in Table 1.

GENDER: Of those responding to the survey, 86.27% (n=264) of the respondents were female and 13.40% (n=41) of the respondents were male. Table E-1 summarizes the gender variable.

Table E-1.
Summary of the Gender Demographic Responses

	VALID %	N
Female	86.27%	264
Male	13.40%	41
Others	0.33%	1
Missing		83

AGE: All levels of age were represented in the survey. The majority of the respondents (58.82%) were between the ages of 45 and 64. Slightly more than 23% of the respondents were under the age of 45. The remaining respondents were over the age of 65 (16.64%) years. The age variable is summarized in Table E-2.

Table E-2.
Summary of the Age Demographic Responses (n=17)

	VALID %	N
18-24 years	.7%	2
25-34 years	15.3%	47
35-44 years	38.1%	117
45-54 years	28.3%	87
55-64 years	14.0%	43
Over 65 years	2.8%	11
missing		82

ETHNICITY: The ethnic distribution of the respondents was presented in Table E-3. The majority of respondents (76%) identified themselves as White or Caucasian and 11.76% of the respondents were Black or African American.

Table E-3.
Summary of the Ethnicity Responses

	VALID %	N
American Indian/Alaska Native	0.00%	0
Asian	5.88%	1
Black/African American	0.00%	0
Hispanic or Latino	11.76%	2
Native Hawaiian/Other Pacific Islander	0.00%	0
White/Caucasian	76.47%	13
Black and White	5.88%	1
Missing		0

CURRENT RESIDENCE: According to the results, 47% of respondents live in South Atlantic area and the other 53% of respondents live all over the United States except for East South Central and West South Central areas. The residential location variable is summarized in Table E-4.

Table E-4.
Summary of the Residential Location Responses

	VALID %	N
New England (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut)	0%	0
Middle Atlantic (New York, New Jersey, Pennsylvania)	0%	0
East North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin)	0%	0
West North Central (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas)	0.66%	2
South Atlantic (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida)	97.01%	292
Pacific (Washington, Oregon, California, Alaska, Hawaii)	.33%	1
Mountain (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada)	0%	0
East South Central (Kentucky, Tennessee, Alabama, Mississippi)	1.33%	4
West South Central (Arkansas, Louisiana, Oklahoma, Texas)	0.66%	2
Missing		0

APPENDIX F: CHILD WELFARE SUPERVISOR STATISTICAL ANALYSIS

Public Comment Survey Results

The FCB analyzed the quantitative and qualitative data from the Public Comment Survey. There were 211 valid responses to the online survey. Each respondent reviewed and evaluated the 28 proposed core competencies in the field of child welfare supervision and provided their opinions about the competencies and/or missing competencies in this survey. Each competency was rated “keep as is”, “delete” or “revise as follows.”

To determine the level of consensus among the 211 respondents, we used the CRV (content validity ratio) proposed by Lawshe (1975) and a critical value of .529 (where a number of respondents = 211) using a new table of CRV critical values proposed by Wilson, Pan, and Schumsky (2012)

$$CVR = \frac{n_e - (N / 2)}{N / 2}$$

where CVR is the content validity ration, n_e is the number of panel members indicating an item “Keep as is”, and N is the number of panel members. The results of each task’s CRV are shown in Table 1-1.

As a result, we concluded that 18 competencies reached the consensus level and 10 competencies (1.2, 1.3, 1.5, 1.7, 2.2, 2.3, 2.6, 2.7, 2.8, 4.3) did not have enough agreement. In addition to quantitative data analysis, the respondents’ comments were reviewed and discussed with the Scope of Service SME panel members.

Derivation of Test Specifications

Test specifications were derived with a sample of 389 respondents. Valid sample size ranged 306 to 375, depending on the questions. The weight of each task was determined in the following way. First, the average ratings for the Importance and the Frequency were obtained for each task. Then, the mean of the two ratings were computed (mean combined rating). Finally, the weight for each task (exam proportion) was computed by

$$\text{Exam Proportion} = \frac{\text{Mean Combined Rating}}{\text{Total Rating Score}}$$

where the total rating score is the sum of the mean combined rating for the 27 tasks, which was 115.62 in this case. The differences in exam proportions between tasks were up to 0.90%; the lowest was 3.22% (Task 2.5), and the highest was 4.13% (Task 1.4). This difference is equivalent to less than 1 item for all 100-item, 75-item, and 125-item test. Therefore, the difference in the number of allocated items between tasks should be only one for all 100-item, 75-item tests, and 125-item tests, if different numbers of items need to be allocated to some of the tasks.

Deciding the Number of Items for Each Domain

First, the number of items for each domain was determined based on the sum of the exam proportions for items within each domain, such that the total number of items will be 100 for a 100-item test, 125 for a 125-item test, and 150 for a 150-item test. The sums of allocated task proportions for the four domains were 26.07%, 35.79%, 19.52%, and 18.61%; therefore, for a 100-item test, it was determined to allocate 26, 36, 19, and 19 items for the four domains, respectively. For a 75-item test, it was determined to allocate 20, 27, 14, and 14 items for the four domains. Similarly, it was determined that 27, 44, 14, and 40 items will be allocated for the four domains for a 125-item test.

Assigning the Number of Items for Each Task

For example, for a 100-item test, the number of each task will be either 3 or 4. In order to decide for which task 4 items are assigned, rather than 3 items, it was determined for each domain. For each domain, $(\# \text{ of allocated items for the domain}) - (3 \times \# \text{ of tasks in the domain})$ is computed first. This value indicated the number of tasks for which 4 items would be assigned. If this quantity was a negative number, it would have indicated the number of tasks for which 3 items would be assigned. For example, there are 7 tasks in Domain 1, while 26 items should be assigned to the domain. Therefore, the quantity is computed as $26 - (3 \times 7) = 5$. Therefore, 5 tasks should be chosen to assign 4 items, rather than 3 items, in this domain. Among the 7 tasks in Domain 1, Task 1.2 and 1.6 have the lowest the exam proportions than the others. Therefore, 3 items were assigned to Task 1.2 and 1.6, while 4 items were assigned for the remaining 5 tasks in this domain. The same procedure was applied for the other three domains and for 75 item and 125-item tests. The mean ratings and proportions of items, along with assigned number of items for three different test lengths, are summarized in Table 1-2.

Table 1-1.
Mean ratings and proportions of items for the 27 tasks

	MEAN IMPORTANCE RATING	MEAN FREQUENCY RATING	MEAN NEED AT ENTRY RATING	MEAN COMBINED RATING	EXAM PROPORTION	TEST LENGTH		
						75-item	100-item	125-item
Domain 1				30.15	26.07	20	26	33
Task 1.1	4.54	4.42	4.20	4	5	3	4	5
Task 1.2	3.87	3.80	3.81	3	4	2	3	4
Task 1.3	4.47	4.49	4.19	4	5	3	4	5
Task 1.4	4.83	4.79	4.72	4	5	3	4	5
Task 1.5	4.61	4.46	4.33	4	5	3	4	5
Task 1.6	4.37	4.08	3.85	3	4	3	3	4
Task 1.7	4.48	4.13	4.03	4	5	3	4	5
Domain 2				41.38	35.79%	27	36	45
Task 2.1	4.61	4.20	4.15	4	5	3	4	5
Task 2.2	4.39	4.29	4.01	4	4	3	4	4
Task 2.3	4.64	4.22	4.23	4	5	3	4	5
Task 2.4	4.37	3.89	3.96	3	4	3	3	4
Task 2.5	4.18	3.43	3.57	3	4	2	3	4
Task 2.6	4.14	3.56	3.62	3	4	2	3	4
Task 2.7	4.65	4.40	4.18	4	5	3	4	5
Task 2.8	4.27	3.41	3.67	3	4	2	3	4

	MEAN IMPORTANCE RATING	MEAN FREQUENCY RATING	MEAN NEED AT ENTRY RATING	MEAN COMBINED RATING	EXAM PROPORTION	TEST LENGTH		
						75-item	100-item	125-item
Task 2.9	4.53	4.20	4.09	4	5	3	4	5
Task 2.10	4.60	4.42	4.26	4	5	3	4	5
Domain 3				22.57	19.52%	14	19	24
Task 3.1	4.53	4.40	4.29	4	5	3	4	5
Task 3.2	4.55	4.66	4.49	4	5	3	4	5
Task 3.3	4.75	4.68	4.64	4	5	3	4	5
Task 3.4	4.51	4.09	4.08	3	4	2	3	4
Task 3.5	4.77	4.70	4.60	4	5	3	4	5
Domain 4				21.52	18.61%	14	19	23
Task 4.1	4.44	4.21	4.01	4	4	3	4	4
Task 4.2	4.40	4.07	5.00	4	5	3	4	5
Task 4.3	4.21	4.03	3.71	3	4	2	3	4
Task 4.4	4.56	4.48	4.22	4	5	3	4	5
Task 4.5	4.58	4.41	4.22	4	5	3	4	5

APPENDIX G: CERTIFIED CHILD WELFARE SUPERVISOR SCOPE OF SERVICE

Domain 1: Leadership (7 competencies) The competencies in this domain reflect the supervisor's responsibilities and abilities to serve as a leader of others in a manner that inspires and motivates employees to achieve organizational, unit and individual performance goals.

- 1.1 Use motivational strategies and active listening techniques in order to inspire employees to accomplish job tasks and achieve performance goals.
- 1.2 Establish and maintain appropriate boundaries with employees, supervisors, and peers.
- 1.3 Use emotional intelligence skills to demonstrate appropriate control and expression of emotions as well as handle interpersonal relationships.
- 1.4 Behave in a manner consistent with the laws, policies, and ethical and professional standards of the Child Welfare System.
- 1.5 Create a shared work vision and sense of purpose so as to motivate employees of all races, genders, sexual orientations, sexual identities and religious affiliations.
- 1.6 Use team building theory and techniques to manage employees in a way that establishes a shared vision and goals, minimizes conflict, and maximizes collaboration so as to achieve organizational, unit and individual goals.
- 1.7 Create plans to anticipate, prevent or respond to any crisis that may impact a team or individual employees, and ensure that plans address worker safety.

Domain 2: Managing Performance (10 competencies) The competencies in this domain reflect the supervisor's responsibilities and abilities essential to: ensuring child safety, permanency and well-being; improving service quality; developing employee competencies; and fulfilling an organization's mission and goals. Supervisors are required to regularly monitor the quality of employee performance, to support employees' professional development, and to assess employees' performances based on pre-defined job tasks and performance expectations.

- 2.1 Establish and clearly communicate the specific job tasks, performance expectations and criteria used to evaluate job performance.
- 2.2 Assign work in a manner that corresponds to the roles and skill levels of employees.
- 2.3 Conduct supervisory reviews and/or consultations both at pre-defined critical junctures and as needed in order to assess the performance of employees and validate their planned next steps to support child safety, permanency and well-being.
- 2.4 Identify when a multi-disciplinary staffing is needed, help employees prepare for the staffing, actively share information with relevant others to facilitate appropriate decisions, and determine the next steps needed to support child safety, permanency and well-being.
- 2.5 Conduct ongoing formal and/or informal performance evaluations based on pre-defined job tasks and expectations.
- 2.6 Measure the skills and performance of employees by collecting quantitative and qualitative data related to pre-defined job tasks and expectations.
- 2.7 Mentor and coach employees in a way that helps them build on strengths and improve weaknesses.
- 2.8 Discipline employees according to agency policy in order to address any deficiencies, adverse behaviors, performance problems, or interpersonal problems.
- 2.9 Use critical thinking to identify sources of conflict/problems in the workplace and find solutions through negotiation and collaboration.
- 2.10 Help employees achieve outcomes in an effective, efficient and timely manner by modeling and teaching skills required for good job performance and time management (organization and prioritizing).

Domain 3: Communication Skills (5 competencies) The competencies in this domain reflect the supervisor's responsibilities and abilities to effectively communicate information, verbally and in writing, to others who need to be informed in a manner that is accurate, clear, concise and well-organized. This domain includes the skill and ability to tailor the communication method, amount and level of detail, and content of the communication to the needs of the target audience.

- 3.1 Write accurate, clear, concise and well-organized documents, reports and presentations in order to share information with others.
- 3.2 Use active-listening and a tone that engages others in listening and responding in order to convey information clearly and confidently, and to ensure mutual understanding in conversations and interpersonal actions.
- 3.3 Use discretion and maintain confidentiality in all interactions in order to build supportive and trusting interpersonal and team relationships.
- 3.4 Use written and verbal communication to apprise managers of performance successes and barriers in order effectively manage the unit and individual employees.
- 3.5 Foster open communication, integrity and honesty in all interactions with others in order to build effective working relationships.

Domain 4: Professional Child Welfare Foundation (5 competencies) The competencies in this domain reflect: (1) the supervisor's ability to demonstrate comprehensive knowledge of the child welfare system of care in order to promote employees understanding of why they are performing specified tasks; and, (2) how their role fits within the overall system of care and impacts achievement of child safety, permanency and well-being outcomes.

- 4.1 Understand the roles and functions of the major employers of Child Welfare staff, including the Department of Children and Families, Sheriff's Offices, Community Based Care Lead Agencies, and contracted case management organizations.
- 4.2 Help employees develop systemic thinking about State's efforts to achieve safety, permanency, and well-being for children by sharing knowledge of the "big picture," including the interrelationships between major agency programs, systems, and activities and the individual employee's actions or lack of actions.
- 4.3 Possess a working familiarity with major theoretical models of supervision, methods of supervision, and teaching strategies.
- 4.4 Teach and model the professional practices of the Child Welfare Practice Model for employees to emulate.
- 4.5 Use relevant resources and tools to ensure that the child welfare practices of employees align with the requirements established in federal laws, state statutes, administrative codes, operating procedures and agency policies and procedures.