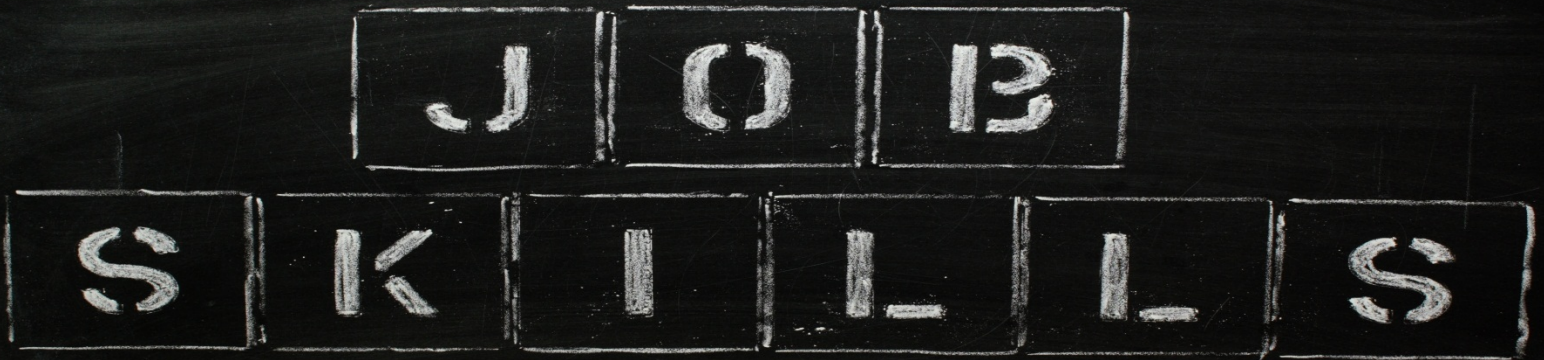




Child Welfare Protective Investigator (CWPI)

Role Delineation Study Report

January 2013



Child Welfare Protective Investigator Role Delineation Study Report: January 2013

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Contents

- Introduction 3
- The Role Delineation Study Process 3
 - Core Competency Identification 4
 - Performance Domains and Job Tasks 4
- Validation Study 5
 - Survey Development..... 5
 - Survey Sample Methodology and Analysis 5
 - Demographic Characteristics of Survey Respondents 6
 - Survey Adequacy and Reliability Measure..... 14
- Derivation of Test Specifications 14
- Conclusion..... 16
 - Attachment 1: CWPI RDS Workshop Agenda..... 17
 - Attachment 2: DCF Child Welfare Core Competencies..... 18
 - Attachment 3: FCB Child Welfare Protective Investigator Core Competencies 25
 - Attachment 4: CWPI Validation Study Survey Instrument..... 28
 - Attachment 6: Omitted Performance Domains..... 36
 - Attachment 7: Omitted Job Tasks..... 37
 - Attachment 8: Mean Ratings and Proportions of Items for 40 Tasks..... 39
 - Attachment 9: Detailed Test Blueprint 41



Introduction

A valid, reliable and legally-defensible professional credentialing program is based on a sound method to analyze and identify a profession’s core competencies. The Florida Certification Board (FCB) conducts a Role Delineation Study (RDS) to establish a clear definition of “what” people are expected to perform and link the resulting competencies to an examination instrument, allowing for pass or fail decisions to correlate to competent practice. This step is so critical that the American National Standards Institute (ANSI), the National Commission for Certifying Agencies (NCCA), and the American Educational Research Association/American Psychological Association/National Council on Measurement in Education (AERA/APA/NCME) all promote standards for this foundational step, which state:

- *The certification program must establish and document policies and procedures for retaining all information and data required to provide evidence of validity and reliability of the assessment instruments. (NCCA, 17)*
- *The certification body shall define the methods and mechanisms to be used to evaluate the competence of candidates, and shall establish appropriate policies and procedures for the initial development and continued maintenance of these methods and mechanisms (ANSI ISO 17024, 4.3.1)*
- *When the validation rests in part on the appropriateness of test content, the procedures followed in specifying and generating test content should be described and justified in reference to the construct the test is intended to measure or the domain it is intended to represent. If the definition of the content sampled incorporates criteria such as importance, frequency or criticality, these criteria should also be clearly explained and justified. (AERA/APA/NCME, 1.6)*

This report documents the methodology used by the Florida Certification Board to establish the core competencies and examination blueprint for the job classification of **Child Welfare Protective Investigator**.

The Role Delineation Study Process

The Child Welfare Protective Investigator Role Delineation Study (RDS) was conducted between August 2011 and January 2013, during which time the following key activities were conducted:

1. Identify the core competencies of the profession (e.g., “what” is done on the job).
2. Validate the core competencies through a structured survey process.
3. Develop the examination blueprint based on survey results.
4. Document the RDS process to support the link between the core competencies and examination instruments.

The FCB’s RDS structure was established by Dr. Akihito Kamata, PhD, and was implemented by the FCB’s Director of Certification, Amy Farrington.



Core Competency Identification

The Child Welfare Protective Investigator RDS workshop was held August 10 – 12, 2011 in Florida with 17 subject matter experts representing the key child welfare Protective Investigator stakeholders, including the Florida Department of Children and Families (DCF), Sheriff Offices conducting protective investigations, and higher education. Workshop participants are listed below; participant demographics are confidential and maintained in the FCB offices. The meeting agenda is in Attachment 1.

Bruce Bryant	Lisa Wheeler
Connie Keehner	Lynne DuPuis
Holly “Janey” Spears	Peggy Flemming
Jay Saucer	Renee Morgan
Jayne Johnson	Sharon Brownlee
John Harper	Sue Malcho
John Ronnau, Ph.D.	Susan Eichler
Laurie Cunningham	Treasure Montana
Lisa Tobin	

Performance Domains and Job Tasks

The subject matter expert (SME) panel received training on how to identify core competencies, which are the major responsibilities and duties that define the Child Welfare Protective Investigator’s role. The first task of the SME panel was to identify the entry-level characteristics of the target audience, which are:

Profession:	Child Welfare
Sub-specialty:	Child Welfare Protective Investigator
Basic Parameters:	The Child Welfare Protective Investigator certification applicant will hold a bachelor’s degree and will have at least one year of child welfare protective investigator related experience. Applicants without related experience will be eligible to earn certification through an on-the-job process that allows for provisional certification while experience requirements are satisfied. The provisional period will not exceed 12-months and applicants must be employed by a recognized child welfare employer in Florida.

After agreeing on the target audience characteristics, the SMEs used the existing *Child Welfare Core Competencies* published by the Florida Department of Children and Families (Attachment 2) as a starting point. At the end of the workshop, the SMEs identified **7 performance domains** and **40 job tasks** (Attachment 3) required of competent child welfare Protective Investigators. Pursuant to s. 402.40, Florida Statutes, the Florida Department of Children and Families (DCF) is required to review and approve core competencies. The core competencies were submitted to and approved by DCF prior to starting the validation component of the RDS.



Validation Study

The purpose of a validation study is to allow current child welfare Protective Investigators to review and provide feedback on the core competencies identified by the subject matter expert panel. While the SMEs who identified the core competencies are considered experts in the field, they represent only a small group of practitioners and their expert status may result in a perception of the role of the child welfare Protective Investigator that is different than that held by other practitioners. As such, the validation study provides content validity to the final set of core competencies. This process is conducted via an on-line survey that enables respondents to evaluate and provide feedback on the 7 performance domains and 40 job tasks.

Survey Development

The on-line *Child Welfare Protective Investigator Validation Study Survey Instrument* (Attachment 4) was developed by FCB psychometricians and includes the following sections:

1. Introduction and Survey Directions
2. Respondent Demographic Data
3. Domains and Task Statement Ratings for Importance and Frequency
4. Time Percentages for each Domain
5. Respondent Feedback/Missing Domains or Tasks

Survey Sample Methodology and Analysis

The FCB estimated the current incumbent population of individuals practicing in job roles that would qualify them for the Child Welfare Protective Investigator credential at approximately 1,500 persons statewide. The FCB published participation request letters which were distributed through the email contact lists of the Florida Department of Children and Families and the six Sheriff Offices conducting child protective investigations. The survey was made available to respondents from July 8, 2013 until August 5, 2013. Respondents without ready access to the internet were offered a hard copy of the survey. At the end of the survey period, the FCB collected the data and analyzed the respondents' demographics, task ratings, and survey adequacy.

A total of 398 valid responses were gathered and analyzed, which is a return rate of approximately 27%.

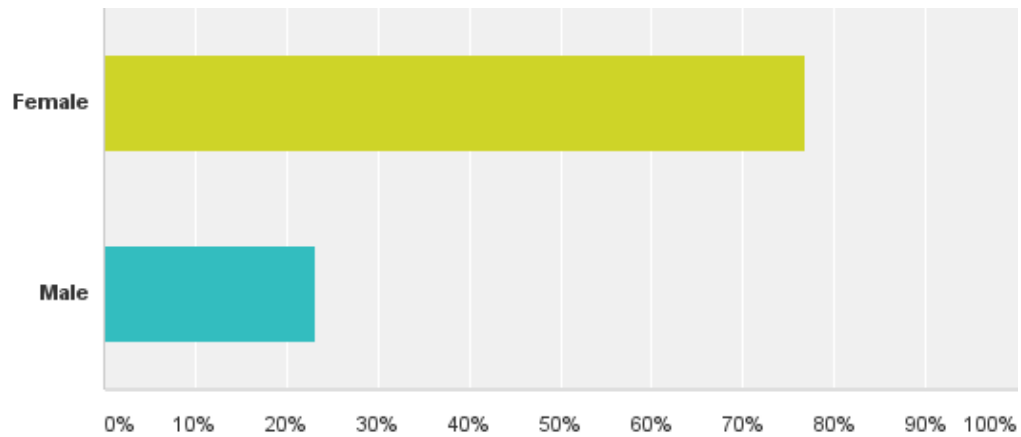


Demographic Characteristics of Survey Respondents

The demographic characteristics of the 398 valid responses are summarized below.

Gender

Of those responding to the survey, the vast majority were women (77%). 23% of survey respondents were male.

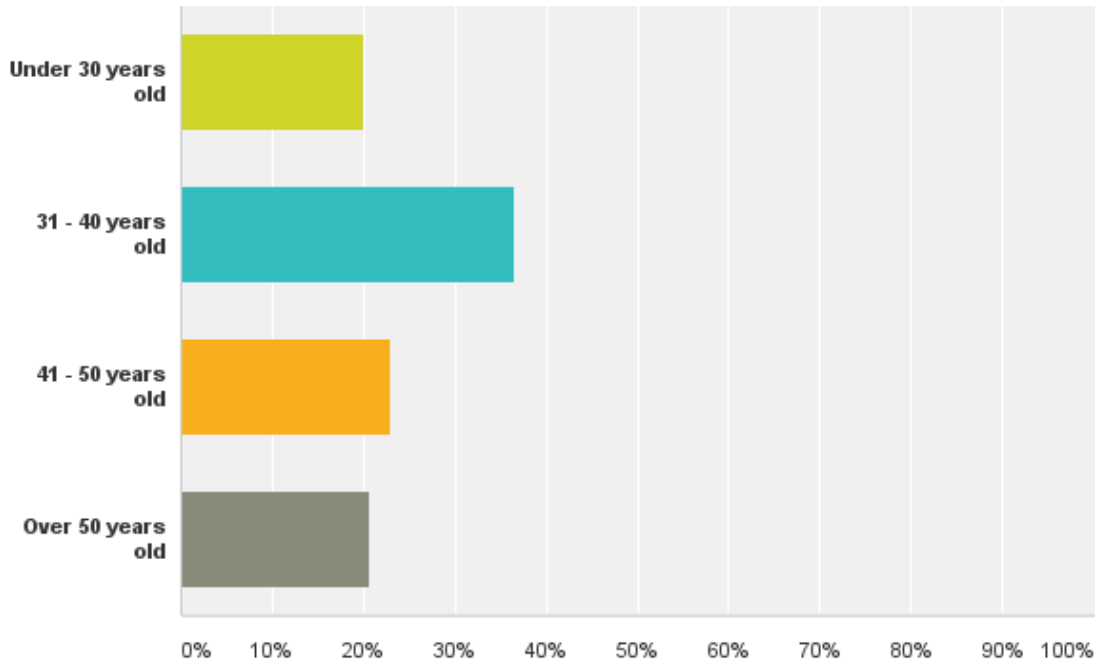


Answer Choices	Responses
Female	76.88% 306
Male	23.12% 92
Total Respondents: 398	



Age

All age levels were represented in the survey data. The majority of the respondents are between 31 and 40 years of age (36%), followed by approximately 20% in each of the other age categories.

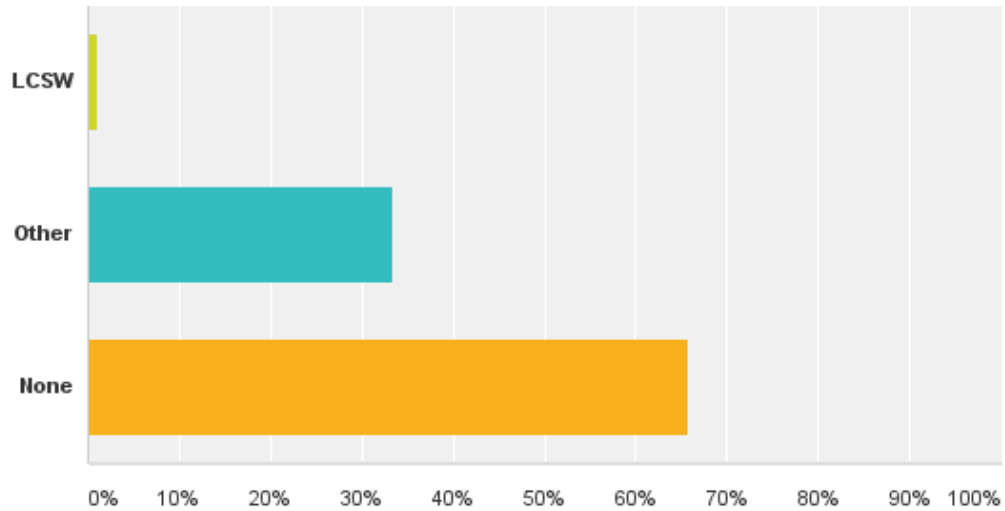


Answer Choices	Responses
Under 30 years old	20.10% 80
31 - 40 years old	36.43% 145
41 - 50 years old	22.86% 91
Over 50 years old	20.60% 82
Total Respondents: 398	



Professional Licenses or Certifications (multiple responses allowed)

33% of the respondents hold some type of licensure or certification and 66% report they do not hold any professional credential. 1% of the survey respondents are Licensed Clinical Social Workers (LCSW).

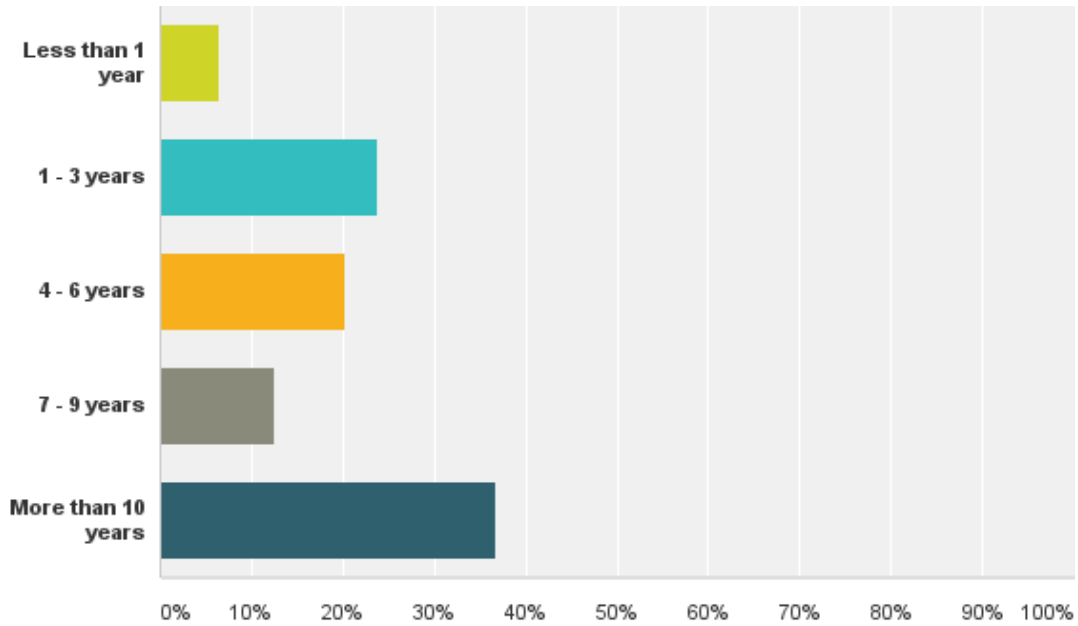


Answer Choices	Responses
LCSW	1.01% 4
Other	33.42% 133
None	65.83% 262
Total Respondents: 398	



Years of Child Welfare Experience

The majority of respondents have significant experience in child welfare, with 37% stating they have been in the field for 10 or more years. Experience was fairly evenly distributed across the other categories, with the lowest response rate from individuals with less than 1 year experience (7%).

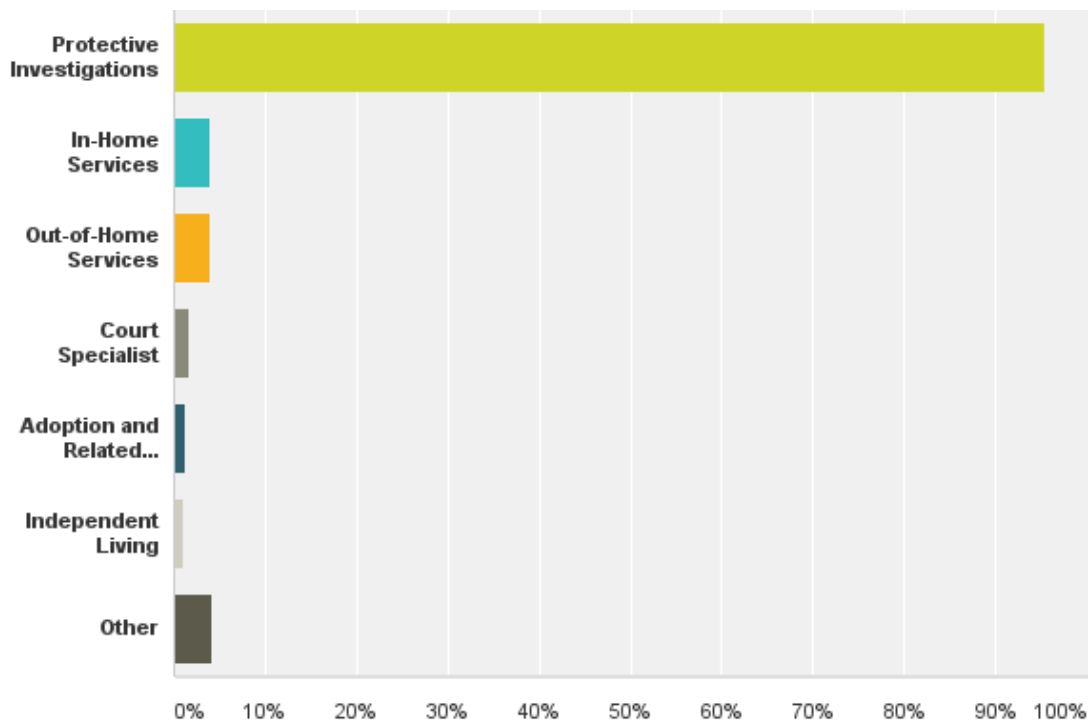


Answer Choices	Responses
Less than 1 year	6.53% 26
1 - 3 years	23.87% 95
4 - 6 years	20.35% 81
7 - 9 years	12.56% 50
More than 10 years	36.68% 146
Total Respondents: 398	



Current Practice Setting (multiple responses allowed)

It is not surprising that the vast majority of respondents work in directly in the field of protective investigations (95%). The remaining responses spanned other child welfare job settings as illustrated below.

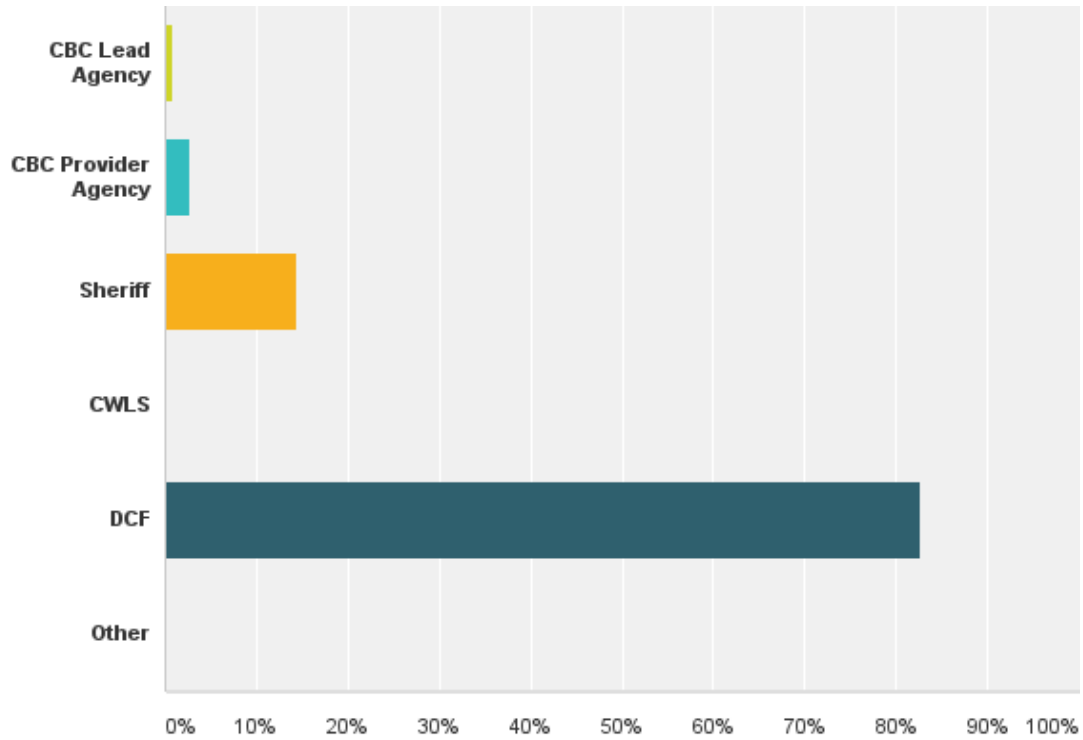


Answer Choices	Responses
Protective Investigations	95.48% 380
In-Home Services	4.02% 16
Out-of-Home Services	4.02% 16
Court Specialist	1.76% 7
Adoption and Related Services	1.26% 5
Independent Living	1.01% 4
Other	4.27% 17
Total Respondents: 398	



Current Employer (multiple responses allowed)

Ninety-seven percent (97%) of respondents work for either the Florida Department of Children and Families (DCF) or for one of the state’s six Sheriff Offices conducting protective investigations. The remaining respondents work for other employers as illustrated below.

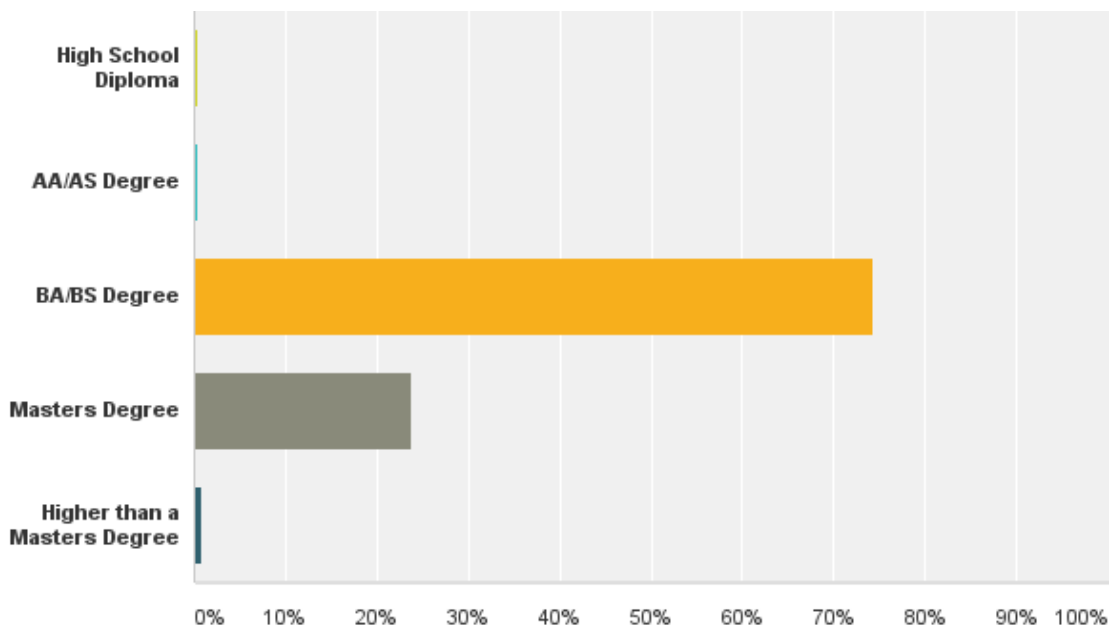


Answer Choices	Responses
CBC Lead Agency	0.75% 3
CBC Provider Agency	2.76% 11
Sheriff	14.32% 57
CWLS	0.25% 1
DCF	82.66% 329
Other	0.25% 1
Total Respondents: 398	



Highest Education Level

A Bachelor’s degree is held by almost 75% of the survey respondents, which is the minimum degree requirement for Protective Investigators. An additional 24% of respondents hold a Master’s degree and less than 1% hold a degree greater than a Master’s.

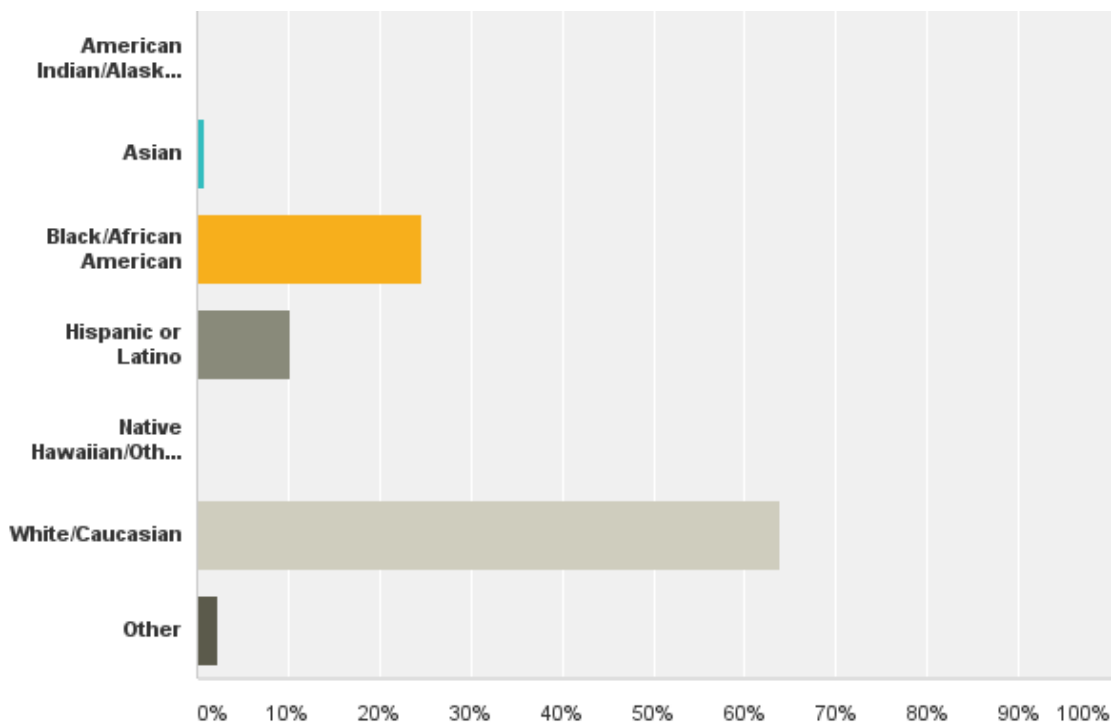


Answer Choices	Responses
High School Diploma	0.50% 2
AA/AS Degree	0.50% 2
BA/BS Degree	74.37% 296
Masters Degree	23.87% 95
Higher than a Masters Degree	0.75% 3
Total Respondents: 398	



Ethnicity/Race

Respondents were asked to answer an optional question identifying their ethnicity/race. Only 13 respondents declined to answer this question. All ethnicities/races were represented except for Native Hawaiian/Other Pacific Islander and American Indian/Alaskan Native. 64% of respondents identify as Caucasian/White, 25% identify as Black/African American, and 10% as Hispanic/Latino.



Answer Choices	Responses
American Indian/Alaska Native	0.00% 0
Asian	0.78% 3
Black/African American	24.68% 95
Hispanic or Latino	10.13% 39
Native Hawaiian/Other Pacific Islander	0.00% 0
White/Caucasian	63.90% 246
Other	2.34% 9
Total Respondents: 385	



Survey Adequacy and Reliability Measure

At the end of the survey, respondents were asked questions regarding how well performance domains and job tasks of a competent child welfare Protective Investigator were covered. Overall, the responses from respondents demonstrated a support for the validity of the list of performance domains and job tasks. Respondents were positive that the survey covers the performance domains expected of a CWPI as 95% of respondents chose “Adequate”, “Well”, or “Very Well” to this question. For the question whether they believe any performance domains were omitted from the list, 92.3% of respondents answered “no”. There were some comments regarding performance domains that they believed were not covered. Their comments were provided in Attachment 5.

For the question regarding how well the job tasks were covered, 94.6% of respondents chose either “Adequate”, “Well”, or “Very Well”. For the question whether they believe any job tasks were omitted from the list, 87.2% of respondents answered “no”. Their comments are provided in Attachment 6.

As the mean task ratings for “importance” and “frequency” are directly used to determine the number of exam items across the job tasks, it is critical that the data be reliable. One of the most commonly used methods to determine the reliability of a measurement instrument is the Cronbach Coefficient Alpha. This statistic measures the internal consistency of responses made within a survey. When reliability estimates are greater than .70, it can be assumed that the respondents answered the survey in a consistent manner with thoughtful consideration to each rating provided and that the questions relating to these tasks were appropriately interpreted by respondents.

For this survey, the reliability estimates were high for both “importance” and “frequency” (see below) and support the use of the survey respondents’ ratings to determine the examination blueprint.

Variable	Reliability Estimate
Importance	.976
Frequency	.973

Derivation of Test Specifications

When developing the examination blueprint, first consideration was given to the mean percentage assigned to each domain, and then the mean value was used to identify any task statements that should be eliminated from the test blueprint, and determine the percentage of the examination that should be allocated for each domain. The details of this process are as follows:

First, the mean rating was calculated for “importance” and “frequency” for each job task. Tasks with a mean rating of 2.5 or less are flagged as “not important” or “not frequently performed” and returned to the subject matter expert panel for discussion. In this survey, none of the job tasks have a mean rating of 2.5 or less. Then, the mean of the two ratings were computed (mean combined rating). Finally, the weight (exam proportion) was computed by dividing the mean combined rating by the total rating score. The total rating score is the sum of the mean combined rating for the 40 tasks, which was 172.27 in this case. The mean ratings and proportions of items across the domains and for each task are provided in Attachment 7.



The differences in exam proportions between tasks were small; the lowest was 2.23% (task 5.4) and the highest was 2.74% (Task 1.2). The difference was only .51%, which is equivalent to no more than 1 item in 75-item, 100-item, 125-item and 150 item tests, which was determined by the following procedure:

First, the number of items for each domain was determined based on the sum of the exam proportions for items within each domain, which are:

Domain	Exam Proportion
Child Protection Foundations	13.32%
Planning the Investigative Response	12.06%
Engagement	12.13%
Interviewing	10.71%
Assessment	12.40%
Safety Management	24.51%
Planning and Teaming	14.87%

Then the number of items per domain was determined for each of the four potential test item number cases (75-item, 100-item, 125-item and 150 item tests), which are:

Domain	75 Items	100 Items	125 Items	150 items
Child Protection Foundations	10	14	17	20
Planning the Investigative Response	9	12	15	18
Engagement	9	12	15	18
Interviewing	8	11	13	16
Assessment	9	12	15	19
Safety Management	19	24	31	37
Planning and Teaming	11	15	19	22

Finally, the number of items per job task was determined. For example, in a 150 item test, the number of questions per job task will be either 3 or 4. The determination of which tasks are assigned 3 items and which tasks are assigned 4 items are made separately for each domain by using the following computation:

$$(2 \times \# \text{ of tasks in the domain}) - (\# \text{ of items allocated to the domain})$$

For example, there are 5 tasks in domain 2, which requires a total of 18 items for a 150-item exam. The items per task are computed as $(4 \times 5) - 18 = 2$. Therefore, 2 tasks should be chosen to assign 3 items, rather than 4 items in this domain. Among the 5 tasks in domain 2, tasks 2.2 and 2.3 have the two lowest exam proportions, therefore 3 items are assigned to each of these job tasks and 4 items are assigned for the remaining job tasks in the domain. This same procedure was followed for the other six domains.

FCB's psychometrician developed examination blueprints for each of the potential test item number cases (75-item, 100-item, 125-item and 150 item tests) which are presented in Attachment 8.



Conclusion

The Child Welfare Protective Investigator Role Delineation Study was conducted in keeping with national standards established by the American National Standards Institute (ANSI), the National Commission for Certifying Agencies (NCCA), and the American Educational Research Association/American Psychological Association/National Council on Measurement in Education (AERA/APA/NCME). Upon the publication of the Child Welfare Protective Investigator Role Delineation Study Report, the core competencies and examination blueprint are final and should not be changed until an updated Role Delineation Study is completed. In particular, the performance domains, job tasks and examination proportions cannot be modified.

The lifespan of a RDS and test blueprint is approximately 5 years, after which time an RDS update should be conducted to update performance domains, job tasks and assess changes to “importance” and “frequency” ratings. The job tasks performed by a child welfare Protective Investigator are well established, however, if significant changes occur, such as a shift in the professional body of knowledge due to advances in evidence based practice, there may be a need to update the Child Welfare Protective Investigator Role Delineation Study and examination blueprints prior to 2018.



Attachment 1: CWPI RDS Workshop Agenda

Child Welfare Protective Investigator Certification Role Delineation Study/Update Workshop

August 10 -- 12, 2011

AGENDA

August 10, 2011

1 pm to 5 pm

1:00 – 1:30	Welcome, Introductions, and Agenda Review
1:30 – 2:30	Presentation ~ FCB Certification Process Overview
2:30 – 2:45	Break
2:45 – 3:45	Presentation ~ Child Welfare Credentialing: A Paradigm Shift
3:45 – 4:00	Break
4:00 – 5:00	RDS Process Training and Review of Existing Competencies/Standards

August 11, 2011

9 am to 4:30 pm

9:00 – 9:15	Welcome and Agenda Review
9:15 – 10:00	Define/Verify Target Audience Characteristics: Counselor Level (large group)
10:00 – 10:30	Validate/Identify Performance Domains (large and small group)
10:30 – 10:45	Break
10:45 – 12:00	Review/Update/Write Job Tasks and KSAs (small group)
12:00 – 1:00	Lunch (provided)
1:00 – 1:30	Status Update (large group)
1:30 – 2:30	Review/Update/Write Job Tasks and KSAs (small group)
2:30 – 2:45	Break
2:45 – 3:45	Review Small Group Work re: Proposed Job Tasks/KSAs
3:45 – 4:00	Break
4:00 – 4:30	Current Status Summary/Prepare for Day 3

August 12, 2011

8:30 am to 12:00 pm

8:30 – 8:45	Welcome, Progress Review, and Agenda Review
8:45 – 9:15	Define/Verify Target Audience Characteristics: Supervisor Level (large group)
9:15 – 10:30	Review/Update/Write Job Tasks and KSAs (small group)
10:30 – 10:45	Break
10:45 – 11:30	Review Small Group Work re: Proposed Job Tasks/KSAs
11:30 – 12:00	Summary, Next Steps, Adjourn

Notes: Light snacks and beverages will be provided during the Wednesday afternoon break, Thursday morning and afternoon breaks, and Friday morning breaks. Lunch will be provided on Wednesday. There is high-speed internet access in the meeting room.



Attachment 2: DCF Child Welfare Core Competencies

Foundations of Child Protection

1. Address values and ethics when making decisions in public child welfare practice.
2. Use child protection standards and principles as guides when interacting with children and families.
3. Implement the child protection process when working with children and families.
4. Interact with systems of care and public or local assistance programs.

Legal Foundations

5. Apply basic principles of contracting for services in public child welfare.
6. Apply the state's legal definitions of child abuse, abandonment, and neglect when working with children and families.
7. Carry out the child protection professional's role and responsibility in dependency court and provide appropriate evidence and testimony.
8. Implement the philosophy, purpose, requirements, and application of federal and state welfare policy and legislation in child welfare practice.
9. Adhere to legal obligations that dependency laws place on child protection professionals.
10. Consider exposure to liability claims when working with children and families.
11. Apply confidentiality requirements to common casework tasks.
12. Work with Child Welfare Legal Services Staff (CWLS) to prepare for legal action.
13. Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
14. Gain court approval and abide by statutory case plan timeframes

Cultural Competence

15. Demonstrate sensitivity to cultural differences and ethnicity among clients.
16. Develop ethnically and culturally sensitive assessments and intervention plans for children and families.

Communication and Interviewing

17. Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
18. Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
19. Utilize interviewing techniques and strategies to prepare for and conduct age appropriate interviews with the child, the caregiver, and the family.



Child Development: Physical, Mental and Educational

20. Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
21. Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
22. Demonstrate sensitivity to differences in human development.
23. Consider behavioral indicators and dynamics of adolescent depression, suicide, or other emotional disturbances when working with children and families.
24. Communicate how to manage difficult stages of childhood.

Abuse: Sexual, Physical, Mental, Substance

25. Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
26. Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's allegation matrix, Florida Statute, and administrative code when working with children and families.
27. Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
28. Identify and document indicators of domestic violence.
29. Identify and document indicators of substance abuse by adults and youth.
30. Identify and document indicators of mental health issues of adults and children, age birth through eighteen years of age.

Child Safety: Risk Assessment, Intake and Ongoing Assessment

31. Use the Abuse Hotline procedures and follow reporting requirements.
32. Analyze specific elements of the Hotline Abuse report.
33. Use the Allegation Matrix to define a specific allegation and treatment type.
34. Evaluate prior abuse report information and determine its relevance to the current investigation.
35. Use specialized observation, assessment and interviewing techniques to assess the risk and safety factors in a situation of suspected maltreatment and weigh their effects on the overall need for protection of the child.
36. Access intensive, family-centered, in-home supportive services when protection of a child is necessary.
37. Assess and document child safety using the HomeSafenet CSA (Child Safety Assessment) and consider the need for removal and placement and the existence of maltreatment according to Florida Statute and rules.
38. Gather appropriate information to assess or verify indicators of abuse and neglect.



39. Interpret the results of the department's child safety assessment protocol to make appropriate child safety determinations.
40. Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
41. Identify and document conditions and behaviors within the family related to the alleged maltreatment.
42. Identify situations where preventative and/or in-home services and a safety plan cannot protect the child from continued abuse, abandonment or neglect, and make an emergency removal of the child.
43. Identify, document, and conduct on-going, age-appropriate assessment activities that ascertain if a child's physical, mental, social, and educational needs are met.
44. Initiate/conduct diligent searches for relatives.
45. Complete home studies.
46. Determine the appropriateness of placement in meeting the needs of the child and siblings.
47. Conduct on-going assessments of risk factors related to the child and siblings' safety.
48. Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and well-being.

Prevention

49. Consider the forms and mechanisms of oppression and discrimination pertaining to low income and single parent families and use this information in providing appropriate child welfare services.
50. Protect children and provide services that support families as caregivers.
51. Implement pre-placement preventative services when working with children and families.
52. Plan, rather than react, when preparing for contact with children and families.
53. Identify and involve extended family and other community resources that can strengthen a family's ability to care for their children.
54. Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change
55. Assess the dynamics of resistance and use preventative casework methods to defuse family members' hostility, fear and anger.
56. Communicate and collaborate with community prevention services agencies to meet the needs of the child and family.

Legal Requirements and Counselor Tasks for Removal and Emergency Placement

57. Comply with legal requirements and counselor tasks when removing and placing children.
58. Identify the purpose and timeframes for dependency court hearings and petitions.
59. Recognize probable cause/grounds for removal.



- 60. Complete all legal activities required for removal and placement, including documentation for reasonable efforts and contrary to the welfare within required timeframes.
- 61. Identify circumstances during the removal process that do not require reasonable efforts.
- 62. Comply with legal requirements when filing the TPR petition.
- 63. Participate in staffings of various types and purposes.

Family-Centered Intervention and Case Planning

- 64. Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
- 65. Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
- 66. Identify and use the family's strengths to assure continuing safety.
- 67. Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.
- 68. Identify children and families that have physical, mental, or developmental disabilities.
- 69. Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
- 70. Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.
- 71. Work with family members and other parties involved in the case to develop an individualized, family-centered, assessment-based, and outcome-driven case plan.
- 72. Develop a case plan that maintains the child in the home if possible through managing or changing behaviors or conditions in the child's environment.
- 73. Address legal sufficiency when developing case plans.
- 74. Work with the family and all parties to develop goals, tasks, and objectives to assure safety.
- 75. Use concurrent case planning.
- 76. Assure that children and family members visit as frequently as possible and according to statutory requirements
- 77. Consider behaviors of children and families related to separation and loss.
- 78. Match services with the specific, individual needs of the child, family and caregivers.
- 79. Ensure age-appropriate referrals for treatment strategies and services that allow the child to develop physically, mentally and socially.
- 80. Identify and address barriers to effective services.
- 81. Identify and make referrals to appropriate provider and community services.

Case Planning: On-going Assessment, Treatment Strategies, and Intervention

- 82. Comply with legal requirements for assessments and case planning.



83. Integrate assessment information in case planning.
84. Determine when concurrent case planning is needed.
85. Plan, prioritize, and monitor completion of case plan activities and tasks within required timelines.
86. Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
87. Review, renegotiate, and update case plans with input from the family and all parties to the case.
88. Assess the child's progress toward the goal of overcoming the effects of abuse, abandonment and/or neglect.
89. Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care, are being met.
90. Assess service frequency, intensity, and duration for effectiveness and appropriateness.
91. Make appropriate referrals for additional services: physical and mental health, domestic violence, substance abuse, and educational.
92. Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
93. Reassess the overall effectiveness and appropriateness of the case plan.
94. Assure substantial compliance with the case plan by reacting appropriately to elements of compliance and non-compliance.

Permanency Planning: Reunification, Termination of Parental Rights and Adoption, Long-Term Foster Care, Emancipation

95. Assess need/readiness for permanency planning, including reunification, long term foster care, adoption and/or emancipation.
96. Assess compliance with requirements for diligent efforts by a parent.
97. Assess compliance with requirements for diligent efforts by the state.
98. Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
99. Prepare the family and child for reunification, including formalizing support systems to assure safety from recurring harm.
100. Develop, implement, and monitor a post-reunification plan.
101. Identify and implement independent living services and programs.
102. Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term licensed care, relative care, or independent living.
103. Prepare the family and child for long-term licensed care, relative care, or independent living, including formalizing support for systems to assure safety from recurring harm.



- 104. Develop and implement a post-placement plan.
- 105. Comply with legal requirements, including timeframes for termination of parental rights.
- 106. Prepare for the termination of parental rights (TPR) and work with the family and child to prepare them for the TPR process.
- 107. Prepare the family and child for adoption, including formalized supports to prevent adoption disruption.
- 108. Implement the adoption process.
- 109. Match the child's needs to the child-placing agency that can best meet these needs and make appropriate referrals.
- 110. Monitor a post-placement plan.

Case Closure

- 111. Comply with the legal requirements and counselor tasks for supervising and closing a case.

Documentation

- 112. Develop documentation that communicates the child's safety, quality case management, and information essential to court proceedings.
- 113. Build and maintain an up-to-date, organized, and accessible case file.
- 114. Document events, information/contacts, and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
- 115. Prepare written reports in a timely manner, including those for legal and financial purposes.
- 116. Ensure that all documentation regarding the child's safety, risk, placement, and services is gathered and included in the case file.
- 117. Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
- 118. Report, document, and follow up on critical incidents.

Teamwork, Collaboration and Interdisciplinary Services

- 119. Utilize the Protective Investigator's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
- 120. Use job functions and roles within the agency/unit to connect with community partners.
- 121. Collaborate with various individuals, groups, and systems within the agency and community public child welfare network.
- 122. Request advice and/or input from the supervisor.
- 123. Serve as a counselor and communicator of information between all parties in the case and identified stakeholders, including medical, educational, and mental health providers.
- 124. Work with a variety of community service agencies and in partnership with law enforcement officials for the safety of children, families and counselors.



125 Initiate or update the child's Health and Educational Passport.

126 Use a method, such as a life book, to ensure that each child has a life history traced over time in care.

127. Prepare for and participate in staff meetings.

128. Recognize the roles and responsibilities of staff who conduct licensure, placement, eligibility, and revenue maximization tasks.

129. Work collaboratively with placement and licensure staff if incidents occur or problems are identified with placements.

Data Systems and Quality Assurance

130. Provide input and use various child welfare data systems used by child welfare services staff.

131 Enter and retrieve data from the various child welfare systems used by child welfare staff.

132 Adhere to and use the Quality Assurance process and standards as determined by the agency, unit, district and/or department.

133 Integrate documentation, data systems and quality assurance systems.

134 Comply with quality assurance practices, including meeting Quality Assurance standards on all cases undergoing review and internal/external audits.

Financial Aspects of Child Welfare Services

135 Explain the primary funding sources for child welfare services.

136 Explain the purpose of primary funding sources for child welfare services.

137 Carry out the child welfare services investigator/counselor role in tasks that comply with federal funding requirements, including time sampling and eligibility criteria for Title IV-E out of home care reimbursement.

138 Recognize the child welfare worker's role to ensure funding.

Personal Development and Safety

139 Resolve potentially harmful situations using knowledge of organizational risk management issues.

140 Implement stress and time management techniques, including how to access resources and supports designed to minimize work-related stress.

141 Recognize situations that place the worker at risk, including escalating emotions of families.

142 Use techniques to ensure personal safety, including requesting assistance from colleagues and law enforcement to facilitate staff safety.



Attachment 3: FCB Child Welfare Protective Investigator Core Competencies

Domain 1: Child Protection Foundations

- 1.1 Use judgment and demonstrate ethical conduct representative of exemplary professional standards.
- 1.2 Conduct child protective investigations in accordance with state/federal laws.
- 1.3 Perform child protective investigations in the least adversarial, most constructive and supportive manner possible.
- 1.4 Perform child protective investigations focusing on identification of danger threats, safety planning and safety management.
- 1.5 Write timely, clear, detailed, organized and accurate notes while documenting all investigative activity.

Domain 2: Planning the Investigative Response

- 2.1 Assess all prior individual and family abuse history, service cases, juvenile justice and adult criminal histories, local law enforcement 'call outs', and circuit court injunctive action to determine initial investigative approach.
- 2.2 Contact reporter to corroborate allegations in report and seek additional information; advise of notification rights.
- 2.3 Contact sources identified in the report, previous or current service providers, and others to gather additional information about the family.
- 2.4 Make mandatory notifications to law enforcement, CPT, licensing, SAO/AG, and others as required.
- 2.5 Regularly consult with supervisor for guidance and direction for developing the best approach for collecting information from the family.

Domain 3: Engagement

- 3.1 Use a family centered and trauma informed practice approach while performing investigative activities with families.
- 3.2 Assist individuals and families "in crisis" by responding in a manner that balances the need for personal accountability while promoting positive change, growth and development to ensure safety for all family members.
- 3.3 Provide culturally competent investigative services by recognizing cultural values and linking families with culturally competent service providers.
- 3.4 Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.



- 3.5 Use safety skills and techniques to avoid dangerous situations in the workplace and field (i.e., aware of all egress points from the home, never facing away from a closed door, choice of vehicle parking location outside home, etc.).

Domain 4: Interviewing

- 4.1 Make diligent efforts to observe and interview the alleged victim(s) within required timeframes.
- 4.2 Interview the victim(s), siblings, and other children in the home, alleged offender, non-offending caregivers, and any other household member or collateral contacts likely to provide credible evidence or critical information to support or refute the allegations and provide important information about family interaction and dynamics.
- 4.3 Interview the alleged offender and all appropriate sources to obtain accurate and complete information on alleged offender's adult functioning, parenting and discipline practices, and assess and determine caregiver protective capacities.
- 4.4 Interview the alleged victim and all appropriate sources to obtain accurate and complete information on child functioning and assess and determine child vulnerabilities.

Domain 5: Assessment

- 5.1 Assess the nature and extent of maltreatment and accompanying circumstances and determine immediate safety actions needed to ensure child safety.
- 5.2 Assess impending danger resulting from family conditions that are observable, imminent, out-of-control, and likely to have a severe effect on a child.
- 5.3 Conduct assessment for child on child sexual abuse.
- 5.4 Refer Special Condition reports (i.e., foster care licensing issues, etc.) to appropriate parties for handling.
- 5.5 Refer individuals and families for community supports as needed.

Domain 6: Safety Management

- 6.1 Determine implications for child safety by analyzing all present and impending safety factors denoted in the standardized safety assessment instrument to identify immediate safety actions needed.
- 6.2 Use present danger assessment criteria (safety threshold) to identify the need for a Present Danger Plan.
- 6.3 Use family functioning assessment criteria to identify impending danger and the need for a Safety Plan.
- 6.4 Use the Child Protection Team to supplement the assessment process through the provision of psychosocial assessments, medical exams and diagnoses, and forensic interviews, etc.



- 6.5 Work with Children's Legal Services, State Attorney's Office, or Attorney General to present factual information and evidence to support decision making and demonstrate legal sufficiency for protective actions/court involvement.
- 6.6 Utilize the dependency court injunction process to ensure child safety as appropriate.
- 6.7 Prepare for and participate in all required court hearings.
- 6.8 Evaluate and synthesize information and evidence gathered during the investigation to determine appropriate investigative findings and disposition.
- 6.9 Use the Child Maltreatment Index to guide determination of findings.
- 6.10 Refer individuals and families for further assessments to determine protective and ameliorative services needed.

Domain 7: Planning and Teaming

- 7.1 Ensure child safety throughout the investigative process.
- 7.2 Advance family participation and input into the decision making and teaming processes to promote the family's sense of full partnership, ownership and accountability towards maintaining and ensuring child safety in the home.
- 7.3 Utilize expert medical, legal and therapeutic opinion and recommendations to inform the decision making process.
- 7.4 Develop and promote professional relationships by partnering with law enforcement during criminal investigations and conferring with CPT, DV, G.A.L., CLS, and substance abuse and mental health advocates for consultative services.
- 7.5 Regularly seek supervisory guidance and follow recommendations for additional investigative tasks or activities.
- 7.6 Work in partnership with various individuals and groups within the child welfare system and community to promote the safety and wellbeing of children and families.



Attachment 4: CWPI Validation Study Survey Instrument

Note: The Validation Survey was conducted on-line. This document duplicates the survey content and format. For access to the on-line version of the survey, please contact the FCB offices.

Instructions: The Florida Certification Board (FCB) is conducting a Role Delineation Study (RDS) for the job classification of Child Welfare Protective Investigator (CWPI). The purpose of an RDS is to identify the core performance domains of practice and the specific job tasks which are performed by CWPIs.

The FCB follows national standards when conducting an RDS to ensure that resulting certification standards and examination instruments reflect the knowledge and skills necessary to perform competently on the job. Part of this process involves asking current practitioners to validate the core performance domains and job tasks of a CWPI.

You have been asked to respond to this survey because of your background and experience related to these job tasks. It should take approximately 45 - 60 minutes to complete the survey. Please select the "next" button for an overview of the survey structure and directions for completing the survey.

This survey is divided into 4 sections:

- In Section A, you are asked to submit demographic information that will ensure the data collected represents professionals working in various settings with differing backgrounds.
- In Section B, you are asked to evaluate task statements in seven domains. These task statements have been identified as required for competent performance as a CWPI. You will rate each task statement as to its importance and frequency.
- In Section C, you are asked to provide a number that represents the percentage of time a CWPI spends performing tasks in each of the seven domains. The seven numbers should total 100.
- In Section D, you are asked to let us know if there was any important information you believe was not included in this survey.

SURVEY DIRECTIONS:

1. You may exit and re-enter this survey at any time as long as you use the same computer. If you cannot complete the survey in one sitting, you may want to print a hard copy of the survey, complete the survey, and enter your ratings at one time.
2. Please carefully review the instructions at the beginning of each section. The rating scale information is repeated for each domain in Section B.
3. The survey data will not be submitted until you complete the entire survey and select the "Done" button.
4. Surveys must be completed no later than August 5, 2013. Please select the "next" button to begin the survey. Thank you for your participation!



Demographic Questions: A demographic questionnaire was included in the survey for sample validation of the respondent's qualifications and background. The demographic questions are:

1. What is your gender?
 - Male
 - Female
2. What is your age?
 - Under 30 years old
 - 31 – 40 years
 - 41 – 50 years
 - Over 50 years old
3. What professional licenses or certifications do you hold? (select all that apply)
 - LCSW
 - None
 - Other
4. How long have you worked in the child welfare field?
 - Less than 1 year
 - 1 – 3 years
 - 4 – 6 years
 - 7 – 9 years
 - Over 10 years
5. Which of the following best describes your current practice setting? (select all that apply)
 - Protective Investigations
 - In-home Services
 - Out-of-Home Services
 - Court Specialist
 - Adoption and Related Services
 - Independent Living
 - Other
6. Who is your current employer? (select all that apply)
 - CBC Lead Agency
 - CBC Provider Agency
 - Sheriff
 - CWLS
 - DCF
 - Other
7. What is your highest level of education completed?
 - High School Diploma
 - AA/AS Degree
 - BA/BS Degree
 - Master's Degree
 - Higher than Master's Degree



8. Optional: Which of the following best describes your ethnicity/race?

- American Indian/Alaskan Native
- Asian
- Native Hawaiian/Other Pacific Islander
- Black/African American
- Hispanic or Latino
- White/Caucasian
- Other

Importance and Frequency Rating Scales

Within each domain, there are a set of tasks that are performed by a Child Welfare Protective Investigator. The purpose of this section is to differentiate between the importance and frequency of the tasks relative to each other within each domain. The ratings you provide will be used to determine the percentage of questions that each task will have on the examination. Tasks that are more important and are more frequently performed will have more questions on the exam. Each domain area and its associated tasks will appear on the following pages. Please rate each task statement according to the rating scale below.

Ratings for Importance - For each task statement, ask yourself, "How important is this task, compared to all other tasks in this domain, to the job of the Child Welfare Protective Investigator?" Rate each statement according to this scale:

- 1: Not Important
- 2: Somewhat Important
- 3: Important
- 4: Very Important
- 5: Extremely Important

Ratings for Frequency - For each task statement, ask yourself, "How much time does a Child Welfare Protective Investigator spend performing this task as compared to other tasks in this domain?" Rate each statement according to this scale:

- 1: Not Much Time
- 2: A Little Bit of Time
- 3: An Average Amount of Time
- 4: A Fairly Large Amount of Time
- 5: A Very Large Amount of Time

Please keep in mind that every task is not "Extremely Important." It is critical that you rate each task's importance as compared to all other tasks in the domain. Simply stated, some tasks are MORE important than others. You are NOT being graded, and this is anonymous, so please tell us what you really think.



	Importance					Frequency				
Domain 1: Child Protection Foundations										
Use judgment and demonstrate ethical conduct representative of exemplary professional standards.	1	2	3	4	5	1	2	3	4	5
Conduct child protective investigations in accordance with state/federal laws.	1	2	3	4	5	1	2	3	4	5
Perform child protective investigations in the least adversarial, most constructive and supportive manner possible.	1	2	3	4	5	1	2	3	4	5
Perform child protective investigations focusing on identification of danger threats, safety planning and safety management.	1	2	3	4	5	1	2	3	4	5
Write timely, clear, detailed, organized and accurate notes while documenting all investigative activity.	1	2	3	4	5	1	2	3	4	5
Domain 2: Planning the Investigative Response										
Assess all prior individual and family abuse history, service cases, juvenile justice and adult criminal histories, local law enforcement 'call outs', and circuit court injunctive action to determine initial investigative approach.	1	2	3	4	5	1	2	3	4	5
Contact reporter to corroborate allegations in report and seek additional information; advise of notification rights.	1	2	3	4	5	1	2	3	4	5
Contact sources identified in the report, previous or current service providers, and others to gather additional information about the family.	1	2	3	4	5	1	2	3	4	5
Make mandatory notifications to law enforcement, CPT, licensing, SAO/AG, and others as required.	1	2	3	4	5	1	2	3	4	5
Regularly consult with supervisor for guidance and direction for developing the best approach for collecting information from the family.	1	2	3	4	5	1	2	3	4	5
Domain 3: Engagement										
Use a family centered and trauma informed practice approach while performing investigative activities with families.	1	2	3	4	5	1	2	3	4	5
Assist individuals and families "in crisis" by responding in a manner that balances the need for personal accountability while promoting positive change, growth and development to ensure safety for all family members.	1	2	3	4	5	1	2	3	4	5
Provide culturally competent investigative services by recognizing cultural values and	1	2	3	4	5	1	2	3	4	5



	Importance					Frequency				
linking families with culturally competent service providers.										
Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.	1	2	3	4	5	1	2	3	4	5
Use safety skills and techniques to avoid dangerous situations in the workplace and field (i.e., aware of all egress points from the home, never facing away from a closed door, choice of vehicle parking location outside home, etc.).	1	2	3	4	5	1	2	3	4	5
Domain 4: Interviewing										
Make diligent efforts to observe and interview the alleged victim(s) within required timeframes.	1	2	3	4	5	1	2	3	4	5
Interview the victim(s), siblings, and other children in the home, alleged offender, non-offending caregivers, and any other household member or collateral contacts likely to provide credible evidence or critical information to support or refute the allegations and provide important information about family interaction and dynamics.	1	2	3	4	5	1	2	3	4	5
Interview the alleged offender and all appropriate sources to obtain accurate and complete information on alleged offender's adult functioning, parenting and discipline practices, and assess and determine caregiver protective capacities.	1	2	3	4	5	1	2	3	4	5
Interview the alleged victim and all appropriate sources to obtain accurate and complete information on child functioning and assess and determine child vulnerabilities.	1	2	3	4	5	1	2	3	4	5
Domain 5: Assessment										
Assess the nature and extent of maltreatment and accompanying circumstances and determine immediate safety actions needed to ensure child safety.	1	2	3	4	5	1	2	3	4	5
Assess impending danger resulting from family conditions that are observable, imminent, out-of-control, and likely to have a severe effect on a child.	1	2	3	4	5	1	2	3	4	5
Conduct assessment for child on child sexual abuse.	1	2	3	4	5	1	2	3	4	5
Refer Special Condition reports (i.e., foster care licensing issues, etc.) to appropriate parties for handling.	1	2	3	4	5	1	2	3	4	5



	Importance					Frequency				
	1	2	3	4	5	1	2	3	4	5
Refer individuals and families for community supports as needed.										
Domain 6: Safety Management										
Determine implications for child safety by analyzing all present and impending safety factors denoted in the standardized safety assessment instrument to identify immediate safety actions needed.										
Use present danger assessment criteria (safety threshold) to identify the need for a Present Danger Plan.										
Use family functioning assessment criteria to identify impending danger and the need for a Safety Plan.										
Use the Child Protection Team to supplement the assessment process through the provision of psychosocial assessments, medical exams and diagnoses, and forensic interviews, etc.										
Work with Children's Legal Services, State Attorney's Office, or Attorney General to present factual information and evidence to support decision making and demonstrate legal sufficiency for protective actions/court involvement.										
Utilize the dependency court injunction process to ensure child safety as appropriate.										
Prepare for and participate in all required court hearings.										
Evaluate and synthesize information and evidence gathered during the investigation to determine appropriate investigative findings and disposition.										
Use the Child Maltreatment Index to guide determination of findings.										
Refer individuals and families for further assessments to determine protective and ameliorative services needed.										
Domain 7: Planning and Teaming										
Ensure child safety throughout the investigative process.										
Advance family participation and input into the decision making and teaming processes to promote the family's sense of full partnership, ownership and accountability towards maintaining and ensuring child safety in the										



	Importance					Frequency				
	1	2	3	4	5	1	2	3	4	5
home.										
Utilize expert medical, legal and therapeutic opinion and recommendations to inform the decision making process.	1	2	3	4	5	1	2	3	4	5
Develop and promote professional relationships by partnering with law enforcement during criminal investigations and conferring with CPT, DV, G.A.L., CLS, and substance abuse and mental health advocates for consultative services.	1	2	3	4	5	1	2	3	4	5
Regularly seek supervisory guidance and follow recommendations for additional investigative tasks or activities.	1	2	3	4	5	1	2	3	4	5
Work in partnership with various individuals and groups within the child welfare system and community to promote the safety and wellbeing of children and families.	1	2	3	4	5	1	2	3	4	5

Time Percentages for Each Domain

The purpose of this section is to differentiate the percentage of time a Child Welfare Protective Investigator spends performing these duties relative to the other domains (the last section compared frequency relative to other “task statements” per domain).

Directions: Assign the percentage of time you spend OR the percentage of time you believe a Child Welfare Protective Investigator would spend performing duties in each of these domains. The total percentage must equal 100%.

Domain	% of time out of 100 %
Child Protection Foundations	
Planning the Investigative Response	
Engagement	
Interviewing	
Assessment	
Safety Management	
Planning and Teaming	



Respondent Feedback

This section is designed to allow you to provide us with feedback regarding the domains and job tasks that were included in the survey.

1. How well did this survey cover the performance domains expected of a CWPI?
Very Poorly
Poorly
Adequately
Well
Very Well

2. Are there any performance domains you believe were omitted?
Yes
No
If “yes”, please explain:

3. How well did this survey cover the job tasks expected of a CWPI?
Very Poorly
Poorly
Adequately
Well
Very Well

4. Are there any job tasks you believe were omitted?
Yes
No
If “yes”, please explain:

5. Do you have any additional comments?

This completes the survey, thank you for your participation.



Attachment 6: Omitted Performance Domains

(unedited free text response)

- Documentation.
- Follow up with providers and companion LE cases.
- Time management.
- Evaluating the process itself.
- Engaging families through ethical relationships that foster trust of the family while obtaining the necessary criteria in establishing child safety and risk.
- Services management / finding the service in a county of decreased access/ taking time to network family with community members for transportation.
- Keep in close contact or following up with the families even after the case has been closed.
- Information collection from all subjects and collaterals as to the 6 Domains.
- Removal episodes.
- They were very confusing. For example domain 2 investigative response includes engagement, and interviewing so it was hard to rate each. It is also very hard to rate these as they can differ so greatly from week to week.
- Failed to address the investigative aspects.
- Child sexual abuse is not adequately addressed in the domains.



Attachment 7: Omitted Job Tasks

(unedited free text response)

- Additional community support for the family as they took a large amount of time to be contacted and often are a great source of information on the determination process.
- Pre-commencement activities to prepare for going out to see the families. Coordination with local LE should be stressed more. Administrative functions, which comprise a significant amount of time right now were not covered.
- Excessive computer time- User unfriendly.
- Travel and transcription takes up most of our days - extremely time-consuming.
- Follow up home visits at day 45 if the investigation is not ready to close at day 42.
- The prep work wasn't adequately addressed. Travel throughout counties, the field work and wait times for LE, at CPT, etc.
- The sheltering process deserves more attention - it is a time consuming process that CPI's have very little help with - the new ESI process, shelter physicals, home studies, etc.
- Documentation, travel time.
- Travel time and waiting for Law enforcement response, stay in court.
- Notes.
- Time inputting all the notes; which is the most time consuming!
- Documentation – ongoing.
- Documentation takes up a substantial amount of time in each investigation as phrase: "If you didn't document it, it didn't happen" is used regularly in investigations.
- Continued attempts to see children victims and unseen household members.
- Transportation of VC.
- Training, a lot of things were grouped into assessment which are not considered assessment i.e. I am assuming that notes and things of that nature are being included in assessment when it is not really the time we take assessing. It is just typing and paperwork.
- TRAVEL TIME
- Paperwork, submitting CSAs, completing shelter packets, completing in home packets, driving to find families, making multiple attempts to locate a family.
- Entering of information into the computer system, notes, child safety assessments, dispositions and the overall time spent doing computer based work for each family which is estimated by this CPI to be about 4 hours for every case, initially and directly after first contact with the family.
- The amount of time of documentation, paper work assessments and other pencil pushing tasks.



- Time spend in training, filling out surveys, team meetings, driving, filling out paperwork (time sheets, travel, referrals), dealing with hostile parents in the middle of a custody battle, Requests to/from other states/counties, time wasted on cases that were called in to harass someone.
- TRAVEL
- Time for case setup in FSFN, computer input for notes, COD preparation/staffings.
- Documentation.
- Some tasks due require the PI to go above and beyond the ordinary measures to ensure it is completed which should be assessed more thoroughly in order to devise a way to overcome certain obstacles.
- Organization.
- Use of camera.
- Use of cell phone.
- Documentation and FNFN.
- The length of time that is spent on typing notes.
- Documentation-takes a lot of time.
- Time management, work load, policy is good but not practical in the real world. Way too many variables not addressed that affect the investigation, starting with the Hotline taking way too many cases that most states wouldn't accept as an investigation.
- MORE QUESTIONS RELATED TO NOTE DOCUMENTATION AND DIFFICULTIES WITH SERVICES PROVIDERS ACCEPTING REFERRALS. Also, details regarding shelters and staffings with legal.
- Sheltering of children/court time.
- Bring the children to court for the shelter hearing. Also engage all family members to attend court as well.
- For our agency, we do a lot of office work (scanning documents, importing files, loading pictures, etc.). Also, I think travel time needs to be considered.
- Removal episodes.
- Documentation, time spent in court, meetings, travel, and trainings.
- There needs to be tasks for legal that are not mentioned.
- Building trust.
- Training and ongoing education.
- Documentation.
- Typing, organizing, waiting in court and non-child welfare activities take a percentage of time.



Attachment 8: Mean Ratings and Proportions of Items for 40 Tasks

	Mean Importance Rating	Mean Frequency Rating	Mean Combined Rating	Exam Proportion	Test Length			
					75-item	100-item	125-item	150-item
All Domains					75	100	100	150
Domain 1: Child Protection Foundations				13.31%	10	14	17	20
Task								
1.1	4.71	4.48	4.59	2.67%	2	3	3	4
1.2	4.81	4.64	4.73	2.74%	2	3	4	4
1.3	4.56	4.39	4.47	2.60%	2	3	3	4
1.4	4.79	4.50	4.65	2.70%	2	3	4	4
1.5	4.56	4.44	4.50	2.61%	2	2	3	4
Domain 2: Planning the Investigative Response				12.06%	9	12	15	18
2.1	4.46	4.19	4.32	2.51%	2	3	3	4
2.2	4.17	3.77	3.97	2.30%	1	2	3	3
2.3	4.29	3.95	4.12	2.39%	2	2	3	3
2.4	4.39	3.95	4.17	2.42%	2	2	3	4
2.5	4.39	3.98	4.19	2.43%	2	3	3	4
Domain 3: Engagement				12.13%	9	12	15	18
3.1	4.32	4.04	4.18	2.43%	2	2	3	4
3.2	4.44	4.13	4.29	2.49%	2	3	3	4
3.3	4.28	3.80	4.04	2.35%	1	2	3	3
3.4	4.32	3.92	4.12	2.39%	2	2	3	3
3.5	4.55	4.00	4.27	2.48%	2	3	3	4
Domain 4: Interviewing				10.71%	8	11	13	16
4.1	4.82	4.55	4.69	2.72%	2	3	4	4
4.2	4.75	4.55	4.65	2.70%	2	3	3	4
4.3	4.66	4.33	4.49	2.61%	2	2	3	4
4.4	4.78	4.46	4.62	2.68%	2	3	3	4
Domain 5: Assessment				12.40%	9	12	15	19
5.1	4.77	4.47	4.62	2.68%	2	3	3	4
5.2	4.76	4.42	4.59	2.66%	2	3	3	4
5.3	4.33	3.88	4.10	2.38%	2	2	3	4
5.4	4.10	3.60	3.85	2.23%	1	2	3	3
5.5	4.40	3.99	4.19	2.43%	2	2	3	4



	Mean Importance Rating	Mean Frequency Rating	Mean Combined Rating	Exam Proportion	Test Length			
					75-item	100-item	125-item	150-item
Domain 6: Safety Management				24.51%	19	24	31	37
Task								
6.1	4.64	4.35	4.49	2.61%	2	3	4	4
6.2	4.54	4.14	4.34	2.52%	2	3	3	4
6.3	4.44	4.00	4.22	2.45%	2	2	3	4
6.4	4.29	3.93	4.11	2.39%	2	2	3	3
6.5	4.46	3.93	4.20	2.44%	2	2	3	4
6.6	4.23	3.58	3.91	2.27%	1	2	3	3
6.7	4.47	4.01	4.24	2.46%	2	3	3	4
6.8	4.60	4.33	4.47	2.59%	2	3	3	4
6.9	4.37	3.86	4.12	2.39%	2	2	3	3
6.10	4.34	3.94	4.14	2.40%	2	2	3	4
Domain 7: Planning and Teaming				14.87%	11	15	19	22
Task								
7.1	4.84	4.53	4.69	2.72%	2	3	4	4
7.2	4.46	4.01	4.24	2.46%	2	2	3	4
7.3	4.35	3.84	4.10	2.38%	2	2	3	3
7.4	4.46	4.02	4.24	2.46%	2	3	3	4
7.5	4.46	4.02	4.24	2.46%	2	3	3	4
7.6	4.33	3.90	4.11	2.39%	1	2	3	3



Attachment 9: Detailed Test Blueprint

Domain / Tasks	Items per Domain/Task			
	75-item test	100-item test	125-item test	150-item test
Domain 1: Child Protection Foundations	10	14	17	20
1.1 (T1) Use judgment and demonstrate ethical conduct representative of exemplary professional standards.	2	3	3	4
1.2 (T2) Conduct child protective investigations in accordance with state/federal laws.	2	3	4	4
1.3 (T3) Perform child protective investigations in the least adversarial, most constructive and supportive manner possible.	2	3	3	4
1.4 (T4) Perform child protective investigations focusing on identification of danger threats, safety planning and safety management.	2	3	4	4
1.5 (T5) Write timely, clear, detailed, organized and accurate notes while documenting all investigative activity.	2	2	3	4
Domain 2: Planning the Investigative Response	9	12	15	18
2.1 (T6) Assess all prior individual and family abuse history, service cases, juvenile justice and adult criminal histories, local law enforcement 'call outs', and circuit court injunctive action to determine initial investigative approach.	2	3	3	4
2.2 (T7) Contact reporter to corroborate allegations in report and seek additional information; advise of notification rights.	1	2	3	3
2.3 (T8) Contact sources identified in the report, previous or current service providers, and others to gather additional information about the family.	2	2	3	3



Domain / Tasks	Items per Domain/Task			
	75-item test	100-item test	125-item test	150-item test
2.4 (T9) Make mandatory notifications to law enforcement, CPT, licensing, SAO/AG, and others as required.	2	2	3	4
2.5 (T10) Regularly consult with supervisor for guidance and direction for developing the best approach for collecting information from the family.	2	3	3	4
Domain 3: Engagement	9	12	15	18
3.1 (T11) Use a family centered and trauma informed practice approach while performing investigative activities with families.	2	2	3	4
3.2 (T12) Assist individuals and families "in crisis" by responding in a manner that balances the need for personal accountability while promoting positive change, growth and development to ensure safety for all family members.	2	3	3	4
3.3 (T13) Provide culturally competent investigative services by recognizing cultural values and linking families with culturally competent service providers.	1	2	3	3
3.4 (T14) Effectively communicate information about agency programs and services to clients, agency staff, or other service providers.	2	2	3	3
3.5 (T15) Use safety skills and techniques to avoid dangerous situations in the workplace and field (i.e., aware of all egress points from the home, never facing away from a closed door, choice of vehicle parking location outside home, etc.).	2	3	3	4



Domain / Tasks	Items per Domain/Task			
	75-item test	100-item test	125-item test	150-item test
Domain 4: Interviewing	8	11	13	16
4.1 (T16) Make diligent efforts to observe and interview the alleged victim(s) within required timeframes.	2	3	4	4
4.2 (T17) Interview the victim(s), siblings, and other children in the home, alleged offender, non-offending caregivers, and any other household member or collateral contacts likely to provide credible evidence or critical information to support or refute the allegations and provide important information about family interaction and dynamics.	2	3	3	4
4.3 (T18) Interview the alleged offender and all appropriate sources to obtain accurate and complete information on alleged offender's adult functioning, parenting and discipline practices, and assess and determine caregiver protective capacities.	2	2	3	4
4.4 (T19) Interview the alleged victim and all appropriate sources to obtain accurate and complete information on child functioning and assess and determine child vulnerabilities.	2	3	3	4
Domain 5: Assessment	9	12	15	19
5.1 (T20) Assess the nature and extent of maltreatment and accompanying circumstances and determine immediate safety actions needed to ensure child safety.	2	3	3	4
5.2 (T21) Assess impending danger resulting from family conditions that are observable, imminent, out-of-control, and likely to have a severe effect on a child.	2	3	3	4
5.3 (T22) Conduct assessment for child on child sexual abuse.	2	2	3	4



Domain / Tasks	Items per Domain/Task			
	75-item test	100-item test	125-item test	150-item test
5.4 (T23) Refer Special Condition reports (i.e., foster care licensing issues, etc.) to appropriate parties for handling.	1	2	3	3
5.5 (T24) Refer individuals and families for community supports as needed.	2	2	3	4
Domain 6: Safety Management	19	24	31	37
6.1 (T25) Determine implications for child safety by analyzing all present and impending safety factors denoted in the standardized safety assessment instrument to identify immediate safety actions needed.	2	3	4	4
6.2 (T26) Use present danger assessment criteria (safety threshold) to identify the need for a Present Danger Plan.	2	3	3	4
6.3 (T27) Use family functioning assessment criteria to identify impending danger and the need for a Safety Plan.	2	2	3	4
6.4 (T28) Use the Child Protection Team to supplement the assessment process through the provision of psychosocial assessments, medical exams and diagnoses, and forensic interviews, etc.	2	2	3	3
6.5 (T29) Work with Children's Legal Services, State Attorney's Office, or Attorney General to present factual information and evidence to support decision making and demonstrate legal sufficiency for protective actions/court involvement.	2	2	3	4
6.6 (T30) Utilize the dependency court injunction process to ensure child safety as appropriate.	1	2	3	3
6.7 (T31) Prepare for and participate in all required court hearings.	2	3	3	4



Domain / Tasks	Items per Domain/Task			
	75-item test	100-item test	125-item test	150-item test
6.8 (T32) Evaluate and synthesize information and evidence gathered during the investigation to determine appropriate investigative findings and disposition.	2	3	3	4
6.9 (T33) Use the Child Maltreatment Index to guide determination of findings.	2	2	3	3
6.10 (T34) Refer individuals and families for further assessments to determine protective and ameliorative services needed.	2	2	3	4
Domain 7: Planning and Teaming	11	15	19	22
7.1 (T35) Ensure child safety throughout the investigative process.	1	3	4	4
7.2 (T36) Advance family participation and input into the decision making and teaming processes to promote the family's sense of full partnership, ownership and accountability towards maintaining and ensuring child safety in the home.	2	2	3	4
7.3 (T37) Utilize expert medical, legal and therapeutic opinion and recommendations to inform the decision making process.	2	2	3	3
7.4 (T38) Develop and promote professional relationships by partnering with law enforcement during criminal investigations and conferring with CPT, DV, G.A.L., CLS, and substance abuse and mental health advocates for consultative services.	2	3	3	4
7.5 (T39) Regularly seek supervisory guidance and follow recommendations for additional investigative tasks or activities.	2	3	3	4
7.6 (T40) Work in partnership with various individuals and groups within the child welfare system and community to promote the safety and wellbeing of children and families.	1	2	3	3





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