



CWPI-P Competency Demonstration

Assessment Instrument

Introduction

Child Welfare Provisional Certification requires successful completion of classroom training, field training, online learning labs, a multiple-choice test, and competency demonstration assessments. This document provides directions, best practices, and mandatory forms to meet the provisional certification requirement: **Protective Investigations Competency Demonstration Assessment**. This field-based assessment requirement supports competency development by bridging classroom concepts with field practices.

CWPI-P Field-Based Requirement – Competency Demonstration Assessment

1. Complete two independent CWPI-P Competency Demonstration Assessment instruments with qualified evaluators¹.
2. Participate in debriefing sessions after each observation:
 - Connect concepts and procedures to observed performance
 - Discuss successful aspects and areas for improvement

Performance Standard

1. Demonstrate the ability to perform 11 protective investigations competencies at the provisional level.
2. Earn a "meets expectations" rating for each competency: each rating must be supported by a detailed narrative describing the context of the observation and the skills demonstrated/tasks performed by the trainee.²
3. Complete all competency demonstrations:
 - After passing the Child Welfare Foundations exam
 - Before the CWPI-P is awarded.

Competency Evaluation Structure

1. Competencies 1-8 focus on specific PI knowledge and skills
2. Competencies 9-11 evaluate cross-cutting soft and hard skills: Documentation, Interpersonal communication, and Response to feedback/professional conduct.
3. The assessment instrument includes:
 - Competency title and statement
 - Description of required knowledge/skills for provisional certification
 - Actions demonstrating "meets minimum expectations"

¹ The first qualified evaluator is the trainee's immediate supervisor or designee; the second qualified evaluator is a certified child welfare professional with current experience in protective investigations, are qualified to facilitate and debrief observations, and consistently demonstrates exemplary professional and personal conduct. Regardless of job title, anyone who is a relative, shares a household, or is in a romantic, domestic or familial relationship with the trainee.

² Chat GPT or other Artificial Intelligence (AI) may not be used to document observations and feedback.



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Application Documentation & Requirement Approval

1. The designated point-of-contact submits completed forms to the Florida Certification Board (FCB).
2. FCB approval is required for provisional certification.
3. All submitted materials are subject to the FCB Code of Ethical and Professional Conduct, specifically:

Rule 4.1: An applicant or certified professional will not present fraudulent documents when applying for certification, certification upgrades, or certification renewal.

Rule 4.2: An applicant or certified professional will not prepare fraudulent certification documents for other certification applicants.

Guidelines for PI trainees

Depending on the agency, the PI trainee is assigned a supervisor and one or more qualified evaluators. The supervisor will conduct one (1) Assessment with the trainee. Additional qualified evaluators will conduct a second (2) Assessment.

All PI Trainees must:

1. Obtain three (3) printed copies of the CWPI-P Competency Demonstration Assessment instruments.
2. Distribute one copy to the supervisor, one copy to the qualified evaluator, and keep one copy for themselves.
 - Review competencies, evidence, and minimum activities for "meets expectations" rating
 - Prepare for field observation and assessment
 - Coordinate with supervisors and evaluators for observations (no specific order required)

Guidelines for Supervisors and Other Qualified Evaluators

1. Two independent observations and ratings must be conducted for the PI trainee: One by the trainee's supervisor and one by qualified evaluator(s) who are not the supervisor.
2. For each competency:
 - Review the competency statement and suggested evidence
 - Complete observations
 - Select ratings
 - Provide clear, objective documentation supporting each rating
 - Offer verbal feedback to the trainee
3. Documentation must:
 - Clearly demonstrate trainee competency
 - Include specific events and tasks performed
 - Be factual, relevant, and timely
 - Include the case number associated with the observation



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4. Observation Guidelines:

- Conduct observations separately
- Use separate assessment instruments for each evaluator
- Perform as many observations as needed to meet standards

5. Record Keeping:

- Maintain the CWPI-P Competency Demonstration Assessment Verification Form
- Restrict trainee access to in-process or completed instruments
- Submit all completed forms to the designated FCB contact via the trainee's immediate supervisor

Role of Child Welfare Supervisors in Developing Staff Competence

Child welfare supervisors play a crucial role in:

1. Supporting team members to develop:

- Critical thinking skills
- Decision-making abilities

2. Building team members:

- Competence
- Confidence

3. Partnering with training and development professionals to:

- Help protective investigators earn provisional certification
- Support ongoing learning for full certification

4. Demonstrating core competencies associated with the Certified Child Welfare Supervisor (CCWS) designation, which are essential for:

- Effective discussions with team members
- Conducting successful observations



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Rating Scales

Rating scales evaluate performance necessary to carry a PROTECTED CASELOAD under INTENSIVE SUPERVISION.

MEETS MINIMUM EXPECTATIONS:

The PI trainee:

1. Has demonstrated:
 - Basic knowledge related to job tasks
 - Fundamental skills necessary for the role
2. Requires:
 - Some support and guidance from field trainers or mentors
 - Intensive supervision from their direct supervisor
3. Is in the process of:
 - Building confidence in their abilities
 - Developing competency in their role

This level of competency is required for provisional certification.

DOES NOT MEET MINIMUM EXPECTATIONS:

The PI trainee:

1. Lacks basic knowledge and skills for protective investigations
2. Requires significant regular coaching and intensive supervision
3. Needs substantial support to build confidence and competency

This level of competency is not eligible for provisional certification.

NOT OBSERVED/RATED:

This option is only for Qualified Evaluators; supervisors must observe and rate each competency.



Competency 1: Child Welfare Investigation Types and Requirements. Demonstrate knowledge of the investigation types, response priority, and significant issues or requirements for in-home, institutional, and special conditions investigations.			
<input type="checkbox"/> Meets Expectations: Given examples, the PI trainee can identify the type of investigation and response priority and describe the purpose and objectives of common investigation types, including in-home, institutional, and special conditions referrals. Minimum skill demonstration to achieve CWPI-P “meets expectations” rating: Given different examples for an in-home, institutional, and special conditions intakes, the PI trainee can (1) explain the type of investigation, (2) identify the correct response priority, and (3) explain any significant investigation-type issues or requirements for each investigation type.			
<input type="checkbox"/> Does not meet minimum expectations		<input type="checkbox"/> Not Observed/Rated	
Provide justification for your rating, using examples of observed trainee behavior. Include recommendations for gaining competency if the trainee does not meet minimum expectations.			
<input type="checkbox"/> Supervisor	<input type="checkbox"/> Qualified Evaluator	Date & Initials:	Case Number:

Competency 2: Pre-Commencement/Commencement. Conduct pre-commencement activities, including reviewing all known information, contacting the reporter, identifying information gaps, and planning an initial investigative approach.			
<input type="checkbox"/> Meets Expectations: Given an example, PI trainees can review intake documentation, identify the investigation type, identify the response priority, access known information, identify information gaps, contact the reporter (if appropriate), and plan an initial investigative approach that includes worker safety considerations. Minimum skill demonstration to achieve ‘meets expectations’ to be awarded the CWPI-P: The PI trainee must: (1) review intake documents and identify the investigation type and response priority, (2) gather and analyze prior reports and service history, (3) identify information gaps, and (4) describe their initial investigative approach, including worker safety considerations.			
<input type="checkbox"/> Does not meet minimum expectations		<input type="checkbox"/> Not Observed/Rated	
Provide justification for your rating, using examples of observed trainee behavior.			
<input type="checkbox"/> Supervisor	<input type="checkbox"/> Qualified Evaluator	Date & Initials:	Case Number:



Competency 3: Child Interview. Demonstrate developmentally appropriate interviewing techniques by conducting or completing a child interview (an alleged child victim, sibling, or other child who is a case participant).

- ☐ **Meets Expectations:** During direct observation of another protective investigator, and with guidance and support, the PI trainee conducts OR completes a child interview, takes notes, and documents gathered information in the appropriate format (Present Danger Assessment, Family Functioning Assessment-Investigations, or other assessment type). The PI trainee can explain their strategy for developmentally appropriate child interviews, explain indicators of child engagement, explain what information was gathered, what information is needed, and how the collected or pending information informs safety decisions. Trainees should be able to describe what went well during the child interview and what could be improved.

Minimum skill demonstration to achieve “meets expectations” to be awarded the CWPI-P: The PI trainee must: (1) explain their plan for aligning their interview strategy with the developmental level of the child being interviewed, (2) engage with a child to collect information, (2) create a sample case note, (3) and describe the relevance of the information to child safety.

☐ Does not meet minimum expectations

☐ Not Observed/Rated

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor

☐ Qualified Evaluator

Date & Initials:

Case Number:

Competency 4: Adult Interview. Demonstrate appropriate interviewing techniques by conducting or completing an adult interview (the alleged perpetrator, the non-offending parent, or other adult who is a case participant).

- ☐ **Meets Expectations:** During direct observation of another protective investigator, and with guidance and support, the PI trainee conducts OR completes an adult interview, takes notes, and documents gathered information in the appropriate format (Present Danger Assessment, Family Functioning Assessment-Investigations, or other assessment type). The PI trainee can explain their adult interview strategy, indicators of adult engagement, what information was gathered, what information is needed, and how the collected or pending information informs safety decisions. Trainees should be able to describe what went well during the adult interview and what could be improved.

Minimum skill demonstration to achieve “meets expectations” to be awarded the CWPI-P: The PI trainee must: (1) explain their adult interview strategy, (2) engage with an adult to collect information, (2) create a sample case note, (3) and describe the relevance of the information to child safety.

☐ Does not meet minimum expectations

☐ Not Observed/Rated

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor

☐ Qualified Evaluator

Date & Initials:

Case Number:



Competency 5: Present Danger Assessment (PDA)/PDA Safety Plan. Complete a Present Danger Assessment and, if applicable, develop a PDA Safety Plan.

- ☐ **Meets Expectations:** During direct observation of another Protective Investigator, and with guidance and support, the PI trainee takes notes, documents gathered information as required by the Present Danger Assessment and uses critical thinking skills to assess for present danger. The trainee can explain the information gathered, how the information is documented in the Present Danger Assessment, what the danger threat(s) are, and why they made their present danger finding. If there is no present danger, the PI trainee should be able to describe what is required in a PDA Safety Plan and how they would work with the family to build a sufficient safety plan.

Minimum skill demonstration to achieve “meets expectations” to be awarded the CWPI-P: The PI trainee must: (1) be observed collecting information to conduct a Present Danger Assessment, (2) document collected information in the PDA format, (3) describe identified danger threat(s), and (4) explain their rationale for the present danger finding and its relevance to child safety.

☐ Does not meet minimum expectations

☐ Not Observed/Rated

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor

☐ Qualified Evaluator

Date & Initials:

Case Number:

Competency 6: Family Functioning Assessment – Investigations (FFA-I) Information Domains. Demonstrate the ability to collect information in the six information domains of the FFA-I.

- ☐ **Meets Expectations:** During direct observation of another Protective investigator conducting an interview, and with guidance and support, the PI trainee can document information gathered in each information domain, explain what information was gathered, what information may be needed, and explain how the collected information informs safety decisions. The trainee can describe *the purpose of an FFA-I, its six information domains, and how the gathered information impacts child safety.*

Minimum skill demonstration to achieve “meets expectations” to be awarded the CWPI-P: The PI trainee must (1) be observed collecting information in each of the Family Functioning Assessment-Investigations (FFA-I) domains, (2) document collected information in the FFA-I format, and (3) explain the gathered information’s relevance to child safety.

☐ Does not meet minimum expectations

☐ Not Observed/Rated

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor

☐ Qualified Evaluator

Date & Initials:

Case Number:



Competency 7: FFA-I and Determinations. Complete a Family Functioning Assessment – Investigations (FFA-I) to identify caregiver protective capacities, determine safe/unsafe status, and, if applicable, conduct additional safety analysis and planning tasks.

☐ **Meets Expectations:** During direct observation of another protective investigator, and with guidance and support, the PI trainee takes notes, documents gathered information as required by the six domains of the FFA-I tool and uses critical thinking skills to plan for child safety. Trainees can correctly determine caregiver protective capacities, assess impending danger, determine safe/unsafe status, and explain/justify/articulate their actions and findings. The PI trainee will draft a safety plan to control identified danger threats if indicated.

Minimum skill demonstration to achieve “meets expectations” to be awarded the CWPI-P: The PI trainee must: (1) be observed collecting information in each of the Family Functioning Assessment-Investigations (FFA-I) domains, (2) identify caregiver protective capacities, and determine safe or unsafe status, (3) explain how the collected information informs family functioning determinations, and (4) explain the relevance of family functioning to child safety.

☐ **Does not meet minimum expectations**

☐ **Not Observed/Rated**

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor

☐ Qualified Evaluator

Date & Initials:

Case Number:

Competency 8: Risk Assessment. Conduct a Risk Assessment, determine findings, and take appropriate actions.

☐ **Meets Expectations:** During and/or after direct observation of another Protective investigator, and with guidance and support, the PI trainee takes notes, documents gathered information as required by the Risk Assessment instrument and determines risk. The PI trainee demonstrates appropriate information collection and documentation skills, can correctly use the Risk Assessment tool, analyze information to determine safe/unsafe status and risk level, and recommend appropriate referrals, as indicated.

Minimum skill demonstration to achieve “meets expectations” to be awarded the CWPI-P: The PI trainee must (1) be observed analyzing available information, (2) complete a risk assessment, (3) determine safe/unsafe status and risk level, (4) explain how the collected information informs safe/unsafe and risk determinations, and (5) explain the actions they would take given their risk assessment and safe/unsafe outcomes.

☐ **Does not meet minimum expectations**

☐ **Not Observed/Rated**

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor

☐ Qualified Evaluator

Date & Initials:

Case Number:



PI Competency Assessment for _____

The following three competencies are macro, soft, and hard skills. To assist evaluators, we provide a description of “meets expectations”, “does not meet expectations,” and “not observed/rated”.

Competency 9: Documentation. Complete comprehensive & relevant documentation of case events in a timely manner.

The PI trainee’s documentation should be reviewed by field instructors, mentors, and supervisors on a regular basis. Before assessing this competency, the evaluator should see multiple examples of trainee documentation in multiple formats.

At a minimum, the following documentation should be drafted by the PI trainee during this assessment process: Case notes, Family Functioning Assessment – Investigations (FFA-I), Risk Assessments, and Safety Plans. The trainee IS NOT EXPECTED to complete full assessments, safety plans, or other documents; their field work should demonstrate their knowledge of and ability to write effective case documentation.

- ☐ **Meets Expectations:** The PI trainee documents significant information in an accurate, organized, logical, and clear manner with appropriate details. Gaps in information may be present. Spelling errors may occur. Timely documentation is understood and demonstrated with guidance and support.
- ☐ **Does not Meet Expectations:** The PI trainee struggles to capture and document case events in a clear and timely manner. Documentation is inaccurate, unorganized, and lacks clarity. Spelling and grammar errors are frequent. The PI trainee demonstrates a lack of awareness of their responsibility to document case information in a comprehensive and timely manner. The PI trainee’s documentation skills can lead to child safety and agency performance concerns.
- ☐ **Not Observed/Rated**

Provide justification for your rating, using examples of observed trainee behavior.

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Qualified Evaluator	Date & Initials:	Case Number:
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Competency 10: Interpersonal and Communication Skills. Demonstrate effective interpersonal and communication skills that build trust and promote positive relationships with internal and external stakeholders.

The PI trainee may not meet this competency simply by describing how to demonstrate effective interpersonal and communication skills.

- ☐ **Meets Expectations:** In most cases, the PI trainee interacts respectfully and positively with children, families, collateral contacts, providers, colleagues, and others in a variety of settings and circumstances. The PI trainee can explain the situation, including what went well and what could be improved. The PI trainee needs additional supervision, training, or experience to polish interpersonal and communication skills.
- ☐ **Does not Meet Expectations:** The PI trainee struggles to interact respectfully and positively with children, families, collateral contacts, providers, colleagues, and others in a variety of settings and circumstances. The PI trainee demonstrates a lack of awareness of their responsibility to manage interpersonal relationships and use effective communication skills. The PI trainee's interpersonal and communication skills can lead to child safety and public confidence concerns.
- ☐ **Not Observed/Rated**

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor ☐ Qualified Evaluator Date & Initials: Case Number:

Competency 11: Response to Feedback/Professional Conduct. Demonstrate appropriate responses to feedback, especially corrective feedback, and display an attitude that reflects professional conduct in the field.

- ☐ **Meets Expectations:** The PI trainee accepts positive and corrective feedback and generally uses it to improve their performance. The PI trainee generally does not argue or blame others for errors or shortcomings, demonstrates basic situational awareness and maintains calm and self-control often.
- ☐ **Does not Meet Expectations:** The PI trainee is not open and accepting of positive or corrective feedback, generally does not apply feedback to improve skills or learning, argues and blames others for shortcomings, and struggles to demonstrate situational awareness and maintain calm and self-control.
- ☐ **Not Observed/Rated**

Provide justification for your rating, using examples of observed trainee behavior.

☐ Supervisor ☐ Qualified Evaluator Date & Initials: Case Number:



SUPERVISOR – Summary and Attestations		
1. Child Welfare Case Types and Requirements	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
2. Pre-commencement/Commencement	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
3. Child Interview	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
4. Adult Interview	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
5. Present Danger Assessment (PDA)/PDA Safety Plan	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
6. Family Functioning Assessment – Investigations (FFA-I) Information Domains	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
7. Family Functioning Assessment – Investigations (FFA-I) and Determinations	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
8. Risk Assessment	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
9. Documentation	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
10. Interpersonal and Communication Skills	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
11. Response to Feedback/Professional Conduct	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet
<p>As the immediate supervisor of the PI trainee named below, do you have any concerns about their performance on any of the 11 competencies evaluated through this assessment protocol? <input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>*If yes, attach an additional page describing your concerns. <i>Evaluations indicating ongoing performance concerns are not eligible for certification.</i></p> <p>By my signature, I attest that the information documented on this form is true, and I consent to an interview with FCB staff to discuss my experiences and documentation if requested.</p> <p>_____</p> <p>Full Name - Printed</p> <p>_____</p> <p>Signature (FCB accepts both manual and electronic signatures) _____ Date</p>		
Trainee/Applicant Attestation		
<p>By my signature, I attest that the information documented in this assessment instrument is true, I completed the competency demonstrations documented herein, received detailed feedback from qualified evaluators, and understand my performance ratings.</p> <p>My signature indicates knowledge and understanding of the contents of the rated observation and performance consultation and does not necessarily imply agreement with the ratings.</p> <p>_____</p> <p>Signature (FCB accepts both manual and electronic signatures) _____ Date</p>		



QUALIFIED EVALUATOR – Summary and Attestations			
1. Child Welfare Case Types and Requirements	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
2. Pre-commencement/Commencement	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
3. Child Interview	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
4. Adult Interview	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
5. Present Danger Assessment (PDA)/PDA Safety Plan	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
6. Family Functioning Assessment – Investigations (FFA-I) Information Domains	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
7. Family Functioning Assessment – Investigations (FFA-I) and Determinations	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
8. Risk Assessment	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
9. Documentation	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
10. Interpersonal and Communication Skills	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
11. Response to Feedback/Professional Conduct	<input type="checkbox"/> MEETS	<input type="checkbox"/> Does NOT meet	<input type="checkbox"/> Not Observed/Rated
<p>As a qualified evaluator of the PI trainee named below, do you have any concerns about their performance on any of the 11 competencies evaluated through this assessment protocol? <input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>*If yes, attach an additional page describing your concerns. <i>Evaluations indicating ongoing performance concerns are not eligible for certification.</i></p> <p>By my signature, I attest that the information documented on this form is true, and I consent to an interview with FCB staff to discuss my experiences and documentation if requested.</p> <p>_____</p> <p>Full Name - Printed</p> <p>_____</p> <p>Signature (FCB accepts both manual and electronic signatures) Date _____</p>			
Trainee/Applicant Attestation			
<p>By my signature, I attest that the information documented in this assessment instrument is true, I completed the competency demonstrations documented herein, received detailed feedback from qualified evaluators, and understand my performance ratings.</p> <p>My signature indicates knowledge and understanding of the contents of the rated observation and performance consultation and does not necessarily imply agreement with the ratings.</p> <p>_____</p> <p>Signature (FCB accepts both manual and electronic signatures) Date _____</p>			