



Attachment D

2020-2024 Training Plan

June 30, 2019

DCF 2020-2024 CFSP Training Plan

The New Jersey Department of Children and Family's (DCF) Office of Training and Professional Development (OTPD) provides training that enhances the child protective services skills of New Jersey's child welfare workforce (approximately 4,500 employees and the offices that support them). OTPD facilitators have degrees in education, social work and other human services related disciplines and are training approximately 6,500 DCF personnel statewide at any given time. In addition, OTPD provides a three-day onboarding orientation for all new and reassigned employees. This orientation is provided at the OTPD Professional Center. Orientation is provided by OTPD training facilitators and professional staff from other DCF divisions.

Input and feedback from relevant stakeholders and partners to include University Partners, CP&P staff at all levels, DCF Executive staff, trainers and training participants are collected in several ways to enhance the development and implementation of training and support that NJ continues to maintain substantial conformity. For example,

Pre/post tests are utilized for essential pre-service and mandatory ongoing training to help measure knowledge gain while also help identify areas of curriculum and training that may need clarification. Between July and December 2018, the overall pretest score was 59% and the average posttest score was 88% showing a 29+ point knowledge gain to assist training participant to carry out their duty to children and families.

In addition, training class participants are asked to complete a course evaluation survey at the completion of training to assess their satisfaction with the learning experience as well as solicit feedback on the training, materials and instructor(s). Likert-type scale rating responses ranging from one (strongly disagree) to four (strongly agree) are used. The overall mean satisfaction ratings ranged from 3.68 to 3.74 in areas such as building participants knowledge and skills in the training topic and the training topic provided instructional activities in a way that will enable participants to use the information with children and families.

Prior to any curriculum development, consultation, in partnership with stakeholders is completed to develop the purpose, goal, audience and support for participants once training is complete and focus groups are held to gain the voice of those that will be receiving the training and carrying out the work/skills learned.

Moving forward, additional feedback will be sought through experience feedback surveys at least annually.

University Partnerships

The OTPD works in partnership with some of New Jersey's most esteemed colleges and universities. These institutes of higher learning offer degrees in social work with a specific focus on child welfare. Rutgers University leads the New Jersey Partnership for Child Welfare Program (NJPCW) along with Richard Stockton State College. The Partnership is to provide enhanced educational support to ensure a more qualified child protective services workforce.

New Worker Orientation

This 3-day orientation and training program is for all new employees of DCF. It is offered by the OTPD and subject matter experts in Human Resources (HR), Cooperative Labor Relations (OCLR), Communication Workers of America (CWA), Equal Employment Opportunity/Affirmative Action (EEO/AA), and Ethics. An overview of the mission and work of DCF is presented, and the state-mandated training is offered in HIPPA, workplace violence, ethics, and non-discrimination in the workplace. This orientation is delivered by full time DCF professional staff as part of their job responsibilities and salary.

The Division of Child Protection and Permanency (CP&P) has approximately 4,500 staff, making it the largest division within DCF. All new CP&P staff go through an extensive new worker training to prepare them for their work with children and families. This training occurs over 18 months and is broken down into Pre-Service and Foundational Courses. The training is complemented by days in the field shadowing seasoned workers and support by the trainee's supervisor.

Course Descriptions:

Pre-Service Training (192 Hours)

Pre-Service training is comprised of 7 instructional modules. The curriculum for newly hired workers, "*Pre-Service: Family and Community Engagement Training*", seeks to strike a balance between in-classroom training and field practicum. Field practicum activities are guided by a Training Unit Supervisor.

Competency examinations are administered after each of the 7 modules. Workers are expected to score a minimum of 70% to successfully advance to subsequent modules and complete the course.

The entire Pre-Service curriculum is nearly three months (59 days) in duration (23 regular classroom days, 4 online classroom days, 4 lab days and 27 field days). Combined, Pre-Service offers 192 classroom training hours. Each module is listed below and is followed by a course description of each training module.

- **The allowable Title IV-E administrative functions for this training series are: *Referral to services; Preparation for and participation in judicial determinations; Placement of the child; Development of the case plan; Case reviews; Case management and supervision.***

- **Pre-Service Orientation**
- **Module 1:** Understanding Child Welfare in New Jersey
- **Module 2:** Cultivation Awareness: Promoting Working Safety, Well-being & Success
- **Module 3:** Focusing on Families: From Screening to Closing
- **Module 4:** Computer Applications (NJ SPIRIT/SDM)
- **Module 5:** Child Development: Identifying Abuse and Neglect
- **Module 6:** Making Visits Matter

- **Module 7: Simulation**

Pre-Service Orientation: The purpose of this one-day module is to introduce new workers to the computer applications used by CP&P workers to fulfill daily job responsibilities. Instructor-led demonstrations and hands-on practice focus on the Learning Management System, Outlook Web Applications (OWA), DCF Web Sites, Online Manuals, and an overview of the New Jersey Statewide Protective Investigation, Reporting and Information Tool (NJSPIRIT), the state's data system. This module familiarizes participants with the content and layout of the Online Classrooms. Instructor-led demonstrations navigate through eBooks, activities, and resources.

Module 1: Understanding Child Welfare in New Jersey. The purpose of this three-day classroom module is to reinforce and build upon the learning from the Module 1 Online pre-classroom work, helping the New Worker to build a foundation for becoming a family-centered advocate for children and families. Topics covered in this module include State and Federal legislation, services and supports for children and families, and an introduction to New Jersey's Case Practice Model. Focusing on best practices for engaging children, families, and stakeholders and building trust-based relationships, this training utilizes lecture, small and large group discussion and activities, as well as skills practice opportunities.

Module 2: Cultivation Awareness: Promoting Worker Safety, Well-being & Success. This two-day classroom experience is designed to help the new worker build upon and increase the learning that they complete in the Module 2 Online pre-classroom work. Participants reflect upon the importance of environmental and personal awareness that contributes to personal safety, well-being, and success. Environmental awareness focuses on how workers can keep themselves safe in the field. Personal awareness examines individual beliefs and biases, as well as highlight personal strengths and opportunities for growth. This module concludes with the development of a Self-Directed Learning Plan to both aid participants in their own professional development and prepare them to assist families in creating strong and purposeful case plans using the SMART goal setting process.

Module 3: Focusing on Families: From Screening to Closing. This four-day training provides an overview of working with families and the key decisions that must be made once a family becomes involved with CP&P. Participants are given an in-depth look at the CP&P case management process: Screening, Investigation, Permanency, and Case Closure. Classroom discussions and activities are designed to help new caseworkers understand the CP&P case flow and the relationships between and among various functions. Participants begin to understand the variety of roles and numerous job functions a caseworker performs as a Family Service Specialist.

Module 4: Computer Applications (NJSPIRIT/SDM). The purpose of this two-and-a-half-day module is to introduce new caseworkers to the function of the (NJSPIRIT) web-

based applications. Trainees use case scenarios to document and monitor progress made during the life of a CP&P case.

Module 5: Child Development: Identifying Abuse and Neglect. Child welfare caseworkers need extensive knowledge regarding how children develop at various stages in their lives to properly assess families for potential abuse and neglect. Caseworkers also need to recognize the contributing risk factors and medical indicators of child abuse and neglect. This four-day module is designed to provide a basic guide for caseworkers in identifying situations and signs that a child has been harmed or is at risk of being harmed. Cultural competence is again an important component in the approach to risk assessment. Caseworkers become aware of cultural practices and methods that may mimic child abuse.

Module 6: Making Visits Matter. This three-day module continues to explore New Jersey's Case Practice Model by focusing on the importance of visits with children and families. The work done by Child Welfare Professionals is primarily accomplished through the relationships among the worker, the child and family, and the informal and formal support systems. Visits to children, parents, and substitute caregivers are a focal point of child-welfare practice. Making contact and building connections with the family and their supports is the cornerstone of best practice. A quality visiting practice is a purposeful strategy that involves working to find ways to best partner with families, teams, and community supports. The common objectives are to assure safety, permanency, well-being, and stability for both the short and long-term. This scenario-based module introduces planning tools and strategies that are modeled for participants before offering them the opportunity to practice the planning and interviewing skills in small groups.

Module 7: Simulation. Engaging a family in crisis or in need of services that the family is unable to acquire without intervention from a child welfare system is daunting, even for the seasoned child welfare practitioner. Using case simulation, new caseworkers are provided an opportunity to practice and to expand their engagement and interpersonal skills, allowing them to make decisions and mistakes in a coaching and protective setting. During simulation, workers are presented with a real-world Child Protective Service (CPS) scenario and are expected to use the family engagement and assessment skills learned during pre-service training while conducting a CPS investigation. Simulation training is a video recorded event. Workers are debriefed following simulation training, and casework documentation is conducted using Structured Decision-Making (SDM) tools. Simulation is five to seven days.

Foundation Courses

Foundation courses are provided to all new workers as soon as they complete their pre-service program. Some of these are on-line courses, monitored by the OTPD and some courses are conducted by DCF's university partners (Rutgers and Stockton) and the New Jersey Coalition to End Domestic Violence.

First Responders; Including Four Tiers and Structured Decision Making (SDM).

This is a six-day class that is provided in two-day sessions for three consecutive weeks

and is designed for CP&P staff who are about to be assigned to an intake function where they conduct child abuse and neglect investigations. This version also includes the Structured Decision Making (SDM) tools of Safety Assessment, Risk Assessment, and Caregiver's and Children's Strengths and Needs Assessment as well as an exercise on developing safety plans that consider the parents' protective capacities and the family's access to protective factors. A full day is focused on interviewing children while other highlights include the role of the first responder, statutes and policies that define child abuse and neglect, crisis theory in the context of understanding abusive and neglectful families, planning an investigation (including considerations when domestic violence is co-occurring), searching the CP&P policy portal for investigative policies and protocols, cultural awareness and curiosity, looking at substance abuse and mental health issues in families, exploring time management and stress management, and addressing barriers and the strategies to overcome them.

- **The allowable Title IV-E administrative functions this training activity addresses are: *Referral to services; Preparation for and participation in judicial determinations; Case management and supervision.***

Case Practice Module 3. This module focuses on the teaming approach to working with families and youth in CP&P. The three-day training builds on concepts and skills introduced in “Engaging Families & Building Trust-Based Relationships” and in “Making Visits Matter.” In this course participants learn about the principles and underpinnings of using family team meetings to create a term of formal and informal supports to assist families and CP&P achieve safety, permanency, stability and well-being for children involved with the Child Welfare System.

Substance Abuse. This newly revised Substance Abuse training is divided into four one-day modules; each component addressing specific needs of families involved in the child welfare system.

Module 1: Understanding Substance Use and Child Welfare. This module offers participants a contextual knowledge of the effects of substance use and/or abuse that may be experienced by parents involved in the child welfare system. It discusses the prevalence of substance use (alcohol and other drugs), mental health disorders, as well as co-occurring disorders, and addresses other co-occurring issues that families may be facing including family violence, trauma, physical health, poverty, and crime.

Module 2: Substance Use: Disorders, Treatment and Recovery. This module informs child welfare professionals about substance use disorders, treatment and recovery needs of families. Information is presented so that it can be used in the context of home visitation and case management for family members who are involved in the child welfare system. The training provides an understanding of the treatment and recovery processes and discusses the specifics on how substance use disorders can affect the interpersonal relationships and family dynamics of the family involved with the child welfare system.

Module 3: Mental Health Disorders. This module informs child welfare workers of the co-occurrence of and differences between mental health disorders and substance use

disorders in adults; explains symptoms that warrant comprehensive screening and assessments; provides an understanding of the different models of treatment for co-occurring disorders; and identifies the effects of these disorders on interpersonal relationships and family dynamics. The training provides case management strategies that can effectively address the varying needs of parents, caregivers, and families affected by substance abuse disorders, mental health disorders and co-occurring disorders.

Module 4: Case Planning. This module provides case-carrying child welfare workers with a contextual knowledge of a range of co-occurring needs that may be experienced by parents. This training module discusses the importance of using a family-centered and strengths-based approach to identify and respond to the needs of the entire family. In addition, a discussion of how to determine priorities among family needs is also included. Participants discuss the prevalence of substance use (alcohol and other drugs) and mental health disorders, as well as co-occurring disorders. The training also addresses many other issues that may co-exist for child welfare-involved families including domestic violence, trauma, crime, and poverty.

- **The allowable Title IV-E administrative functions that this training activity addresses are: *Referral to services; Development of the case plan; Case reviews.***

Concurrent Planning. Permanency & Concurrent Permanency Planning is a three-day course that lays out the concepts and practice of permanency beginning with an historical perspective of relevant legislation, the modified settlement agreement, and exploration of children's developmental needs. The specific permanency practice of concurrent permanency planning is then explored including the concepts of prognostic assessment, diligent search, full disclosure, and the emerging practices of birth parent/resource parent relationships and post permanency communication. The training culminates with a module concentrating on permanency for youth beyond concurrent planning timelines.

- **Title IV-E administrative functions this training activity addresses are: *Preparation for and participation in judicial determinations; Placement of the child; Development of the case plan; Case reviews; Case management and supervision; Recruitment and licensing of foster homes and institutions.***

Pediatrics Health and Red Flags. This one-day training provides information on indicators that impact health to outline expectations of growth parameters, nutrition, sleep and development, improve assessment skills, help identify red flags and to guide decision-making for children and families.

Module 1: Child Sexual Abuse Issues for Child Welfare Professions. This four-day training introduces workers to several topics related to working with child sexual abuse victims and their families. In this module, participants will examine how one's own personal values, beliefs, and emotional responses can impact case practice; describe how personal reactions to sexual abuse must be recognized and managed

appropriately to work effectively with sexually abused children and their families; identify various facts and myths that are prevalent in our society and explore how assumptions may interfere with developing a positive working relationship with the family; participants will be able to discuss the historical context of child sexual abuse and how this impacts present day beliefs; identify the role of the systems involved in child sexual abuse cases including the legal system, Child Advocacy Centers, Multi- Disciplinary Teams, SANE nurses, Victims of Crime Compensation Organization, and Regional Diagnostic and Treatment Centers; discuss the indicators of child sexual abuse, normal and problematic sexual behaviors, the influence of culture, physical indicators, and dynamics of child sexual abuse; discuss the effects of child sexual abuse and the need for specialized treatment and the various types of therapy for sexually abused children; examine one's feelings and beliefs about the non-offending parent, which refers to any parent who is not the abuser; discuss the crisis of the disclosure and the impact on the family; recognize the role of denial, the process of believing, and the role of the child welfare worker in this process.

Domestic Violence. This two-day course provides information on domestic violence as it relates to child abuse and neglect using applicable New Jersey law and up-to-date information as its framework to assess the risk and protective factors in families. Participants learn about prevalence, correlates, dynamics, and common manifestations of domestic violence as well as the cycle of violence and the typical progression of an abusive relationship. Highlights of the workshop also include a discussion of the impact of culture on the experience of domestic violence, including culturally accepted behaviors and community responses.

Domestic Violence Policy and the CP&P Case Practice Protocol. This one-day course provides a brief review of domestic violence dynamics, as well as information on the Domestic Violence Protocol. Course objectives include learning how to respond to families experiencing domestic violence by understanding current research in this area, (particularly with regards to children), information on statutory requirement, DCF guiding principles and goals, and on the application of DV Protocol standards within the CP&P Case Practice Model in families where domestic violence and child maltreatment co-occur, is also presented.

- **The allowable Title IV-E administrative functions this training activity addresses are: *Referral to services; Preparation for and participation in judicial determinations; Placement of the child; Development of the case plan; Case reviews; Case management and supervision.***

Human Trafficking: Survivor Identification and Engagement. Survivor Identification and Engagement is a two-day training that encompasses all forms of human trafficking in the United States with a focus on sex trafficking and labor trafficking. This training is focused on identifying at-risk children and youth within the DCF service populations including boys, girls, and transgendered youth. Additionally, this course equips CP&P staff with guidance on how to work with survivors of trafficking who are parents or caregivers of CP&P involved youth. Recommendations for creating safe, empowering

environments for engagement are discussed along with strategies for safety planning and relationship building.

Module 2: Child Sexual Abuse Issues for Child Welfare Professions. Days five-eight of the child sexual abuse curriculum guide the child welfare professional to explore how personal values, culture, and gender impact issues surrounding child sexual abuse; recognize implications within the context of domestic violence, language barriers, and immigration status; review the immediate and long-term impact of sexual abuse on children; identify effective treatment options and remediate treatment barriers; explore the impact of sexual abuse on the non-offending parent and family members; help the worker understand common characteristics and types of offenders; and explore Megan's Law and other components of the legal system. Participants also discuss specific investigative processes and interview procedures to be utilized with both the child and different family members while also learning about the effects of vicarious trauma.

Drug Awareness. The Drug Awareness half day training enhances caseworkers' abilities to recognize substance abuse issues, recognize the common symptoms associated with drug abuse, visually identify pills (illegal/legal prescription drugs) that are commonly abused, recognize materials used to create and administer illegal drugs, and familiarize workers with the various street names of many drugs.

In-Service/Elective Courses

In-Service courses are provided to all case-carrying staff who have been in service for at least a year. Approximately 3,000 caseload carrying staff are required to have 40 hours of annual in-service training. The courses provided below are currently part of the OTPD's on-going in-service program. New courses are developed and delivered every year by the OTPD and in cooperation with DCF's university partners.

Cultural Competency. This two-day course introduces participants to concepts of cultural competence in the workplace and explores the impact of personal views and values regarding sexual orientation, gender, race and ethnicity on their role as child welfare advocates. Through activities, videos and group discussions, participants explore the roots of their biases and assumptions and how these dynamics affect their working relationships with children and families. During the course, participants are challenged to address issues concerning how their perspectives on lesbian, gay, bisexual, transgendered and questioning youth are impacted by their world views. Participants also create and share strategies for raising awareness and interacting more effectively with individuals who are different from themselves.

Documentation Skills for Child Welfare Workers. Case documentation is an important aspect of a child welfare professional's job and may become a key factor in the life of a child. During the first day of this two-day introductory course, participants review basic writing skills, grammar and punctuation. Through class discussion, video, and group exercises, participants then learn to identify and record data for inclusion in case records, and document information clearly, concisely, and efficiently.

- **The allowable Title IV-E administrative functions this training activity addresses are: *Preparation for and participation in judicial determinations; Development of the case plan; Case reviews; Case management and supervision.***

Safe Measures Monitoring & Improving Client Outcomes. The goal of this four-hour training is to further field workers' understanding of how they must enter data into NJSPIRIT, the state's automated child welfare information system, to accurately reflect and demonstrate how their work achieves improved outcomes for children and families on their caseloads. This training is conducted in an immersion-style format; i.e., focusing intensively on each local office's specific outcome measure areas that appear to need improvement. Training includes group sessions for individual units within the offices (e.g., Intake and Permanency Units and their Supervisors) and one-on-one sessions, as needed, on-site.

Special Response Unit (SPRU). This workshop is for new SPRU Workers to examine and discuss the realities of the After-Hours Special Response System. Participants learn how CP&P policies guide their work in the field. Through interactive lectures, scenarios, skill practice, and group activities, critical casework situations that SPRU Workers may encounter are examined. The needed resources and how to access them is also be explored, including law enforcement assistance. Prerequisite: Appropriate recommendations of Local Office Management, successful completion of First Responders in Child Welfare.

Supervisory Practices in Child Welfare

Module 1: Self-Management. This first of three modules in the supervisory training series focuses on learning about the shift from worker to supervisor and the responsibilities of supervision. Supervisors develop skills in fostering trust, creating a motivating environment where communication is open, conflict is effectively managed and worker performance is assessed for continued development. Other topics discussed include effective communication, managing across differences and managing conflict. Participants examine how to coach employees, how to build the capacity of the workers, and creating partnerships and effective teams. Additionally, approaches to performance evaluations (PARs) and managing performance problems (OCLR) is presented and illustrated.

Module 2: People Management. In the first module, supervisors focused on the transition from workers to supervisors and the responsibilities of supervision. Various learning activities in this module focus on self-assessment, reflection on personal viewpoints and capabilities, and getting work done through others. Topics highlighted include cultural competence, the various supervisory roles, time management and personal learning style. Participants discuss the importance of the supervisor's commitment to DCF's vision and values.

Module 3: Case work Management. Casework Management is the third and final module in the Supervisory Practices in Child Welfare Program. This module teaches supervisors the skills needed to provide reflective case-related supervisory and promote the strengths-based, family-centered principles of DCF's Case Practice Model.

Participants discuss the promotion of case-involvement, effective case conferencing and modeling casework skills. This module also discusses strategies for interviewing in a worker's case management, how to teach the worker critical thinking and case decision making, skills in conducting unit meetings, utilizing tracking and monitoring systems and accountability.

Foster/Adoptive/Guardianship Provider Training

DCF ensures that all resource and adoption staff are provided the knowledge and skills through training to execute their work responsibilities effectively. Trainings are held throughout the year to support opportunities for ongoing learning for existing resource and adoption staff as well as newly identified staff assuming resource and adoptive parenting work within the Department. This includes extensive training for the resource and adoption home study process. DCF uses Structured Analysis Family Evaluation (SAFE), a standardized home study model delivered to staff through the Consortium for Children. It provides for a structured and uniform evaluation of families who apply to foster or adopt. Components of SAFE include a 2-day training for staff new to resource work, a one-day refresher training to enhance the skills of experienced staff, and a supervisory component to provide guidance to those who oversee resource and adoptive work. Most recently, a one-day training for Administrators was added to support a higher-level understanding of the home study process.

DCF is committed to developing the knowledge of all DCF staff around the role of resource, adoption and licensing staff. Currently curriculum is being created for delivery to staff new to DCF, as well as experienced staff, around the role resource, adoption and licensing work plays in ensuring successful outcomes for children.

Lastly, DCF is committed to creating an organization which continuously seeks to improve the provision of services with an emphasis on providing better outcomes for children and families. Towards this end, DCF is committed to examining all aspects of training for resource, adoption and licensing staff to ensure that all are provided with training and education that is evidence based and supports best practices in child welfare.

Foster and Adoptive Family Services Training

Currently, DCF uses two pre-service training models for prospective resource and adoptive families. Specifically, the Parent Resources for Information, Development and Education (PRIDE) for unrelated families and Traditions of Care designed for kin and fictive kin. The PRIDE model provides for nine three-hour long in-person sessions while the Traditions of Care is six, three-hour sessions. DCF is committed to assessing current pre-service training curriculum to provide a more uniform approach to pre-service supportive training. Considerations include a model that provides pre-licensing education, emphasizes ongoing support and education that is circumstance and child specific. DCF recognizes this model must include a component that provides for the education around and practice of trauma-informed care.

Moving forward, DCF is committed to support the pre-service training with the continued inclusion of trainers with lived experience. DCF will continue to utilize current resource parents, both kin and non- kin, as well as former youth in care to support and partner with DCF staff in training delivery. This provides participants with invaluable knowledge and a unique understanding of the experience of foster and adoptive parenting that traditional training does not provide.

DCF provides ongoing in-service training opportunities to our resource families through our formal partnership with Embracing and Empowering Families (Embrella), a statewide advocacy agency for foster, adoptive and kinship parents in New Jersey. Embrella provides training through a variety of modalities including community-based training, online, webinars, and home correspondence courses. The following courses are available to support ongoing training mandates for DCF resource parents:

***Course available in Spanish**

<i>Community-Based</i>	<i>Hours</i>
15 Minute Child Break	1.5
Adulting 101: Things to Know for the 21st Century	1.5
Child Health Unit Overview	2
Concurrent Planning: Permanency Options of Adoption & KLG	1.5
Creating Safe and Affirming Families for Transgender and Gender Non-Conforming Youth	3
Cybersecurity: Navigating Through Social Media Land Mines	1.5
Domestic Violence Workshop for Parents	2
Family Resource Network (formerly Family Support Network of NJ) Overview	2
Foster and Adoptive Care Situations: Difficult Behaviors	1.5
Human Trafficking	1.5
Leaving Home is Hard to Do by NJ ARCH	2
Life Books: Giving Children Their Stories	2
Loss, Grief and Foster Care	2
NJ's Child Protection System and Family Court: Basic Overview	1.5
Nurtured Heart Approach at Passport to Education Session	1
Office of Licensing-New Licensing requirements for Resource Parents	2
Oppositional Defiant Disorder: Finding the Light at the End of the Tunnel	2

Stress Management: Don't Let the Stress Bubble Up	1
Substance Abuse During Pregnancy	2
Summer Safety	3
Telling Your Child About Difficult History	1.5
Termination of Parental Rights to Adoption	1.5
The Adopted Child's Journey: Questions Along the Way	2
The Empty Seat at the Dinner Table: Resource Parent Loss and Grief	2
The Good, The Bad and The Rewards of Being a Resource Parent	1.5
Understanding & Supporting LGBTQI Youth in Care	2
Understanding Financial Aid: HESAA	1
What is a Law Guardian?	1
Working with A Traumatized Child	1

Online Courses	Hours
All About Asthma*	2.5
Autism Across the Spectrum	3
Bipolar Disorder in Children and Adolescents	3
Bullying: It's A Real Problem	4
Car Safety and Your Child in Foster Care*	2
Chew on This: A Guide to Diet and Nutrition	4
Childhood Allergies	3
Childhood Skin Disorders	3.5
Communication: A Two-Way Street	3.5
Dealing with Adolescent Depression and Suicide: A Guide to Building and Developing Parenting Skills	4
Dealing with Anemia*	2
Disaster Preparedness Part 1: Preparing Your Family Before an Emergency	3
Disaster Preparedness Part 2: Staying Safe During an Emergency	3
Disaster Preparedness Part 3: Recovering and Coping with Disaster	3
Disaster Preparedness Part 4: More Than Mother Nature	3

Gangs - The Need to Belong	2
Grasping the Core of CP&P Policies	2.5
Hair Care for African-American and Bi-racial Children and Adolescents	3
Hepatitis C	3.5
Issues in Kinship Care	3
Lead Poisoning: Has your Child Been Screened*	3
On Solid Ground: Permanency for Children in Care	2.5
Parenting Through Puberty	2.5
Positive Discipline: It Can Work for You*	3.5
Schizophrenia in Childhood and Adolescence	4
Self-Injury: That Hurt, and I Did It Myself	2.5
Sickle Cell Disease and Sickle Cell Trait: It's in the Genes	2.5
Sleep Disorders in Children	5.5
Social Emotional Learning (SEL): An Introduction	4
Special Education and Early Intervention: Answers to Important Questions	3.5
Stress is Stressing Me Out	4
The Empty Seat at the Dinner Table: Resource Parent Loss and Grief	2
The Silent Victims: Understanding Prenatal Exposure to Opioids and/or Cocaine	3.5
Under One Roof: Keeping Siblings Together*	2.25
Understanding and Supporting LGBTQI Youth in Care*	3.5
Educational Stability Act	1.5
From X-Ray Vision Carrots to BMIs, Dealing with Childhood Obesity*	3
Human Trafficking: What Resource Parents Need to Know	2
NJFC Scholars: Gaining Access to Post-Secondary Education	1.75
NJFC Scholars: Post-High School Options for Youth	1.75
Preparing Your Home for an Office of Licensing Inspection	2
The Child Health Program and You*	2
Trans-racial Trans-cultural Part 1	2

Trans-racial Trans-cultural Part 2	2.75
Understanding Child Development: Helping Children Become All They Can Be	4
Visitation Revisited	2
An Introduction to DCFs Case Practice Model	3

<i>Home Correspondence Courses</i>	<i>Hours</i>
A Guide to Advocacy in New Jersey	2
All About Asthma*	2.5
Autism Across the Spectrum*	3
Being Digitally Savvy in a Digital World	3
Bipolar Disorder in Children and Adolescents	3
Building Healthy Relationships	3
Bullying: It's A Real Problem	3
Car Safety and Your Child in Foster Care	2
Caring for Children with Incarcerated Parents	2
Cerebral Palsy: The Basics	2
Chew on This: A Guide to Diet and Nutrition*	4
Child Safety*	4.5
Childhood Allergies*	3
Childhood Asthma*	2
Childhood Skin Disorders	3.5
Clearing the Air of Secondhand Smoke	3
Communication: A Two-Way Street	3.5
Critical Thinking: Skill Development for Children	1.5
Dealing with Adolescent Depression and Suicide: A Guide to Building and Developing Parenting Skills	4
Dealing with Anemia*	2
Dealing with Dyslexia	2
Disaster Preparedness Part 1: Preparing Your Family Before an Emergency*	3
Disaster Preparedness Part 2: Staying Safe During an Emergency*	3
Disaster Preparedness Part 3: Recovering and Coping with Disaster*	3
Disaster Preparedness Part 4: More Than Mother Nature*	3

Do I Really Have to the Birth Family of my Child in Care?	2
Eating Disorders	3.5
Fetal Alcohol Spectrum Disorders (FASDs): Hard Facts to Swallow	2.25
Four Stepping Stones to Maturity	2
Gangs - The Need to Belong*	2
Grasping the Core of CP&P Policies*	2
Hair Care for African-American and Bi-racial Children and Adolescents	3
Help - My Child Has Run Away from Home	2
Helping Children Manage Pain	3.5
Hepatitis C	3.5
Issues in Kinship Care*	3
Kids and Money	2
Lead Poisoning: Has your Child Been Screened	3
Managing Pediatric HIV/AIDS	3
Oppositional Defiant Disorder	2
On Solid Ground: Permanency for Children in Care	2.5
Parenting Through Puberty	2.5
Paying Attention to AD/HD	3
Positive Discipline: It Can Work for You*	3.5
Post-Traumatic Stress Disorder: No War Needed	3.25
Preparing Youth for Independence	3.5
Psychotropic Medication	4
Schizophrenia in Childhood and Adolescence*	3.5
Self-Injury: That Hurt, and I Did It Myself*	2.5
Sexualization of Young Girls	2.5
Sickle Cell Disease and Sickle Cell Trait: It's in the Genes*	2.5
Sleep Disorders in Children	5.5
Social Emotional Learning (SEL): An Introduction*	2.5
Special Education and Early Intervention: Answers to Important Questions*	3.25
Strengthening Families - Helping Young Children Develop a Strong Emotional Core	2.5
Stress is Stressing Me Out*	4

The Birds and Bees and Everything In Between	3.5
The Child and Sexual Abuse*	4
The Empty Seat at the Dinner Table: Resource Parent Loss and Grief*	2
The Silent Victims: Understanding Prenatal Exposure to Opioids and/or Cocaine	3.5
Toilet Training for Your Child	1
Type 1 & 2 Diabetes in Children and Adolescents	3.5
Under One Roof: Keeping Siblings Together	2.25
Understanding and Supporting LGBTQI Youth in Care*	3
Understanding Anger in Children and Adolescents	3
Understanding Anger in Children and Adolescents	2
Understanding Trauma and Resilience	4
Understanding Trauma and Resilience II	3.5
Welcome to Your New Home	3
What If My Child Has a Problem with Stealing?	3.5
Who Am I? Helping Children and Adolescents Develop Positive Identity	3.5
Why Does Love Hurt?	4
Why Does My Child Say Up when I Say Down	1.5
Youth Employment	3
But I Swear It's the Truth: Successfully Dealing with Lying Behaviors in Children	3

Webinar Courses	Hours
Adopting Through CP&P	2.5
Allegations from A to Z	3
Caring for Children with Incarcerated Parents	2
Creating Safe and Affirming Families for Transgender and Gender Non-Conforming Youth	3
Kinship Care: Legal Issues	1.25
Kinship Care: Social and Emotional Issues	1.25
Nurtured Heart Approach ®	1

Post Adoption Issues	2
The Long-Lasting Effects of Food Insecurity	2
Traveling with Challenging Children	2.5
Resource Parents and Youth can Attend Court	3
Social Emotional Learning and the Preschool Child	2.5
Social Emotional Learning and the Elementary Child	2.5
Social Emotional Learning and the Adolescent	2.5
Supporting Children Exposed to Domestic Violence	3
Tech Dependence: Turned on and Tuned Out	2.5
Understanding and Supporting LGBTQI Youth in Care	2

New Jersey DCF also partners with New Jersey Adoption Resource Clearing House (NJARCH) to provide ongoing support to families touched by Adoption and Kinship Care. NJARCH provides the following training available on an ongoing basis:

Training	Hours
Overview of NJ Arch	1.5
Adoption & Foster Care in the Schools	1.5
Adoption: A Life Long Loss: How Adoption Issues Impact Life Transitions	1.5
From Termination of Parental Rights to Adoption	1.5
Helping Foster Parents Deal with Difficult Behaviors	1.5
Leaving Homes is Hard to Do	1.5
Talking to Your Kids About Difficult History	1.5
The Basics of Special Education in New Jersey	2.0
Trans Racial Adoption and Foster Care	2.0
The Adopted Child's Journey: Questions Along the Way	1.5

New Jersey DCF is committed to enhanced support of our children who are placed in the care of kin and fictive kin. We acknowledge the unique needs and challenges of this population and intend to focus on increased support and training to provide better

outcomes for children and families. This will include but not limited to a statewide Permanency Support Summit that will examine the 21st Century through the lens of kinship legal guardianship, public kinship and private adoption. The keynote address will be delivered by Joseph Crumbley, a nationally recognized speaker and consultant on the value of kinship care and its unique challenges.

In accordance with recommendations from the Commission to Eliminate Child Abuse and Neglect Fatalities¹, DCF will use geospatial risk modeling to identify the specific local populations (at a level of 1/2 a city block) in which safe parenting is likely to prove challenging to the extent that children are at risk of harm. Using the resulting data, DCF will collaborate with local community partners to design, coordinate and evaluate needed interventions. One identified training to support this work is around Geospatial risk modeling technical assistance for DCF Research Evaluation and Reporting Staff. Predict-Align-Prevent/its agents will train DCF staff throughout Year 1 and into Year 2, on techniques needed to perform geospatial risk analysis.

DCF will use human factors analysis and other approaches from safety science to ensure system learning and correction from child fatalities and near-fatalities. DCF has trained a unit of staff to perform human factors debriefing, and is making other staffing adjustments (e.g., forming state and local committees) to create the needed infrastructure for a full implementation of a safety-critical organizational learning process. Safety Champions Institute; Orientations; Advanced Practical Training Collaborative Safety, LLC, has trained DCF executive leadership and is training DCF managers via Safety Champion Institutes, on human factors and safety science. Collaborative Safety, LLC. will deliver orientations regarding human factors and the revised critical incident debriefing process, to all CP&P staff and will deliver advanced practical training to deepen human factors debriefing skills to a selected group of DCF staff.

All CP&P staff will receive orientation training. DCF exec staff and managers received Safety Champions Institute training in Federal FY19. Training will be complete in Year 1. Technical assistance will be ongoing in years 1 and 2 and may extend to year 3.

Child and Family Service Review:

DCF's most recent CFSR, completed in 2017, identified challenges related to ongoing risk and safety assessment which led to inadequate service provision. DCF analysis found several barriers to completion of ongoing SDM tools and language in the tools was not well aligned with best practice. Survey of staff showed that 60% found difficulty in completing tools; only 20% consistently used them as a supervisory conferencing tool to aid in case planning and decision making and only 70% used SDM findings to help inform assessment consultations. As part of our Statewide PIP a curriculum has been developed to improve the usage and quality of structured decision making to assess safety and risk throughout the life of the case. The curriculum *Assessing and Managing Safety and Risk*

¹ https://www.acf.hhs.gov/sites/default/files/cb/cecanf_final_report.pdf

Throughout the Life of a Case was designed to enhance the family agreement, practice expectations on safety and risk assessment throughout the life of a case, and appropriate use and duration of safety protection plans. The audience for this four-day training (5 days for supervisors) is all CP&P staff. Implementation between Q2-Q5 CFSR PIP.

- Executive Level training information will be delivered to Area Directors, Assistant Area Directors, and Local Office Managers regarding the enhanced SDM tools and the new training: *Assessing and Managing Safety and Risk Throughout the Life of the Case*. Completed.
- OTPD will manage rollout of *Assessing and Managing Safety and Risk Throughout the Life of the Case*, in collaboration with DCPD and CRC. The training will be required for casework supervisors, supervisors, and all field staff in New Jersey. Statewide rollout will begin prior to the release of the revised SDM tools in NJSPIRIT. Casework supervisors and supervisors will be trained first followed by intake and ongoing workers. Specific components include: use of SDM tools, use of enhanced family agreement, practice expectations on safety and risk assessment and intervention throughout the life of the case, and appropriate use and duration of Safety Protection Plans. (Qtrs. 2-5).
- An additional supervisory module will train supervisors and casework supervisors on managing this work throughout the life of the case. (Qtrs. 2-5).

The CFSR and QR identified challenges related to the frequency and quality of caseworker visits with parents. Analysis of findings identifies that discussions during visits with parents did not explore or were not comprehensive in identifying or addressing needs; supervision needs to consistently model and support best practice and supervisors need to address engagement and assessment in supervisory conferences

To promote a culture and practice that prioritizes father engagement and assessment, the curriculum “*Fathers are Important: A caseworker’s guide to working with fathers*” was developed and a statewide rollout of this training has been initiated. This training is required for all field staff and is being rolled out across the state sequentially by region. Support and accountability packages to support transfer of learning to practice have been developed. (launched; to be completed by Q6 CFSR PIP). Further, analysis of the CFSR and QR results, as well as other CQI system strategies, revealed challenges as it relates to working with mothers versus fathers. Staff personal bias and fear impacted engagement of fathers, limited efforts and understanding of diligent search for fathers and lack of strategies to engage fathers living outside of the home.

Fathers are Important: A Caseworker’s Guide to Working with Fathers

This one-day training is designed to help the Department of Children and Families (DCF) staff understand the importance of fathers, whether they live in or out of the home, and help them see that the efforts to engage them are valuable to children in the long term. The training will help participants recognize their own biases and perceptions of fathers and discuss its possible impact on father engagement. It will also look at systemic barriers to engaging fathers and review strategies for engagement.

To further support and improve staff's engagement and assessment of parents, DCF is developing through OTPD, an on-line training, "Talking with families about concurrent planning". This training is being designed to develop staff skills in holding straightforward conversations for concurrent planning. Support in the local offices to sustain what is learned will be provided by internal CP&P Case Practice Specialist.

- Develop webinar content (Qtrs1-2)
- Push out webinar content through existing CP&P staff meeting structure (Qtr.3)
- Webinars remain available for ongoing worker training (Qtrs3-ongoing)

Workforce Development & Continuing Education Programs

Baccalaureate Child Welfare Education Program, Stockton College. The Baccalaureate Child Welfare Education Program (BCWEP) is a consortium of seven schools, headed by Stockton University with undergraduate programs in social work that enables students to earn their Bachelor of Social Work (BSW) degree. Students apply in their junior year of college to participate in the program which includes taking child welfare specific classes in their senior year, completing an internship of more than 400 hours in local CP&P offices and agreeing to work in the field of public child welfare at a local CP&P office for a period of two years, post-graduation. The BCWEP program provides students with access to field instructors who offer competency-based field instruction in child welfare practice. These interns are provided a 12-day work readiness training program that is intended to expedite their ability to carry cases.

Montclair Adolescent Advocacy Certificate Training Program. This is a 15 credit post-BA certificate in Adolescent Advocacy. It was developed for CP&P workers who wish to further their expertise in working with adolescents in the public child welfare system. The program is offered in both on-line and face-to-face formats. The student cohorts are estimated to be 40 people, half of whom will be taking the certificate on-line. The program is totally grant funded. It should also be noted that the coursework in this certificate program may be applicable to the MA in Child Advocacy for those students who are academically qualified to continue.

Cost allocation methodology for Workforce Development and Continuing Education.

- Contract Training - costs identified to the NJ Child Welfare Training Partnership are as follows:
 - (1) The number of DCF staff attending the training during the current quarter is identified.
 - (2) The costs of the NJ Partnership for Child Welfare are allocated based on the number of trainees paid by the Division attending specific Partnership-sponsored training programs during the current quarter, to the functions to which the trainees are assigned.
 - (3) If local office Permanency workers, Resource Family workers, Adoption workers, and/or child placement review workers are among those trained, the

allocation procedure are the same as for items (3), (4), and (5) under Training Programs.

- Contract Training - costs identified to the BCWEP are as follows:
 - (1) The individuals attending this program are not yet CP&P employees; the costs of the program are allocated to all CP&P functions based upon Division staff counts for the quarter.
 - (2) Costs assigned to the specific types of workers mentioned under Training Programs in items (3), (4), and (5) will be allocated to Title IV-E training based upon the methodologies identified in those items.

Professional Development Budget Planning	
Note* This budget sheet takes into consideration all the cost through the life of a professional development learning experience when executed with best practice	
Considerations & Variables	
<ul style="list-style-type: none"> • Modality (traditional, flipped classroom, eLearning, on the job, simulations) • Group size to be developed • Complexity of the professional development • Days of Training • Skill level of group being trained • Productivity loss (Internal Capacity) • Coaching structure in place (sustainability resources) • Consultation & Instructional Design Process Meetings • External Experts if Needed • Seat time for participants 	<ul style="list-style-type: none"> • Equipment and Material Cost • Instructional Designers on Project • Project Manager • Scope of Project • Implementation • Evaluations (data collections, analysis, reports, tool design) • Maintain the of professional development (revisions, policy updates, practice changes) • Communication Plans (writing plans, marketing, coaching tip sheets/tools) • Supporting Technology for Learning (Survey Monkey, Zoom Accounts, Webinar, poll anywhere).
Average Cost Per Service	
<ul style="list-style-type: none"> • Traditional Approaches (In person, Self-Directed, Flip Classroom, Simulation) 	Per 1 Hour completed product = 38 Hours @ \$55.00-\$125.00
<ul style="list-style-type: none"> • eLearning Level 1 (defined Passive Interactivity Level. Content based, connects to recordings, podcasts, basic pictures, illustrations, test questions). 	Per 1 Hour completed product =42 hours @ \$45.00

<ul style="list-style-type: none"> eLearning Level 2 (defined Limited Interactivity Level. Limited participation, interactive problem areas, movements, interactive activities with sights and sounds). 	Per 1 Hour completed product =71 hours @ \$45.00
<ul style="list-style-type: none"> eLearning Level 3 (defined Moderate Interactivity Levels. Moderate interactions, more modern experience, energized video, altered sound, reenactments, multimedia, stories). 	Per 1 Hour completed product =130 hours @ \$65.00
<ul style="list-style-type: none"> eLearning Level 4 (defined Full Interactivity Level. Students have full control over their learning condition. They are required to collaborate with the screen and information. This is the most recommended for enhanced learning. Stories and situations, symbols, recordings, recreated work executions). 	Per 1 Hour completed product =143 hours @ \$65.00
<ul style="list-style-type: none"> Video (Depending on concept, location and special effects). 	Per finished Minutes = \$1,000.00-\$3,000.00
<ul style="list-style-type: none"> Audio Tape 	Per finished minutes = \$25.00-\$125.00 an hour
<ul style="list-style-type: none"> 2 Pages of finished written script (of a participants' guide, facilitators guide, simulation script, scenarios) 	8 Hours Per 2 Pages @ \$55.00-\$75.00 an hour
<ul style="list-style-type: none"> Facilitator Cost per Day 	\$1,500.00-2,000.00 (per day) Traditional Learning 6 hours or 8 hours.
<ul style="list-style-type: none"> Facilitator Prep (defined 3 hours of prep for every 1 hour of training) 	<p>6 Hour Learning Experience 6x3=18 Hours of Prep 8 Hour Learning Experience 8x3=24 Hours of Prep</p> <p>Example: Facilitator cost \$1500 per day. (1500 per day/training hours 6) = 250 an hour</p> <p>Prep Hours 3x6=18x250 = \$4,500.00 (Prep Pay)</p>
<ul style="list-style-type: none"> Instructional Designer 	Per Hour \$55-\$125.00

<ul style="list-style-type: none"> • Project Manager 	\$35.00-\$125.00
<ul style="list-style-type: none"> • Productivity Loss Internal Capacity 	<p>Salary Per Hour x Project Hours =Project Cost Sole Project Hours X Salary = Productivity Loss</p> <p>EX: \$55.00 (salary per hour) x 150 Project Hours = \$8,250 costs for Internal Capacity.</p> <p>Sole Project Hours 150 x \$55.00 = \$8,250 (Approx.) = Productivity Loss. Internal Capacity Cost = \$16,500.00</p>
<ul style="list-style-type: none"> • 6 Hours Consultation Internal per product: 	\$ 65.00 (8 hours x 65.00 = \$520.00)
<ul style="list-style-type: none"> • 6 Hours Consultation External per product: 	\$125.00 (8 hours x 125.00 =\$1,000.00)
<ul style="list-style-type: none"> • Technology: 	<p>Standard 1 Hour Webinar = \$1,350 (approx.)</p> <p>Polling Options = \$100.00 a month (approx.) + (\$9.99 per student when using)</p> <p>Surveying Options = \$100.00 a month (approx.)</p>
<ul style="list-style-type: none"> • Instructional Design Process per product <i>(NOTE: length will vary depending on the product) Approx. 24 Hours per 1 day/Product</i> 	<ul style="list-style-type: none"> • Planning Meeting • Goal Sheet Review • Functional Outline • Learning Plan Approval • Final Reviews/Approval
<ul style="list-style-type: none"> • Implementation <i>(NOTE: length will vary depending on the product) Approx. 18 Hours per 1 day/Product</i> 	<ul style="list-style-type: none"> • Marketing • Logistics Plan • Communication Plan • Coaching Supports & Technical Assistance
<ul style="list-style-type: none"> • Evaluation 12 Month Duration <i>(NOTE: length will vary depending on the product) Approx. 18 Hours Per 1 day/Product</i> 	<ul style="list-style-type: none"> • Data Collection • Data Analysis • Reports