2020-2024 Training Plan

Update
June 30, 2020

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 5,300 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 6,700 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 usually provided at the OTPD Professional Center. Orientation is provided by the OTPD training facilitators and professional staff from other DCF Divisions. Due to COVID-19, the three-day in-person orientation was moved to an online delivery.

Input and feedback from relevant stakeholders and partners - to include university partners, Division of Child Protection and Permanency (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, ensuring that New Jersey continues to maintain substantial conformity. For example, pre/posttests are utilized for essential pre-service and mandatory ongoing training to assist in measuring knowledge gain while also help identify areas of curriculum and training that may need clarification. Between July and December 2019, the overall average pretest score was 59%, and the average posttest score was 89%. On average, there was a +30 point increase from pretest to posttest.

In addition, training 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 to solicit feedback on the training, materials and instructor(s). There were 7,658 participant responses from satisfaction surveys representing 87 course titles included in this half-year reporting period. Possible scores range from one: strongly disagree, low satisfaction; to four: strongly agree, high satisfaction.

On average, trainees reported high levels of satisfaction with the trainings, materials, and trainers. Only small differences were documented. The overall mean satisfaction ratings for all courses ranged from 3.73 (examples of satisfactions comments include: the activities were helpful to building participants' knowledge and skills in this topic) to 3.79 (examples of satisfactions comments include: the trainer demonstrated expertise related to the training topic through her/his knowledge, skills, and practice experience).

Prior to any curriculum development, consultation with stakeholders is completed to develop the purpose, goal, audience and support for participants once training is complete. Furthermore, 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

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 Stockton University. The NJPCW provides enhanced educational support to ensure a more qualified child protective services workforce.

New Worker Orientation

This three-day orientation and training program is for all new employees of DCF. It is offered by 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 HIPAA, workplace violence, ethics, and non-discrimination in the workplace. This orientation is delivered by full time DCF professional staff as required within job responsibilities and salary. As indicated above, the orientation has been moved to an online format during the COVID-19 crisis and social distancing standards.

The Division of Child Protection and Permanency (CP&P) has approximately 5,300 staff, making it the largest division within DCF. All new CP&P staff attend 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 with days in the field shadowing seasoned workers, with support from the trainee's supervisor. Due to the COVID-19 crisis, field days and shadowing ceased. Pre-service and Foundation courses were put on hold through April 20, 2020. OTPD is prepared to deliver Pre-service online, starting April 22, 2020. All staff scheduled for Pre-service prior to COVID-19 will be scheduled for online make-up courses, and all new employees will participate in the full Pre-service training online. OTPD is also working with the university partners to bring foundation courses online.

Course Descriptions:

<u>Pre-Service Training (246 Hours)</u>

OTPD in partnership with CP&P revised the curriculum for newly hired workers, "Pre-service" training to better align courses delivered with the needs of families serviced and best practice. Pre-service was previously referred to as, "Pre-service Family & Community Engagement", and was 180 hours of training. Currently, Pre-service is a 13-week program, with 246 hours of training. It is designed 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 seven modules of Pre-service training. Workers are expected to score a minimum or 70% to successfully advance to subsequent modules and complete the course. Pre-service curriculum in its entirety is 41 days in duration, with 37 regular classroom days and four lab days. Pre-service also includes 20 field days.

The allowable Title IV-E administrative functions for the Pre-service 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.*

The courses in the Pre-service program are listed below with course descriptions following.

- Pre-service Orientation
- Car Seat Safety
- Understanding Child Welfare in NJ
- *Computer Applications (NJ SPIRIT/SDM)*
- Focusing on Families: From Screening to Closing
- Child Development: Identifying Abuse and Neglect
- Structured Decision Making and Critical Thinking
- Making Visits Matter
- Using Genograms and Ecomaps
- Concurrent Planning
- LIFEBOOK Work for Child Welfare Professionals
- Functional Assessment
- Facilitating the Family Team Meeting Process
- Planning and Intervention
- Cultivating Awareness: Promoting Safety, Well-Being & Success
- Simulation

Pre-Service Orientation: The purpose of this one-day module is to introduce new hires 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 (NJ SPIRIT), 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.

Car Seat Safety: This mandatory occupant protection course was developed in partnership with the New Jersey Division of Highway Traffic Safety. Upon completion, participants shall demonstrate competencies related to DCF Policy and NJ Statutes for Transporting Children and proper restraint selection. Students will be able to identify the correct type(s) of restraint for a vehicle occupant depending on the age and size of the child, demonstrate the ability to adjust restraints for correct use with a specific child,

identify a locking system for securing a child restraint (latchplate, retractor, or LATCH), and secure child restraints to a vehicle using a seat belt or LATCH system. This training involves classroom and outdoor hands-on practice installing child restraints.

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.

Computer Applications (NJ SPIRIT/SDM): The purpose of this two-and-a-half-day module is to introduce new caseworkers to the function of the (NJ SPIRIT) web-based applications. Trainees use case scenarios to document and monitor progress made during the life of a CP&P case.

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.

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.

Structured Decision Making and Critical Thinking: The SDM System a comprehensive case management framework for child protection that uses a series of assessments to help child protection workers assess families and make critical decisions throughout the life of a permanency case. The SDM system combines research with practice strategies, offering child protection workers a framework for consistent decision making and agencies a way to direct in-demand resources toward families that can benefit most. The assessments themselves are just one component of the SDM system. By integrating engagement strategies, research, SDM assessments,

and professional judgment, the SDM system takes a full-system approach to helping child protection workers best service their clients

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.

Using Genograms and Ecomaps: In this workshop, participants will be introduced to the tools that can assist them in quickly mapping a family for purposes of assessment and identification of strengths and risks. Genograms and ecomaps will be demonstrated as methods that pro-vide the worker with a visual presentation of the family and their relationships with extended family, their support system, and their community. Case studies and group activities will offer the participants hands-on application of both genograms and ecomaps.

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 the training activity, "Concurrent Planning", addresses include: *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.*

LIFEBOOK Work for Child Welfare Professionals*:* Participants in this course will strengthen the professional practice of creating and utilizing a lifebook as a tool that can have a positive impact on child welfare work. Participants will explore children's stages of development, grief/loss, and trauma's impact on identity formation; reinforce the importance of preparing a lifebook as a support to resource parents, children, and the

professionals working with them; and practice strategies for doing lifebook work with children

Functional Assessment: The functional assessment is an integrated part of a logical practice model sequence of engagement, teaming with the family, assessment planning, intervention, tracking, and adjusting based on results of changed circumstances. Participants in this workshop will learn to successfully and effectively use key skills in assessment such as gathering information, drawing conclusions, and acting on those conclusions. Areas in the assessment process that need particular focus will be emphasized. Techniques to identify current needs, strengths, and family functioning will be explored; and their usefulness in decision making will be illustrated.

Facilitating the Family Team Meeting Process: 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.

Planning and Intervention: Participants learn intervention and planning skills with families using the practice principles in the family teaming process. Everybody will develop individualized interventions (solutions/strategies) to discuss with the family team that meet the specific needs of children and families. Interventions planned for and offered at several points in the continuum of services will be demonstrated. Methods to track and measure progress toward desired results will also be presented and needed revisions of the case plan—if necessary—will be discussed as well as how to integrate a working assessment while case planning with families who experience domestic violence.

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 highlights 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.

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.

Foundational Courses

Foundation courses are provided to all new workers upon completion of the Pre-service program. Some of the foundational courses are on-line, monitored by 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 of the "First Responders; Including Four Tiers and Structured Decision Making" training activity are: *Referral to services; Preparation for and participation in judicial determinations; Case management and supervision.*

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.

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.

- The allowable Title IV-E administrative functions that the "Substance Use: Disorders, Treatment and Recovery" training activity addresses are: *Referral to services; Development of the case plan; Case reviews.*

Child Sexual Abuse Issues for Child Welfare Professions, Module 1: 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.

Child Sexual Abuse Issues for Child Welfare Professions, Module 2: This four day training guides 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 the child and different family members while also learning about the effects of vicarious trauma.

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 Domestic Violence 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 the "Domestic Violence Policy and the CP&P Case Practice Protocol" training activity addresses include: *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.

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.

Introduction to Testifying in Court: This two-day training introduces CP&P staff to the basics of court, including who they will meet, why the agency goes to court, and what types of hearings are held. Other topics include handling subpoenas, protecting confidentiality, and the importance of certifying documents. In addition to a general overview, participants will learn how to effectively prepare for court through drafting detailed court reports and giving live testimony. Finally, the differences between direct and cross examination are reviewed as the group participates in a mock hearing with participants taking various roles

What Every Caseworker Needs to Know About Education and Special Education:
This two-day workshop offers vital information about various aspects of the educational system so that caseworkers may better advocate on behalf of the children on their caseloads. Participants will discuss the common roadblocks to school access faced by children in the welfare system and how to surmount them. Basic laws governing school district responsibilities, confidentiality, information sharing, and disclosure will be examined. The nuances of the special education system will be illustrated. Participants will learn about eligibility for special education and what questions to ask to get the necessary assessments and services for children. Possible reasons for student misbehavior and adverse effects of inappropriate discipline will be discussed. Participants will analyze school district dos and don'ts in the area of discipline so that children in their care receive the rights and protections to which they are entitled by law.

Coping with Vicarious Trauma: A one-day training for child welfare professionals, vicarious traumatization can arise from interactions with their supervisors, the legal system or other child-serving systems, and their families. The chronic constant and tense engagement with traumatized families can disrupt child welfare workers' perceived meaning of professional encounters and their own physical and emotional well-being. Child welfare workers' personal history of trauma, familial relationships and support networks, and coping strategies may contribute to their response to vicarious traumatization and how they cope with it. The signs and symptoms of vicarious traumatization are similar to those of direct trauma. This training will help child welfare professionals identify and combat the warning signs within themselves and others so as to continue having meaningful, strengths-based interactions with families and their colleagues.

Youth Thrive: Based on the Center for the Study of Social Policy's Youth Thrive Framework, this three-day training highlights how Promotive and Protective Factors are important for adolescents, as they increase the likelihood that youth develop characteristics associated with healthy adolescent development and well-being. Workers will be given opportunities for self-reflection in order to develop a practice that utilizes the Youth Thrive framework in their daily work. Participants will identify how the Youth Thrive framework is especially important for youth in vulnerable situations, in care and not in care, and how it is ultimately applicable to ALL youth.

Fathers Are Important: 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 our 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.

Cultural Competency (LGBTQI): Cultural Competency LGBTQI is a two-day course that examines distinctions between sexual orientation, gender identity, and gender

expression. Participants will have the opportunity to explore their own values, biases, and beliefs about sexuality and gender. Additionally, participants will identify indicators that a youth might be struggling with issues of sexual orientation or gender identity and develop strategies for effective engagement while creating a safe and inclusive environment for staff, service providers, families, and youth.

Transitional Planning for Youth Success: This training focuses on the importance of comprehensive assessment, effective planning and youth-involvement in assisting adolescents with their transition into adulthood. The content will include the identification and exploration of assets and opportunities, long and short-term goal setting and application of the Casey Life Skills Assessment (CLSA) in the development of a Transitional Plan for Youth Success (TPYS). The training will also explore resources available to youth and staff during the transitional process, as well as required DCF procedures and associated timeframes.

In-Service and 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 outlined below are currently offered as OTPD's continuous in-service program. New courses are developed and delivered every year by OTPD and in cooperation with DCF's university partners. Courses are guided by the needs of families served and the practice needs of CP&P staff.

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 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 the "Documentation Skills for Child Welfare Workers" 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 NJ SPIRIT, 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: 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: Casework 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.

Newly Developed

Letting Kids Be Kids and Caregivers Care: An Overview of Normalcy and the Reasonable and Prudent Parent Standard:

Letting Kids Be Kids and Caregivers Care: An Overview of Normalcy and the Reasonable and Prudent Parent Standard is a two-hour eLearning course that contains a variety of activities and assignments--including videos, interactions, and job aids—to explore recent federal mandates that have changed the way decisions are to be made with youth in foster care. As some decision-making shifts from caseworkers to resource caregivers, youth are provided easier access to the people, activities, and experiences that promote learning and development and create lasting childhood memories.

- *The allowable Title IV-E administrative functions the "Letting Kids Be Kids and Caregivers Care: An Overview of Normalcy and the Reasonable and Prudent Parent Standard" training activity addresses are: Case management and supervision and social work practice.*

This is the first in a series to provide guidance to DCF staff on the reasonable and prudent parent standard and normalcy provisions of federal and state law. The two-hour online Normalcy and Reasonable Prudent Parenting Training was developed and created during the summer 2019 and launched on October 1, 2019. Funds ($29,000) from the NJ Child Welfare Training Partnership were used to support development and ongoing expenses to maintain this training. The cost allocation methodology for the NJ Child Welfare Training Partnership is described starting on page 28 of this Training Plan. All child welfare staff will be required to participate. To date, 4,500 child welfare staff have completed this online training. A subsequent in-person training is anticipated to be available for child welfare staff in 2020, and a similar training is anticipated to be developed for resource and adoptive caregivers and for non-family based out of home providers.

Staff Resource Family Training

New Jersey 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 two-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 developed for delivery for 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, in-person sessions while the Traditions of Care offers six, three-hour sessions. DCF is committed to assessing current pre-service training curriculum to provide a more uniform approach to this 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 education and practice strategies of trauma-informed care.

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, kin and non- kin, as well as youth formerly 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 all resource families through a 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 courses, webinars, and home correspondence courses. The following courses through the Embrella training course catalog are available to support ongoing training mandates for DCF resource parents and can be viewed here https://www.embrella.org/free-foster-adoptive-kinship-parent-training-nj/.

Training courses for Resource Parents:

*Course available in Spanish

Community-Based	Hours
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

Home Correspondence Courses	Hours
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

Since the impact of the COVID-19pandemic, DCF continues to explore virtual options for Resource and Adoptive training classes.

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, which is available on an ongoing basis:

Training for Adoption and Kinship Care families:

Training	Hours
Overview of NJ Arch	1.5
Adoption & Foster Care in the Schools	1.5
Adoption: A Lifelong 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 children who are placed in the care of kin and fictive kin. DCF acknowledges the unique needs and challenges of this population and intends to focus on increased support and training to provide better outcomes for children and families. In July 2019, DCF hosted a post-KLG and adoption permanency summit. The keynote address was delivered by Joseph Crumbley, a nationally recognized speaker and consultant on the value of kinship care and its unique challenges. DCF began creating a kinship values training but due to the COVID pandemic, the in-person event was postponed. The training will be delivered virtually next year.

In accordance with recommendations from the Commission to Eliminate Child Abuse and Neglect Fatalities[1], 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 for DCF Research Evaluation and Reporting staff. Predict-Align-Prevent and its agents will train DCF staff for up to two years on techniques needed to perform geospatial risk analysis.

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

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 executive staff and managers received Safety Champions Institute training in FFY19. Training will be complete in year one. Technical assistance will be ongoing in years one and two and may extend to year three.

Chafee Specific Training

DCF has a vast training menu supporting various areas of child welfare practice. Within this training menu are several Chafee specific training opportunities available to child welfare staff, service providers, and other stakeholders. These training opportunities aim to assist participants to effectively implement policy, practice, and programming to ensure high quality and comprehensive services to Chafee eligible youth. The training programs are highlighted below.

Youth Thrive: The Youth Thrive protective and promotive factors framework training was co-designed by the Center for the Study of Social Policy (CSSP), the Office of Adolescent Services (OAS), and DCF's Office of Training and Professional Development (OTPD) to help NJ's young people reach their full potential. This training is co-led by a seasoned trainer and a trainer with lived experience. Youth Thrive is based on emerging research in neuroscience and brain development as well as established research on the promotion of positive youth development. This training emphasizes the importance of supporting healthy development and wellbeing of youth to assist in promoting positive outcomes. This three-day training is offered to child welfare staff and service provider staff. In addition, a Youth Thrive home correspondence course has been developed and is offered to resource and adoptive parents.

Got Adolescents? Got Adolescents? is a one-day training for child welfare staff primarily serving adolescents and young adults. The training provides the "101" regarding youth

specific policy, practice, and programming to best prepare child welfare staff to best engage and team with youth.

Transitional Plan for YOUth Success (TPYS)/Casey Life Skills Assessment (CLSA): TPYS/CLSA is a one-day training that is designed to provide child welfare staff and service providers an opportunity to develop a basic competency and understanding of assessment and planning practices with youth in foster care. The content includes the identification and exploration of assets and opportunities, long and short-term goal setting and application of the CLSA in the development of a TPYS. The training focuses on the importance of comprehensive assessment, effective planning and youth-involvement in assisting youth with their transition into adulthood.

Post-BA Certificate in Adolescent Advocacy (ADAD): The Office of Adolescent Services *(*OAS) and Montclair State University created this 15-credit certificate program primarily geared to child welfare staff and expanded to other DCF staff over the years. The ADAD certificate focuses on adolescent advocacy, case practice, and provides students with a multidisciplinary understanding of the role of the adolescent advocate as seen through the disciplines of law, sociology, and psychology. The certificate incorporates youth perspectives, concepts from the Youth Thrive framework, adolescent development, trauma informed care, and engagement into its coursework. DCF will be updating the coursework to include more transfer of learning activities and the Attachment, Regulation, and Competency (ARC) framework. The ADAD certificate is a one-year program that includes five courses: two in the fall, two in the spring and one in the summer. In an effort to ensure that all staff have access to the program, both an in-class option at Montclair State University and an online option are offered to 40 staff each year.

Adolescent Practice Forums: OAS recognizes that inter-departmental practice conversations are an important tool to provide quality and consistent services to adolescents. OAS began the Adolescent Practice Forums (APFs) to establish a forum where professionals across DCF can discuss common practice concerns and receive updates on adolescent-related policy, practice and workgroup/task force activities. These forums are offered in regional offices across the state. They are designed to facilitate dialogue between adolescent-serving staff within CP&P, the Office of Education (OOE) and the Case Management Organizations (CMO) serving Children's System of Care (CSOC) youth. Forums include an overview of adolescent-specific resource materials, trainings on requested topics, and services offered by OAS.

Safe Space Program and Training: The Safe Space Program encourages and promotes DCF to create welcoming and inclusive environments for Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex (LGBTQI) youth, families, and staff. This strategy provides an atmosphere whereby the LGBTQI population can feel safe and supported, and can access resources specific to their needs. Sexual and gender minority youth are an at-risk population that is faced with many challenges regarding accessing services, placement and interactions with other professionals. DCF continues to educate its workforce on providing proficient and comprehensive services to LGBTQI individuals.

In order to ensure that DCF remains responsive to this population, Safe Space Liaisons participate in Safe Space in-service trainings held throughout the State. Each in-service training features a guest speaker, cutting-edge resources and specific LGBTQI education. In addition, a statewide Safe Space Networking conference is held annually.

Cultural Competency LGBTQI Training: This recently launched two-day training for child welfare staff develops a basic understanding of the needs, challenges, issues, and resources pertinent to LGBTQI youth, adults, and families served by the child welfare system as well as the skills to recognize and meet these needs. Through discussions and activities around terminology, values and attitudes, the coming out process, safety, and legal issues, participants will learn how to best provide services that promote the psychological, social, emotional, and physical health and welfare for all, regardless of sexual orientation, gender identity, or gender expression.

Youth Leadership and Advocacy Training: This one-day training is currently offered to Chafee specific service providers to provide an overview of the theories and concepts related to youth engagement and leadership development. The training emphasizes how youth engagement contributes to healthy development, healing from trauma, and fostering youth resilience. Knowledge is increased regarding strategies for developing effective youth-adult partnerships and effective strategies to promote leadership and advocacy. This training will be expanded to child welfare staff, resource parents, and other youth advocates over the next three years.

*Adolescent Networking Conference***:** OAS partners with Rutgers University to hold a one-day biennial conference for youth, staff, service providers, and other interested stakeholders. The conference topic seeks to identify untapped areas of training regarding youth work, or topics which may be relevant to improving services and supports provided to youth. In 2019 the conference topic was Adolescent Sexual Health; the next conference is being planned for 2021.

What Every Caseworker Needs to Know about Education and Special Education: This two-day training focuses on federal and state education laws, including education stability and special education. In 2020-2021, the training will be enhanced to include addressing school discipline.

Continued Chafee Training

Along with the training opportunities described above, DCF will continue implementing or pursuing the following trainings:
- Expectant and Parenting Youth Training: DCF seeks to develop training for child welfare staff and providers regarding the unique needs of expectant and parenting youth (including young fathers).
- Chafee-related training for resource and adoptive parents: DCF has several trainings for child welfare staff and service providers, however needs to focus on strategies to ensure that similar Chafee related training is available to

resource and adoptive parents through in-person and/or online based modalities.

- DCF will develop a training for youth and youth serving adults that will support young people in various roles (e.g. workgroups, task forces, panel presentations, councils, committees) to appropriately prepare and receive support regarding strategic sharing and using personal lived experience in a healthy way to help inform systems change and enhancement.

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 Structured Decision Making (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 Program Improvement Plan (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 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 (five days for supervisors) is all CP&P staff. Implementation is planned between quarter two and quarter five of the CFSR PIP.

Executive level training information was 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".* OTPD will manage the rollout the new training in collaboration with CP&P 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 NJ SPIRIT. 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. An additional supervisory module will train supervisors and casework supervisors on managing this work throughout the life of the case. Implementation for this work is planned between quarter two and quarter five.

The CFSR and Qualitative Review (QR) identified challenges related to the frequency and quality of caseworker visits with parents. Analysis of findings identified that discussions during visits with parents did not explore or were not comprehensive in identifying or addressing needs. Additionally, supervision needs to consistently model and support best practice, and it is necessary for supervisors 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. This training will be completed by quarter six CFSR PIP.

Further, analysis of the CFSR and QR results, as well as other Continuous Quality Improvement (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. A description of this essential training component is below.

Fathers are Important: A Caseworker's Guide to Working with Fathers
This one-day training is designed to help 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. The implementation plan for this online training is as follows:
- Develop webinar content (Quarters1-2)
- Release webinar content through existing staff meeting structure (Quarter 3)
- Webinars remain available for ongoing worker training (Quarter 3-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.

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

• 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	• 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	
• Traditional Approaches (In person, Self-Directed, Flip Classroom, Simulation	Per 1 Hour completed product = 38 Hours @ $55.00-$125.00
• 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
• 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
• 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
• 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
• Video (Depending on concept, location and special effects).	Per finished Minutes = $1,000.00-$3,000.00

• Audio Tape	Per finished minutes = $25.00-$125.00 an hour
• 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
• Facilitator Cost per Day	$1,500.00-2,000.00 (per day) Traditional Learning 6 hours or 8 hours.
• Facilitator Prep (defined 3 hours of prep for every 1 hour of training)	6 Hour Learning Experience 6x3=18 Hours of Prep 8 Hour Learning Experience 8x3=24 Hours of Prep Example: Facilitator cost $1500 per day. (1500 per day/training hours 6) = 250 an hour Prep Hours 3x6=18x250 = $4,500.00 (Prep Pay)
• Instructional Designer	Per Hour $55-$125.00
• Project Manager	$35.00-$125.00
• Productivity Loss Internal Capacity	Salary Per Hour x Project Hours =Project Cost Sole Project Hours X Salary = Productivity Loss EX: $55.00 (salary per hour) x 150 Project Hours = $8,250 costs for Internal Capacity. Sole Project Hours 150 x $55.00 = $8,250 (Approx.) = Productivity Loss. Internal Capacity Cost = $16,500.00
• 6 Hours Consultation Internal per product:	$ 65.00 (8 hours x 65.00 = $520.00)
• 6 Hours Consultation External per product:	$125.00 (8 hours x 125.00 =$1,000.00)

• Technology:	Standard 1 Hour Webinar = $1,350 (approx.) Polling Options = $100.00 a month (approx.) + ($9.99 per student when using) Surveying Options = $100.00 a month (approx.)
• Instructional Design Process per product *(NOTE: length will vary depending on the product) Approx. 24 Hours per 1 day/Product*	• Planning Meeting • Goal Sheet Review • Functional Outline • Learning Plan Approval • Final Reviews/Approval
• Implementation *(NOTE: length will vary depending on the product) Approx. 18 Hours per 1 day/Product*	• Marketing • Logistics Plan • Communication Plan • Coaching Supports & Technical Assistance
• Evaluation 12 Month Duration *(NOTE: length will vary depending on the product) Approx. 18 Hours Per 1 day/Product*	• Data Collection • Data Analysis • Reports