



2025-2029 Training Plan

Introduction. The New Jersey Department of Children and Families' (DCF) Office of Training and Professional Development (OTPD) leads efforts to facilitate learning experiences for the DCF workforce to carry out DCF's vision, values, core approaches and strategic goals. OTPD offers relevant learning experiences that use a variety of training modalities that are stakeholder driven, research-informed, consider current practice trends, and address cross-department needs. OTPD also oversees the operations of DCF's Professional Center and Learning Management System to promote optimal learning experiences and streamlined processes for training enrollment, attendance, on-demand learning and to develop learning pathways.

OTPD partners with DCF operational divisions and other key external stakeholders to continuously measure performance and competencies to confirm transfer of learning objectives and behavior change. OTPD staff have vast education and employment experience in social work, education, and other human services related disciplines, as well as private sector with experience in training, facilitation, instructional design, curriculum development, strategic and project planning, and innovations in learning technologies.

In late 2022, OTPD initiated a modernization process to expand and update OTPD's operational structure to better support DCF's broader workforce development needs, including more comprehensive and progressive training opportunities for the child welfare workforce. DCF is also updating the agency's Cost Allocation Plan as it related to training, which will allow DCF to more comprehensively indicate the allowable IV-E administrative functions that the training activities address, the estimated total costs and projected cost allocation methodologies. Additional information will be provided in the first Annual Progress Services Report to the 2025-2029 Child and Family Services Plan (CFSP), which will be submitted in June 2025.

Throughout the remainder of this plan, DCF outlines and defines current and forecasted trainings, as well as training updates and enhancements.

DCF's 2025-2029 Training Priorities. Based on the modernization process mentioned above, DCF identified training priorities for a comprehensive, DCF-wide training strategy inclusive of leadership and management learning pathways. While these priorities are focused on the entire DCF workforce, consideration for the needs of child welfare staff will be included as trainings are updated and designed. Four prioritized training initiatives include:

1. Design, develop, and launch a comprehensive race equity learning pathway and implementation coaching model.
2. Full implementation of an updated and enhanced "new worker" or "pre-service" training for new Division of Child Protection and Permanency (CP&P) staff.
3. Update and transition the current foundational supervisory training to a supervisory learning pathway for supervisors at varying levels, with modules specific to the practice and roles within CP&P.
4. Refine the advanced Leadership Transformation Collaborative (LTC) leadership training program and develop a foundational leadership learning pathway for DCF emerging and developing leaders.

Additional high-level training priorities include: 1) incorporating the voice and experience of constituents into training design and delivery, 2) updating DCF's training related to continuous

quality assurance and improvement process, 3) integrating DCF's values and core approaches into all training offerings, e.g., staff wellness and team building, trauma-informed and healing centered practices, race equity, 4) expanding professional development offerings to enhance job performance, e.g. documentation, computer applications, agenda setting, project planning, time management), 5) offering refresher and progressive trainings on high need training topics, such as engaging families with mental health conditions, domestic violence, and substance use disorders, and 6) expanding offerings regarding safety and health related topics, e.g. safety awareness, defensive driving, CPR, and first aid.

As the training modernization efforts continue and prior to any curriculum development, DCF will consult with stakeholders about the purpose, goals, audience, and support for participants once training is completed. Furthermore, DCF will undertake a needs assessment process, including national scans and focus groups to gain the voice of the staff that will be receiving the training and carrying out the work and skills learned. Additional feedback will be sought through experience surveys at least annually.

Overview of Initial Trainings for Child Welfare Staff. New child welfare staff participate in extensive training at the onset of their employment to ensure an understanding of child welfare in New Jersey, DCF's enhanced case practice model and the skills necessary to best serve children and families. This training, which is currently being updated and enhanced, takes place over an 18-month period and includes three training phases: new hire orientation, new worker or pre-service training, and foundations training. DCF policy will also be updated as changes are made, detailing training expectations.¹

The first two phases are in the process of being updated and enhanced. DCF is soft launching new courses from this learning pathway quarterly and removing outdated trainings. By January 2025, the enhanced new worker training will be fully implemented. This phase of training is expected to take place over approximately four to five months and includes days in the office and in the community, as well as pre-work prior to training sessions. OTPD is also developing ways to support supervisors as they help to facilitate the transfer of learning to the new workers, including learning collaboratives, updated resource guides and reflection activities, assessment and evaluation tools, and policy. For an overview of new hire orientation and the emerging and enhanced CP&P new worker pre-service training, see Attachment A. Foundations training, which typically takes place over eight-ten months, is also undergoing updates and resequencing. It is expected to be finalized by July 1, 2024. For an overview of the foundations training, including courses that are in development and being re-launched, see Attachment B.

As trainings are updated and created, consideration is being given regarding the modality that aligns with the knowledge, skills, and abilities that new caseworkers need to be acquired. Considering the needs and learning styles of the new generation of child welfare staff along with the time of great child welfare transformation and change, some trainings will continue to be delivered in person, others online, and some courses may be self-paced or a combination of modalities.

Overview of In-Service Trainings for Child Welfare Staff. In-service courses are ongoingly offered to child welfare staff on a variety of practice topics and through partnerships with several stakeholders. Courses offered are guided by the needs of families served and the practice needs of CP&P staff. OTPD's recently established priorities indicate efforts to expand ongoing and

¹ [CPP-IX-C-1-100.pdf \(nj.gov\)](#), [CPP-IX-C-1-200.pdf \(nj.gov\)](#), [CPP-IX-C-4-100.pdf \(nj.gov\)](#), [CPP-X-A-1.12.2.pdf \(nj.gov\)](#)

progressive in-service training offerings for frontline staff and supervisors. DCF provides trainings through OTPD and university partners and also markets free trainings that are offered locally through community-based providers and nationally by federal partners and national organizations. Courses are updated based on current practice themes; for example, many courses in the current course catalog need to be updated to align with Solution-Based Casework (SBC). Listed below are examples of current in-service training offerings that are supported by DCF or University partners.

- **Youth Thrive.** Based on the Center for the Study of Social Policy's Youth Thrive Framework, this 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 are given opportunities for self-reflection to develop a practice that utilizes the Youth Thrive framework in their daily work. Participants 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.
- **Normalcy.** A two-hour self-paced online training on normalcy and reasonable prudent parenting was developed for all child welfare staff to complete. DCF also assisted Embracing and Empowering Families (Embella) to develop a similar training for resource and adoptive caregivers and for non-family based out of home providers.
- **Special Response Unit.** This workshop is for new Special Response Unit (SPRU) case workers to examine and discuss the realities of the DCF's 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 course covers how CP&P policies guide their work in the field as well as needed resources and how to access them, e.g., law enforcement assistance.
- **Supervisory Practices in Child Welfare.** The course catalog includes a supervisory training series. The first module, Self-Management, focuses on the transition from case 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, build the capacity of the workers and creating partnerships and effective teams. In another module, People Management, participants 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.

Center for Learning and Improving Performance All Access Pass. In June 2021, all DCF staff received an all-access pass to the New Jersey Civil Service Commission's Center for Learning and Improving Performance (CLIP) eLearning catalog. The catalog gives staff access to over 600 courses from topic areas that include management and supervision; process and resource management; professional development; technology at work; government and compliance; health and safety and learning paths. OTPD oversees the CLIP All Access Pass subscriptions and is

developing strategies to recommend CLIP trainings within other trainings and to audit CLIP trainings to ensure relevance with DCF broadly.

University Partnerships. New Jersey has established the New Jersey Child Welfare Training Partnership (NJCWTP), which includes DCF, the Rutgers University School of Social Work, Institute for Families (IFF) and Stockton University's Child Welfare Education Institute (CWEI). This partnership supports DCF's Learning Management System, various and evolving instructional design deliverables, training delivery, specialized training certificate programs, e.g., Substance Use Disorder and Violence Against Women, and supports DCF with various workforce development needs. For over a decade, DCF has also partnered with Stockton University's CWEI, who leads the Baccalaureate Child Welfare Education Program (BCWEP) and the Master's Child Welfare Education Program (MCWEP) program and convenes the BCWEP and MCWEP university consortia. For additional information on the MCWEP and BCWEP programs, see below. These educational programs offer workforce development options for new and seasoned field staff. Over the next five years, DCF will work with both university partners to review and make updates and enhancements to programming as needed based on the needs of the workforce.

Resource and Adoption Staff Training. New Jersey ensures that all resource and adoption staff are provided the knowledge and skills 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 on the resource and adoption home study process. DCF uses the Structured Analysis Family Evaluation (SAFE), a standardized home study model for a structured and uniform evaluation of families who apply to foster or adopt. Through the Consortium for Children, 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 staff around the role of resource, adoption and licensing staff. For example, the curriculum for new staff has been developed to include the role that resource, adoption and licensing work plays in ensuring successful outcomes for children. CP&P's Office of Resource Families also identifies training gaps for experienced staff through observations made in the course of their work or through recommendations provided by local and area office colleagues, and delivers individualized trainings as needed.

Foster and Adoptive Family Services Training. DCF uses two training models for prospective resource and adoptive families: the Parent Resources for Information, Development and Education (PRIDE) model and the Traditions of Care model. PRIDE training, which is for unrelated families, consists of nine, three-hour sessions. The Traditions of Care training, is designed for kin and fictive kin, consists of six, three-hour sessions. DCF modified both models to support learning on a virtual platform. In recent years, content was refined and updated to include the Nurtured Heart Approach², a supportive behavior management model that provides caregivers with strategies to assist children with self-regulation and transforming the way they perceive themselves, their caregivers and the world around them. The modified training also includes strategies outlined in the Birth and Foster Parent Partnership: A Relationship Building Guide,³

² <https://nurturedheartinstitute.com/>

³ <https://njarch.org/wp-content/uploads/2023/05/BFPP-Relationship-Guide3572.pdf>

which promotes and supports birth parent and foster parent collaboration. DCF is committed to the ongoing assessment of current training curriculums, including consideration of a model that provides pre-licensing education, emphasizes ongoing support and education that is circumstance and child specific, and includes education and practice strategies of trauma-informed care.

DCF is dedicated to supporting these training curriculums with the continued inclusion of trainers with lived experience, providing participants with invaluable knowledge and a unique understanding of the experience of foster and adoptive parenting that traditional training does not provide. DCF will continue to partner with current resource parents, kin and non-kin, as well as youth formerly in care, for training delivery.

DCF provides ongoing, in-service training opportunities to all resource families through a formal partnership with 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. Courses through the Embrella training catalog are available to support ongoing training mandates for DCF resource parents.⁴ DCF also partners with New Jersey Adoption Resource Clearing House (NJARCH) to provide ongoing support to families touched by adoption and kinship care. Figure 1 includes NJARCH trainings that are available on an ongoing basis:

Figure 1. NJARCH 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

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 increasing support and training to provide better outcomes for children and families. In partnership with ChildFocus, a national child welfare consulting firm, DCF created a kinship values training for staff titled "*Why Kinship Care Matters: Engaging and Empowering Kinship Caregivers*." This training reinforces the importance of kinship care and provides strategies and practice tools for staff to engage kinship families. The roll out for this training began in Fall 2021 and, to date, 3,082 staff have completed the training. It has also been incorporated into the pre-service training curriculum to ensure that all new CP&P employees receive a strong foundation from which they can fulfill the agency's vision and preserve kinship connections.

Chafee- and ETV- Specific Training. As is described in Section 4, *Services*, of DCF's 2025-2029 CFSP, DCF administers and oversees New Jersey's statewide John H Chafee Foster Care Program for Successful Transition to Adulthood (Chafee) and the Education and Training Voucher

⁴ <https://www.embrella.org/pdf/training/catalog.pdf>

(ETV) program. Within DCF's vast training menu, DCF includes 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. Highlighted Chafee and ETV related trainings are summarized below.

- **Youth Thrive.** The Youth Thrive protective and promotive factors framework training was co-designed by the Center for the Study of Social Policy, DCF's Office of Adolescent Services (OAS) and OTPD to help New Jersey'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 prepare child welfare staff to best engage and team with youth.
- **Youth and Young Adult Assessment and Transition Planning Transitional Plan for YOUTH Success/Casey Life Skills Assessment.** Transitional Plan for YOUTH Success (TPYS)/Casey Life Skills Assessment (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. During this time the TPYS/CLSA training transitioned from in-person to virtual. DCF plans to offer four trainings through the end of the state fiscal year. The training will be provided in two half-day sessions.

In March 2022, the previous Transitional Plan for YOUTH Success/Case Life Skills Assessment (TPYS/CLSA) trainings ended and the Youth and Young Adult Assessment and Transition Planning training was implemented in the spring of 2023. This training update was made due to changes with the transitional plan and the independent living assessment. This updated training reflects DCF's recent implementation of the Youth Thrive survey and has also now integrated the SBC Case Plan adolescent transition section into practice. Chafee providers are still using the Casey life skills toolkit for providers.

- **Safe Space Program and Training.** The Safe Space Program encourages and promotes welcoming and inclusive environments for Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual, Two-Spirited and other identities (LGBTQIA2S+) youth, families, and staff. This program provides an atmosphere whereby the LGBTQIA2S+ population can feel safe and supported and can access resources specific to their needs. DCF continues to educate its workforce on providing proficient and comprehensive

services to LGBTQIA2S+ 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 LGBTQIA2S+ education. In addition, a statewide Safe Space Networking conference is held annually. For additional information on the Safe Space Program and other services to support LGBTQIA2S+ youth and young adults, see Section 4, *Services*, of DCF's 2025-2029 CFSP.

- **Cultural Competency LGBTQIA2S+ Training.** This recently launched two-day training for child welfare staff develops a basic understanding of the needs, challenges, issues, and resources pertinent to LGBTQIA2S+ 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.
- **Adolescent Networking Conference.** DCF partners with Rutgers University to hold a one-day biennial conference for youth, staff, service providers, and other interested stakeholders. The conference 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 2023, the conference was entitled, "A Journey Toward the Future," and provided information, skills and training on tools and resources to support youth and youth serving professionals such as financial literacy, suicide prevention, wellness and selfcare, relationship norms in social media, and imposter syndrome. The next conference will be held in 2025.
- **Adolescent Summits.** In Spring 2024, three one-day Adolescent Summits were held for child welfare staff who work with adolescents. Similar to the Adolescent Networking Conferences, the topics covered in summits are areas beyond those covered in regular trainings, as well as information about housing and the content of the Chafee and ETV plans. Topics addressed in 2024 included addressing grief, loss, and separation with a focus on youth in care and supporting undocumented youth and unaccompanied minors.
- **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, the training was enhanced to include addressing school discipline.

Along with the training opportunities described above, DCF will continue implementing or pursue the following trainings:

- **Normalcy Training.** A two-hour online Normalcy and Reasonable Prudent Parenting Training was developed for all child welfare staff to complete. Similarly, an online normalcy training was created for resource and adoptive caregivers. In Fiscal Year 25, DCF will explore incorporating elements of this training into another foundations course, as well as the development of additional resources for non-family based out-of-home providers.

- **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. DCF recognizes that there is a need 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.
- **Shared Leadership.** DCF continues to explore a Shared Leadership training to align with other co-design initiatives, such as Powerful Families, Powerful Communities, and the work of DCF's Office of Family Voice. This training will focus on how individuals with lived experience can inform the work of the Department. It will include strategic sharing, as well as methods on how to work with individuals with lived experience. The goal of this training is to improve staff capacity to assist individuals with lived experience to craft a message that educates the audience, tell their stories in a way in which their voices can be heard, ensure their message accomplishes its goal, and ensure their well-being is protected.

Cost Allocation Methodology for Workforce Development & Continuing Education Programs. DCF is currently updating the agency's Cost Allocation Plan as it relates to training, which will allow DCF to more comprehensively indicate the allowable IV-E administrative functions that the training activities address, the estimated total costs and projected cost allocation methodologies. Additional information will be provided in the first Annual Progress Services Report to the 2025-2029 CFSP, which will be submitted in June 2025. Until the update is complete, the follows remains unchanged.

- Contract Training – costs identified to the New Jersey Child Welfare Training Partnership are as follows:
 - The number of DCF staff attending the training during the current quarter.
 - The costs of the New Jersey 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.
 - 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.

For additional detail, see Figure 2, *Professional Development Budget Planning*.

Figure 2. Professional Development Budget Planning

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	
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
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

	<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.</p> <p>Internal Capacity Cost = \$16,500.00</p>
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:	<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>
<p>Instructional Design Process per product</p> <p><i>NOTE: length will vary depending on the product)</i> <i>Approx. 24 Hours per 1 day/Product</i></p>	<ul style="list-style-type: none"> - Planning Meeting - Goal Sheet Review - Functional Outline - Learning Plan Approval - Final Reviews/Approval
<p>Implementation</p> <p><i>NOTE: length will vary depending on the product)</i> <i>Approx. 18 Hours per 1 day/Product</i></p>	<ul style="list-style-type: none"> - Marketing - Logistics Plan - Communication Plan - Coaching Supports & Technical Assistance
<p>Evaluation 12 Month Duration</p> <p><i>NOTE: length will vary depending on the product)</i> <i>Approx. 18 Hours Per 1 day/Product</i></p>	<ul style="list-style-type: none"> - Data Collection - Data Analysis - Reports

Attachment A. New Worker Initial Training

Audience	Course Title	Course Summary	Virtual, In-Person, and/or Self-Paced	Time	Pre-work hours	Self-Paced Hours	Length of Training	Proposed Provider	Title IV-E Duration Category	Allowable Title IV-E administrative Functions Addressed
All DCF new hires	DCF New Hire Orientation: General Information	DCF New Hire Orientation provides critical introductory information and training to newly all hired DCF staff. Orientation is required includes an introduction and overview of DCF and information regarding Human Resources, Employee Relations, Labor Unions, Equal Employment Opportunities/Affirmative Action, the Offices of Diversity, Equity and Belonging and Staff Health and Wellness, an introduction to DCF's Learning Management System, and Americans with Disabilities Act Title II training.	In-Person	9:00am - 4:00pm	N/A	N/A	3 in-person full day training sessions	DCF staff	TBA	TBA
All DCF new hires	DCF New Hire Orientation: Implicit Racial Bias 101	DCF is utilizing the self-paced Implicit Bias Module Series that was developed by the Kirwan Institute for the Study of Race and Ethnicity. This required course introduces learners to insights about how our minds operate and helps to understand the origins of implicit associations. The learner will likely also uncover some of their own biases and learn strategies for addressing them. Each module is divided into a short series of lessons and covers the following topics: understanding implicit bias, real-work implications, understanding your own biases, and mitigating unwanted biases.	Self-Paced	N/A	N/A	1.5 hours	1.5 hours	N/A offered through DCF-LMS	TBA	TBA
All DCF new hires	DCF New Hire Orientation: Transforming Child Welfare Through Anti-Racism	This is a pre-recorded training that was offered live in the spring of 2021 and was delivered by Dr. Jessica Pryce. All new hires at DCF are required to view this training. There are four modules including: 1. History, policy, data, evolutionary change versus revolutionary change, 2. Power and privilege and protective factors in child welfare, 3. Mindset shifting, courageous leadership, and systemic change, and 4. Anti-racism community framework for child and family well-being.	Self-Paced	N/A	N/A	6 hours	6 hours	N/A offered through DCF-LMS	TBA	TBA
All DCF new hires	DCF New Hire Orientation: HIPAA and Confidentiality of Case Records	This pre-recorded training informs participants of the privacy requirements of the Health Insurance Portability and Accountability Act of 1996 and client record confidentiality requirements of Title 9:6-8.10a. Through this activity, the participant will be able to describe the constituent privacy rights under HIPAA and describe the four ways a constituent's right to privacy of health information can be violated.	Self-Paced	N/A	N/A	1 hour	1 hour	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Car Seat Safety: Proper Restraint Use for Occupant Protection	This interactive occupant protection course was developed in partnership with the New Jersey Division of Highway Traffic Safety. Participants will learn about New Jersey law and DCF Policy about proper restraint and transport of young children by child welfare staff. Participants will learn to keep children safe in vehicles by identifying and correctly installing the appropriate car seat for the age and weight of the child and appropriately buckling the child in the seat. Participants 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 (latch plate, retractor, or Lower Anchors and Tethers for Children, also known as 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.	In-person, trained at 3 regional DCF sites	9:00am - 4:00pm	N/A	N/A	1 in-person full day training	DCF staff and vendor supported by a federal grant.	TBA	TBA

CP&P new caseworkers	Safety Awareness for the Child Welfare Worker	This course presents information about worker safety awareness, assessment, and actions workers can take when encountering unsafe situations. The training will also provide participants with ways in which they can apply preparation strategies that promote safety in child welfare practice. At the end of this training, participants will be able to describe the signs that a person's behavior is escalating, recognize indicators that signal an interaction is becoming unsafe, and use techniques and resources that promote safety during interaction with others at different stages of escalation.	Virtual & In-Person, trained at DCF site	9:00am-12:00pm and 9:00am-4:00pm	N/A	N/A	2, 1/2 day virtual sessions (3 hours each) and 1 in-person full day training session	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 1									
CP&P new caseworkers	New Child Welfare Worker Training Experience	This course will introduce the learning pathway ahead for all newly hired child welfare workers and present information on how to maximize the training experience. Participants will explore the fundamentals of family support and the professional network and tools available to support caseworker readiness.	Self-Paced	N/A	N/A	1 hour	1 hour	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	New Child Welfare Worker: Pre-Service Training Orientation	This course reviews the basics of the child welfare information system (NJ SPIRIT) and learn how to access and use the CP&P web-based policy manual system. Other computer application programs designed to capture work-related information and how they increase worker productivity will also be highlighted. An overview of the structure and content of pre-service training is also discussed.	In-Person	9:00am - 4:00pm	N/A	6 hours	1 in-person full day training session	DCF staff	TBA	TBA
CP&P new caseworkers	Overview of Child Welfare in New Jersey	This course will provide an overview of child welfare services with a focus on New Jersey. Child welfare history, laws, statutes, and litigation will be outlined and will demonstrate how they have shaped New Jersey's approach and array of services when supporting family connections. Participants will be introduced to healing-centered work, recognize racial disparities and the impact of bias, reinforce family preservation over separation, and emphasize the value of integrating the voice of those with lived experiences into our work. Participants will be provided with the foundational knowledge necessary to guide them throughout their careers in engaging with children, youth, and families and also provides an overview of national child welfare services, with a focus on New Jersey.	Self-Paced	N/A	N/A	3.5 hours	3.5 hours	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Thinking Through Our Why: Self-Reflective Practice in Child Welfare	This course guides participants in reflecting upon their personal motivations for choosing a career in child welfare. This course requires participants to reflect upon one's personal motivations, their "why," for becoming a child welfare worker and will develop an awareness of the biases that they bring to child welfare work and uncover their influences on interactions with families and colleagues. Participants will gain the tools and insights necessary to navigate their roles with cultural humility, competence, and a steadfast commitment to making a positive impact in the lives of children and families.	Self-Paced and In-Person	9:00am - 4:00pm	1	N/A	1 hour of pre-work self-paced training and 2 days of in-person full day training session	DCF staff	TBA	TBA
CP&P new caseworkers	NJ-DCF Offices & Worker Roles	This course presents the various roles that comprise a caseworker's team as well as the offices and units of the Division of Child Protection and Permanency within the Department of Children and Families. Participants will review how each role functions and how offices work together across the state. The goal of this course is to review different positions and units that comprise a caseworker's team in Local and Area Offices. Participants will explore the different roles they may encounter over the span of their careers.	Self-Paced	N/A	N/A	2	2 hours	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Overview of NJ-DCF State Central Registry	This course reviews the processes and procedures of the Child Abuse Hotline/State Central Registry (SCR). Participants will examine how child welfare workers partner with the SCR in response to reports of child abuse and neglect. The goal of this course is to introduce the State Central Registry and its importance in reporting and responding to concerns regarding child safety and family needs. Participants will review confidentiality requirements and the importance of strong relationships with community providers.	Self-Paced	N/A	N/A	3	3 hours	N/A offered through DCF-LMS	TBA	TBA

CP&P new caseworkers	Critical Thinking Strategies	This course supports caseworkers in cultivating critical thinking skills through a practical review of techniques and approaches that can be applied to gather, analyze, and evaluate information in their everyday work. Participants will enhance their critical thinking skills to facilitate impactful conversations that effectively shape the decision-making process for the benefit of children, youth, and families. The goal of this course is to recognize critical thinking as an important component of success in child welfare work. This course will guide new workers on how to acknowledge a family's unique position, collect information with families to make next step decisions, and how critical thinking skills are applied to child welfare systems and practices.	Self-Paced and In-Person	9:00am - 4:00pm	1	N/A	1 hour of pre-work self-paced training and 1 day of in-person full day training	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 1 DEBRIEF	In-development	TBA				TBA	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 2									
CP&P new caseworkers	Understanding Trauma & Childhood Adversity	This course identifies the impact of adversity and trauma on children and their families. Participants will explore the power of resiliency and individual capacity while examining strategies using a trauma-informed approach.	Self-Paced	N/A	N/A	1	1 hour	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Protective Factors Framework Overview	This course introduces participants to the five protective factors and reviews scenarios on how to apply the framework to promote the healthy development of children, youth, and families. The course describes how building protective and promotive factors in families can reduce risk, strengthen resilience, and create optimal outcomes for children, youth, and families. Participants will learn techniques to guide families so they can build their capacity in each area.	Self-Paced	N/A	N/A	1	1 hour	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Family Engagement & Building Relationships	This demonstrates and discusses several empowering and engaging strategies that have an enhanced ability to build trust-based relationships with families. Participants will learn about the various barriers to engagement and examine strategies that enhance their capacity in a manner that fosters positive outcomes. The goal of this course is to explore effective relationship-building skills that engage families in collaborative planning, information sharing, and decision-making. This course will examine family-centered, strength-based engagement as the foundation for ongoing work with families.	In-Person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	DCF staff	TBA	TBA
CP&P new caseworkers	Solutions Based Casework (SBC)	This course provides foundational information on the Solution Based Casework (SBC) approach. SBC provides a common conceptual map for to help focus everyone's efforts on clear and agreed upon outcomes. SBC combines research on family development, clinical behavioral change, and child welfare outcomes to help staff stay focused on three key elements, or tenets 1) to create a partnership based on problem consensus in language the family understands, 2) to focus that partnership on the patterns of everyday family life that directly relate to threats to safety, and 3) to target solutions specific to the prevention skills needed to create safety and reduce risk in those family situations.	Self-Paced and In-Person	9:00am - 4:00pm	## before each in-person training session.		pre-work prior to each of the 3 in-person full day training sessions	DCF staff	TBA	TBA
CP&P new caseworkers	Child Development: Identifying Abuse and Neglect	This course provides information regarding how children develop at various stages in their lives to properly assess families for potential abuse and neglect. Coursework also recognizes the contributing risk factors and medical indicators of child abuse and neglect and 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 and integrates cultural practices and methods that may mimic child abuse.	Virtual & In-Person	9:00am-12:00pm and 9:00am-4:00pm	N/A	N/A	3, 1/2 day virtual sessions (3 hours each) and 2 in-person full day training sessions	DCF staff	TBA	TBA

CP&P new caseworkers	Introduction to Substance Use Disorders, Domestic Violence, and Mental Health Conditions	This course introduces the topics of Substance Use Disorders (SUD), Domestic Violence (DV) and Mental Health Conditions (MHC) and their impact on children and the family dynamics. Information about the risk and safety of children and families as it pertains to contributing factors and co-occurring disorders will be examined. Additionally, practices related to engagement strategies to support families and will be explored underline how they reflect and are influenced by personal and societal beliefs, biases, and attitudes that may affect child welfare work. This course also emphasizes the importance of self-care and well-being, given the sensitive nature of the topics introduced.	Self-Paced/In-Person	9:00am - 4:00pm	3	N/A	3 pre-work hours and 1 in-person full day training session	DCF staff	TBA	TBA
CP&P new caseworkers	Culturally Responsive Practice	This course emphasizes the importance of preserving family culture through practices that honor and respect a family's unique background. The goal of this course is to better assist caseworkers in communicating with and understanding individuals from various cultures and backgrounds. Participants will be equipped with the tools necessary for lifelong introspection and learning	Virtual	9:00am-12:00pm	N/A	N/A	3 hours of virtual training	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 2 DEBRIEF and/or Part I Simulation	<i>In-development</i>	TBA				TBA	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 3									
CP&P new caseworkers	Structured Decision Making and Critical Thinking (SDM) - Intake	This training is designed to prepare workers to conduct investigations using the Structured Decision Making® (SDM) safety assessment and risk assessment. It is not intended to teach all aspects of an investigation. Introduce knowledge of the SDM system approach to decision making. Deepen understanding of SDM assessments used during ongoing investigation. Link SDM assessments with family-centered practice.	Virtual & In-Person	9:00am-1:00pm and 9:00am-4:00pm	N/A	N/A	2, 1/2 day virtual sessions (4 hours each) and 1 in-person full day training session	DCF staff	TBA	TBA
CP&P new caseworkers	Structured Decision Making and Critical Thinking (SDM) - Permanency	This training is designed to prepare workers to conduct permanency services using the Structured Decision Making (SDM) reunification assessment and risk reassessment. It is not intended to teach all aspects of permanency services. Refresh knowledge of SDM approach to decision making. Deepen understanding of SDM assessments used during permanency services. Link SDM assessments with family-centered practice.	Virtual & In-Person	9:00am-1:00pm and 9:00am-4:00pm	N/A	N/A	2, 1/2 day virtual sessions (4 hours each) and 1 in-person full day training session	DCF staff	TBA	TBA
CP&P new caseworkers	Four Tiers Introduction	This course will support and build the skills and knowledge necessary to determine investigative findings when an allegation of abuse or neglect is made. This is a The goal of this course is to prepare caseworkers on how to implement and understand the Four Tier Model of Investigative Findings. Participants will reference the Investigative Finding Decision Making Process flowchart while exploring allegations of child abuse or neglect.	Self-Paced	N/A	N/A	2	2 hours	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Family Pathways	This course presents a high-level overview of a family's experience with CP&P. This course will demonstrate how caseworkers can effectively utilize Solution Based Casework, Structured Decision Making, and Four Tiers tools and approaches in their practice. The goal of this course is to show the various stages of service delivery, from the initial call through the closing of a family's case. Participants will review how policy and best practice guidelines are tailored to a family's unique strengths and needs.	Self-Paced and Virtual	9:00am-12:00pm	3	N/A	3 pre-work hours and 1, 1/2 day virtual training session	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 3 DEBRIEF	<i>In-development</i>	TBA				TBA	DCF staff	TBA	TBA
CP&P new caseworkers	PHASE 4									

CP&P new caseworkers	Introduction to Concurrent Planning	This course emphasizes prioritizing kinship caregivers while maintaining and preserving family and community connections. Participants will define permanency and explore the process of identifying the best placement options for children served by DCF. The goal of this course is to introduce caseworkers to the concurrent planning process with a focus on promoting the best interests of children and supporting their long-term stability and well-being. Participants will identify the value and role of kinship caregivers in supporting and achieving permanency.	Self-Paced	N/A	N/A	3	3 hours	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Resource Families and Kinship Care	This course explores the critical role of resource families within New Jersey's child welfare system, with a focus on kinship care as the preferred placement option. Participants will gain the tools necessary to support both children in out-of-home placement and caregivers in their new roles. The goal of this course is to examine the unique needs of kinship families who are stepping into caretaker roles as well as the experiences of non-kinship care families. Participants will explore the out-of-home care licensing process as well as the steps for becoming a resource family in New Jersey.	Self-Paced and Virtual	9:00am-12:00pm	2	N/A	2 pre-work hours and 1, 1/2 day virtual training session (3 hours)	DCF staff	TBA	TBA
CP&P new caseworkers	Working with Adolescents	This course provides child welfare workers with the knowledge and skills necessary to effectively engage with and support youth. Participants will examine how to connect with adolescents, recognize the impact of adolescent development on their experiences, and examine the influences of generational differences. The goal of this course is to introduce the fundamentals of building rapport with adolescents while implementing strategies to promote resiliency among youth. This course will explore how to support the well-being and healthy development of youth in out-of-home placements.	Virtual	9:00am-1:00pm	N/A	N/A	1, 4 hour virtual training session	DCF staff	TBA	TBA
CP&P new caseworkers	Adoption: A Path Toward a Forever Family	This course presents strategies to support and facilitate positive outcomes for children and families through the adoption process. This course recognizes that adoption is an evolving, transformative journey for both the child and the adoptive parents and emphasizes the importance of collaboration and teamwork in building successful new relationships. The goal of this course is to introduce caseworkers to New Jersey adoption laws, provide information on the licensing process, and identify the critical components of adoption. Participants will learn the steps resource families take prior to adoption, strategies to prepare the child for adoption, and explore resources available to the family.	Self-Paced		N/A	3	3 hours	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	The Purpose of a Lifebook	This course examines the purpose of memorializing a child's journey while continuing their connection with their biological family. Participants will learn how to communicate about and facilitate the ongoing development of a Lifebook and recognize its importance in supporting children in placement.	Self-Paced	N/A		1	1 hour	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	PHASE 4 DEBRIEF	In-development	TBA				TBA	DCF staff	TBA	TBA
Phase 5	PHASE 5									
CP&P new caseworkers	Genograms and Ecomaps Practice Activity	This course expands knowledge and underlines the value of utilizing genograms and ecomaps when working with families. Participants will have the opportunity to develop their own genogram and ecomap in addition to creating ones using a case example. The goal of this course is to learn about the importance of genograms, the functions of an ecomap, and the steps to construct them. While exploring genograms, caseworkers will discover cultural factors influencing family behaviors and learn about best practices for interviewing and recording information. Caseworkers will also examine constellations and what it means to create family ecomaps.	Self-Paced	N/A	N/A	1	1 hour	DCF staff	TBA	TBA
CP&P new caseworkers	Documentation Skill Building	This course examines the purpose of maintaining objective and relevant documentation in child welfare. This course highlights the importance of precise documentation, emphasizing its impact on decision-making processes, communication among professionals, and overall case management. The goal of this course is to learn how to write in an objective, accurate, clear, descriptive, relevant, and concise manner. Participants will define terms related to documentation and discuss the importance of competent documentation skills.	In-Person	9:00am-1:00pm	N/A	N/A	1 in-person full day training session	DCF staff	TBA	TBA

CP&P new caseworkers	NJ SPIRIT	The purpose of this asynchronous 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.	Self-Paced	N/A	N/A	2	2 hours	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Introduction to Legal Concepts in Child Welfare	This course describes the New Jersey child welfare legal process and provides an overview of the essential knowledge and skills required for navigating the legal system. Participants will develop a solid foundation of legal concepts, enabling them to navigate the legal system with confidence and professionalism. The goal of this course is to introduce child welfare workers to their roles and responsibilities throughout the legal process. Participants will examine legal terminology, types of courts, court hearings, and various key players in child welfare legal matters.	Self-Paced	N/A	N/A	1	1 hour	N/A offered through DCF-LMS	TBA	TBA
CP&P new caseworkers	Family Strengths & Signs of Resilience	This course explores strategies to build resiliency within families and children through key resources, collaborative problem-solving techniques, and solution-focused messaging. This course will prepare participants to apply strategies with a Protective Factors Framework lens. The goal of this course is to examine how to leverage a family's functional strengths in creating safe, healthy, and connected homes. Participants will learn how to support resilience in families and how it leads to positive outcomes.	Self-Paced and In Person	9:00am-12:00pm	1	N/A	1, 4 hour virtual training session	DCF Staff	TBA	TBA
CP&P new caseworkers	Teaming with Families	This course emphasizes the significance of collaborative partnerships with families. Participants will gain a high-level understanding of teaming as a mindset and approach from intake to case closing. Participants will develop strategies to effectively engage individuals and facilitate successful Family Team Meetings. The goal of this course is to explore the essential role of teaming and how it serves as a foundation of our work with families. Participants will examine Solution Based Casework skills and strategies for facilitating Family Team Meetings and navigating group dynamics.	Self-Paced/In-Person	9:00am-10:00am and 9:00am-4:00pm	1	N/A	1 hour of pre-work self-paced training and 1 in-person full day training session	DCF Staff	TBA	TBA
CP&P new caseworkers	Protecting Professional Resiliency	This course focuses on self-care, stress management, and resources available to mitigate challenges associated with child welfare work. This course reminds participants of the rewards of being a child welfare professional and promotes their professional resiliency. The goal of this course is to explore strategies for self-care and protecting child welfare workers' mental and physical well-being. Participants will learn about the available resources for combatting desensitization, vicarious trauma, and burnout.	In-Person	9:00am-4:00pm	N/A	N/A	1 in-person full day training session	DCF Staff	TBA	TBA
CP&P new caseworkers	PHASE 5 DEBRIEF	In-development	TBA				TBA	DCF staff	TBA	TBA
CP&P new caseworkers	Final Simulation	This final pre-service activity provides new workers with a simulated event in the "real world" of working with families in which they can practice the skills covered in previous modules, such as engagement and interpersonal skills. An actual child protective services scenario will be acted out by trainers and others who may be unfamiliar to the group. A coaching and protective learning environment where decisions (and mistakes) can be made will be observed throughout the day. Skills in case documentation will also be practiced in conducting this "real" child protective services investigation. The practice will be recorded, and a debriefing will follow the simulation.	Virtual & In-Person	9:00am-1:00pm and 9:00am-4:00pm	N/A	N/A	3 in-person full day training sessions and 1 virtual sessions (4 hours)	DCF staff	TBA	TBA

Attachment B.

Audience	Course Title	Course Summary	Virtual, In-Person, and/or Self-Paced	Time	Pre-work hours	Self-Paced Hours	Length of Training	Proposed Provider	Title IV-E Duration Category	Allowable Title IV-E administrative Functions Addressed
New CP&P Caseworkers	Protective Factors	In-Process (recent train-the trainer) finalizing course materials with model developers.	In-person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	DCF staff and potentially New Jersey Child Welfare Training Partnership (NJCWTP) staff	TBA	TBA
New CP&P Caseworkers	Engaging Families with Mental Health Conditions	This training covers a variety of themes that focus on developing understanding regarding how to engage families with mental health conditions. This training will explore the worker's personal knowledge and attitude about mental health and health conditions and how their knowledge and attitude impact the families they serve.	Self-Paced and Virtual	9:00am-12:00pm	3	N/A	3 hours of self-paced pre-work and 3 hours of virtual training.	NJCWTP staff	TBA	TBA
New CP&P Caseworkers	Intro to Legal Foundations	In-Process, course is being updated.	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA
New CP&P Caseworkers	Domestic Violence and the DCP&P Policy	This course is designed to provide caseworkers with an introduction to the Domestic Violence Policy and provide the practical information they need to know to apply it in the field. This training creates learning experiences, aligned with basic competencies, so that knowledge and skills associated with working with families are developed.	Self-Paced and Virtual	9:00am-12:00pm	8	N/A	8 hours of self-paced pre-work and 4, 1/2 day (3 hour) virtual training days	NJCWTP staff	TBA	TBA
New CP&P Caseworkers	Substance Abuse Module 1: Understanding Substance Abuse, Mental Health Disorders, Co-Occurring Disorders, and Child Welfare	The goal of this first module is to provide child welfare professionals with a contextual knowledge of the effects of substance use and/or abuse that may be experienced by parents involved in the child welfare system. This module discusses the importance of using a family-centered approach to identify and respond to the variety of needs experienced by the entire family. This module will also discuss the prevalence of substance use (alcohol and other drugs), mental health disorders, and many other issues that may coexist for child welfare-involved families. The prevalence of mental health and substance abuse in New Jersey and the differential impact of these issues from a gender and race/ethnicity perspective will be highlighted.	Virtual	9:00am-12:00pm	N/A	N/A	2, 1/2 day virtual training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Substance Abuse Module 2: Understanding Substance Use, Treatment and Recovery	The goals of this second module are to inform child welfare professionals about the substance use disorder, treatment, and recovery needs of child welfare-involved families that can be used in the context of home visitation and case management. This module provides an explanation of the treatment and recovery processes, and it 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 in the context of safety, permanency, and well-being of children.	Virtual	9:00am-12:00pm	N/A	N/A	2, 1/2 day virtual training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Substance Abuse Module 3: Mental Health Disorders Treatment and Recovery	This third module aims to increase the child welfare worker's recognition of the differences between mental health disorders and substance use disorders in adults; explain symptoms that warrant comprehensive screening and assessments; define the different models of treatment for co-occurring disorders; and identify how these disorders affect interpersonal relationships and family dynamics of the family involved with the child welfare system in the context of safety, permanency, and well-being of children.	Virtual	9:00am-12:00pm	N/A	N/A	2, 1/2 day virtual training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Substance Abuse Module 4: Case Planning	The purpose of this fourth module is to make child welfare workers aware of the various ways in which children are impacted by their parents' substance use and/or mental disorders, including co-occurring disorders, from prenatal exposure through childhood and adolescent development. This module discusses the importance of screening and assessment for a child's own alcohol, drug, and mental disorders that may or may not be a result of their parents' personal issues. The importance of delivering culturally competent services and collaborating with other service providers in developing and monitoring case plan progress will also be emphasized. Participants will also be provided with techniques for gathering and incorporating information about an individual's or family's substance use, mental health, or co-occurring disorders and treatment into the case plan.	Virtual	9:00am-12:00pm	N/A	N/A	2, 1/2 day virtual training sessions	NJCWTP staff	TBA	TBA

CP&P new caseworkers	First Responders Module 1: Building Rapport with Families	This is the first module of a course designed for CP&P staff who are about to be assigned to an Intake function where they will conduct child abuse and neglect investigations. Module 1, day 1 covers area of authority granted by Tiles 9 & 30 as well as statutes and policies that define child abuse and neglect. This course also covers challenges experienced by the families we serve and summarizes the process of planning an investigation. Module 1, day 2 describes various skills and techniques useful to gathering information, explains the difference between interviewing adults and interviewing children, discusses the environmental and rapport-building concerns associated with interviewing children, and drafts questions appropriate to the allegation phase of a child interview, and demonstrates how to conduct investigative interviews of children.	In-Person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	First Responders - Module 2 - Assessment of Families	This is the second module of a course designed for CP&P staff who are about to be assigned to an Intake function where they will conduct child abuse and neglect investigations. Module 2, day 1 explains the terms, definitions, and areas of assessment pertinent to evaluating child safety. Participants will be able to demonstrate the ability to integrate and analyze information from observations and interviews with standards for assessing safety. The course will also discuss how Protective Factors are relevant when developing Safety Plans for vulnerable families, draft suitable safety protection plans for given case scenarios, and describe how risk is identified in its various contexts. Module 2, day 2 identifies when a preponderance of evidence has been reached or cannot be reached, identifies the difference between each of the four possible investigative findings. The course will also help participants to demonstrate the ability to use critical thinking skills to reach an investigative finding given various case scenarios and utilizes new knowledge and skills to conduct investigations and determine findings. Participants will be able to demonstrate the ability to conduct a full investigation to support a finding in situations where an absolute exists.	In-Person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	First Responders - Module 3 - Planning and Intervening With Families	Module 3, day 1 of this course supports participants to apply a strength and needs assessment to a given case and write an investigative summary that is concise yet comprehensive. The course also helps participants to demonstrate the ability to locate applicable policy and protocol while conducting investigations, discusses the policies and protocols that affect how certain child abuse and neglect investigations are conducted, describes how to make and document a finding when multiple perpetrators exist, and discusses the appeal process as it relates to investigative findings. The course also supports participants to analyze the significance of prior findings on the ability of a potential resource to provide safe caregiving and identifies ways to reduce the trauma of child placement. Module 3, day 2 of this course discusses cultural awareness and competency, describes how certain family dynamics affect the safety of, and risk to, children, explains a personal approach to managing time and stress, and assesses the viability of strategies designed to address barriers.	In-Person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Connections Matter	Connections Matter is a healing-centered curriculum that teaches adults how to use the power of connections to help develop healthy brains and supportive relationships, prevent and heal from Adverse childhood Experiences (ACEs), and strengthen communities. Participants who attend this training will learn: 1) How ACEs adversely affect development and brain outcomes, 2) How caring connections serve as a primary buffer against the negative effects of trauma, and 3) How to build more resilient, compassionate, and healing-centered communities.	Virtual	10:00am- 12:00pm	N/A	N/A	2, 2 hour virtual training sessions	Prevent Child Abuse New Jersey	TBA	TBA
CP&P new caseworkers	Child Sexual Abuse Issues for Child Welfare Professionals: Part 1 (Modules 1 and 2)	This training prepares the child welfare professional for working with families in which children have been sexually abused. This course examines how values, beliefs, and emotional responses can impact case practice; identifies the facts and myths about child sexual abuse that are prevalent in our society; and discusses the historical context of child sexual abuse and its influence on present day beliefs. Participants will also be able to identify the many systems involved in child sexual abuse cases and differentiate between the specific roles and resources they offer, discuss the indicators of child sexual abuse within the context of normal and problematic sexual behaviors, discuss the effects of child sexual abuse and recognize the need for specialized treatment, examine personal feelings and beliefs about the non-offending parent/adults in the family and discuss the crisis of the disclosure and the impact on the family.	In-person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	NJCWTP staff	TBA	TBA

CP&P new caseworkers	Child Sexual Abuse Issues for Child Welfare Professionals: Part 2 (Modules 3 and 4)	This course guides the child welfare professional in exploring how personal values, culture, and gender impact issues surrounding child sexual abuse; recognizing implications within the context of domestic violence, language barriers, and immigration status; reviewing the immediate and long-term impact of sexual abuse on children; identifying effective treatment options and remediating treatment barriers; exploring the impact of sexual abuse on the non-offending parent and family members; helping workers recognize common characteristics and types of offenders; and exploring Meghan's Law and other components of the legal system. Participants will discuss specific investigative processes and interview procedures to utilize with children and family members while also learning about effects of vicarious trauma.	In-person	9:00am - 4:00pm	N/A	N/A	2 in-person full day training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Why Kinship Care Matters: Engaging and Empowering Kinship Caregivers	This training was developed in partnership with Child Focus and reinforces the importance of kinship care and provides strategies and practice tools for engaging kinship families. At the completion of the course, staff will be able to describe a child's need for connection to kin and community of origin, understand the importance of strong family connections and their role in keeping children connected to their families, articulate the differences between traditional foster care and kinship care, problem solve and think through barriers that families encounter caring for their loved ones, and identify myths and misconceptions around placement considerations when initiating contact and engagement with kin.	Virtual	9:00am-12:00pm	N/A	N/A	2, 1/2 day (3 hour) virtual training sessions	DCF staff	TBA	TBA
CP&P new caseworkers	Fathers are Important: A Case Worker's Guide to Working with Fathers	This course encompasses teaching and discussion focusing on how to best support father involvement and is designed to provide caseworkers with the information they need to know about this topic to be able to: 1) Explain the importance of fathers and the healthy development of children., 2) Assist fathers to navigate a complex and sometimes biased system., and 3) Develop skills to effectively engage fathers.	Self-Paced and Virtual	9:00am-1:00pm	2	N/A	2 hours of self-paced pre-work and 1, 4 hour virtual training session	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Concurrent Planning	This course outlines the concepts and practice of permanency beginning with a historical perspective of relevant legislation, child welfare reform initiatives, 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.	Virtual	9:00am-12:00pm	N/A	N/A	6, 1/2 day (3 hours) virtual training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Secondary Traumatic Stress	This course provides information staff need to know about how secondary traumatic stress occurs in child welfare work. It provides education and training on the nature of secondary traumatic stress as well as strategies to reduce and mitigate the impact of secondary traumatic stress on work performance and the individual worker's well-being.	Self-Paced and Virtual	9:00am-12:00pm	3	N/A	3 hours of self-paced pre-work and 1, 1/2 day (3 hours) virtual training session	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Introduction to Human Trafficking: Identification, Engagement, and Intervention	This course provides participants with an understanding of the dynamics of human trafficking situations and the engagement skills necessary to effectively work with victims of human trafficking. This training will provide a trauma-informed perspective to identifying and serving victims. Participants will develop an understanding of the physiological effects of trauma in human trafficking situations, identify the vital role of healthy attachments for at-risk youth, and practice engagement skills to build rapport and trust with human trafficking victims. There will also be an opportunity to practice identifying situations of potential human trafficking and conducting interviews or assessments with potential victims. Recommendations for creating safe, empowering environments for engagement are discussed along with strategies for long-term safety planning and relationship building. While this course is primarily focused on identifying at-risk children and youth within the DCF service populations, participants will also learn how to serve survivors of trafficking who are parents or caregivers of DCF-involved youth.	In-Person	9:00am - 4:00pm	N/A	N/A	3 in-person full day training sessions	NJCWTP staff	TBA	TBA

CP&P new caseworkers	What Every Caseworker Needs to Know About Education & Special Education for Children in the Child Welfare System	This course 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 child 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 the 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.	Self-Paced and Virtual	9:00am-1:00pm	6	N/A	6 hours of pre-work and 2, 4 hour virtual training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Cultural Competency: LGBTQI	This course 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 effectively creating a safe and inclusive environment for staff, service providers, families, and youth.	Virtual	9:00am-1:00pm	N/A	N/A	3, 4 hour virtual training sessions	NJCWTP staff	TBA	TBA
CP&P new caseworkers	Lifework Work with Children and Families	This course will strengthen the professional practice of creating and utilizing a Lifework 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 Lifework as a support to resource parents, children and the professionals working with them, and practice strategies for doing Lifework work with children.	Virtual	9:00am-12:00pm	N/A	N/A	2, 1/2 day virtual training sessions	NJCWTP staff	TBA	TBA