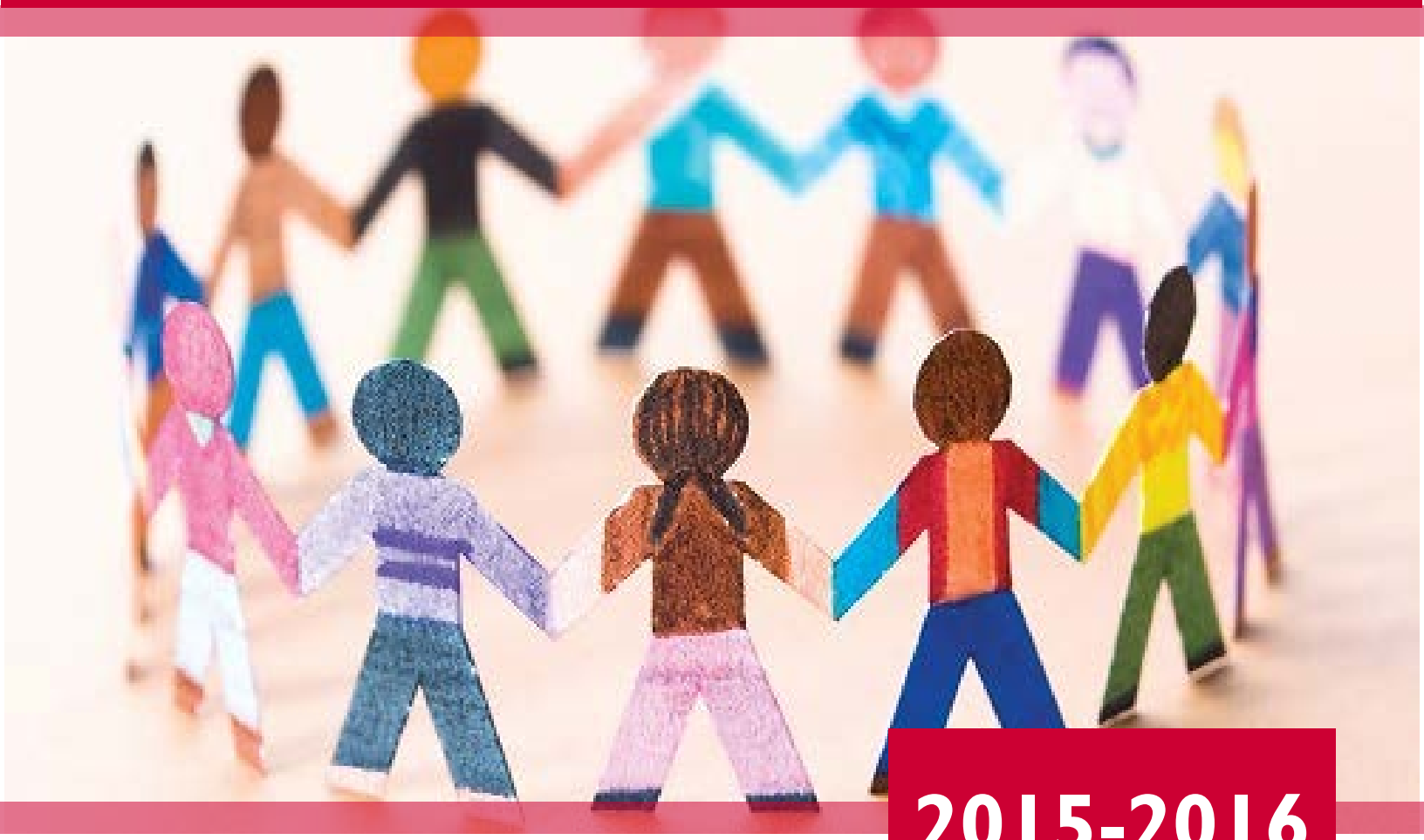
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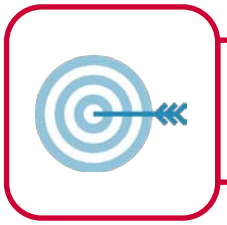
A Commitment to Child Welfare Excellence through Comprehensive Workforce & Leadership Development



2015-2016

RUTGERS
School of Social Work

New Jersey's child welfare workforce is…



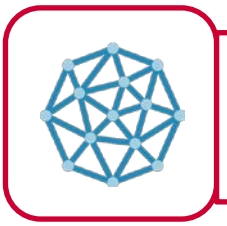
Qualified



Competent



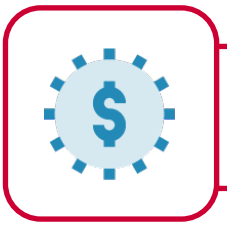
Stable & Consistent



Diverse & Reflective of Children Served



Committed



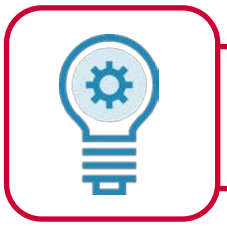
Adequately Compensated



Well-supported



Well-supervised



Well-trained



Led with Vision & Heart

ACKNOWLEDGEMENTS

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ABOUT THIS REPORT

KEY HIGHLIGHTS FROM 2015-2016

From 2015 to 2016, the New Jersey Department of Children and Families (NJ DCF) has continued its substantial workforce and leadership investments to maintain and advance a high level of professional and organizational functioning. As a result, the current NJ DCF workforce can be described as…

KEY HIGHLIGHTS 2015-2016		
Descriptor	**Performance Indicator(s)**	**Achievements**
Qualified	*Position requirements include Bachelor's Degree and relevant child welfare or social work experience*	NJ DCF requires applicants have a BA and child welfare or social work experience, and gives preference for BSW/MSW
Competent	*Specialized child welfare competencies and degree programs*	NJ DCF supports specialized child welfare Bachelor's and Master's Degrees (MCWEP/BCWEP)
Stable & Consistent	*Low vacancy rate* *Turnover rate below national average (30%)*	NJ DCF achieved a 2.31% vacancy rate NJ DCF achieved a 6.97% turnover rate
Diverse & Reflective of Children Served	*Staff race/ethnicity reflects trends of children receiving services* *Mixed gender and age range, with majority of workforce in prime working age span of 25-54 years*	NJ DCF staff are 44% Black, 20% Hispanic, 34% White, and 2% Asian/American Indian/Alaska Native/Pacific Islander/Native Hawaiian 11% of NJ DCF staff are 20-29yr; 47% are 30-39yr; 24% are 40-49yr; 18% are 50+yr NJ DCF staff are 83% female, 17% male
Committed	*Long length of tenure at the agency*	71% have been with agency 6-30+ years
Adequately Compensated	*Starting salaries on par with other NJ human and protective service professions*	Caseworkers: $49,000 - $59,000 Supervisors: $65,000 - $70,000
Well-supported	*Caseloads for intake, adoption, and permanency reflect national standards and Sustainability & Exit Plan benchmarks*	93% of Intake staff, 94% of Adoption staff, and 100% of Permanency staff have caseloads that meet these standards
Well-supervised	*Low supervisor-staff ratio*	NJ DCF's average supervisory ratio is 1 supervisor for 4.7 caseworkers
Well-trained	*Caseload-carrying staff and supervisors receive at least 40 hours of annual in-service training*	NJ DCF delivered 237,341 hours of training annually, with 100% receiving at least 40 hours per year and 74 hours provided on average
Led with Vision & Heart	*Leadership team implements strong plan of investment in workforce development*	All 10 NCWWI workforce development framework components are addressed

REPORT PURPOSE

This annual report provides an in-depth review of key indicators of performance and related strategies that reflect the New Jersey Department of Children and Families' ongoing commitment to and investment in child welfare workforce development, leadership, and organizational health.

The report explores the workforce capacity of the New Jersey Department of Children and Families (NJ DCF) and offers key stakeholders, policy makers, advocates, and the general public answers to the following set of inquiries:

WHO

Who are the staff of the New Jersey Department of Children and Families—the demographics and characteristics of family service specialists, supervisors, managers, and leaders—in particular, those within the Division of Child Protection and Permanency?

WHAT

What are the performance indicators and achievements related to child welfare workforce development in New Jersey?

WHEN

When were key benchmarks achieved over the last five to ten years, and specifically during the timeframe from 2015 to 2016?

WHERE

Where has NJ DCF made key investments to develop a qualified and stable staff capable of delivering effective child welfare services?

WHY

Why has NJ DCF advanced workforce and leadership development as a key element to the achievement of system reform benchmarks and sustainability of agency performance?

HOW

How has NJ DCF's unique and comprehensive approach been implemented over time?

REPORT CONTENT & STRUCTURE

The structure of this report is designed to highlight the multi-pronged, comprehensive approach NJ DCF has utilized to achieve a high level of workforce and leadership functioning as well as system reform benchmarks. The report relies on the New Jersey DCF Sustainability and Exit Plan, the New Jersey DCF Commissioner's Dashboard, New Jersey Kids Count, New Jersey Civil Service Commission Job Descriptions and a range of other available national data and benchmarks, along with current data, information, and materials provided by NJ DCF's Office of Training and Professional Development (OTPD), Office of Human Resources (OHR), Office of Performance Management and Accountability (OPMA), and Office of the Commissioner.

Ultimately, this 2015-2016 report is structured into two main sections:

1. **A SUMMARY OF AVAILABLE DATA AND INFORMATION REGARDING THE QUALITY AND CAPACITY OF THE CHILD WELFARE WORKFORCE**, including key demographics and characteristics of the current child welfare workforce as well as performance achievements related to ten (10) key indicators

2. **SPECIFIC INVESTMENTS AND STRATEGIES IN NJ DCF'S COMPREHENSIVE WORKFORCE DEVELOPMENT APPROACH**, which encompasses the ten (10) components of effective workforce development articulated by the National Child Welfare Workforce Institute's best practices framework (NCWWI, 2015b)

NJ DCF WORKFORCE CAPACITY & ACHIEVEMENTS

INTRODUCTION

According to the *Positioning Public Child Welfare Guidance* on Workforce (2010), workforce development should be a child welfare agency priority because:

- A well-trained, highly skilled, well-resourced, and appropriately deployed workforce is foundational to a child welfare agency's ability to achieve best outcomes for the vulnerable children, youth, and families.
- The workforce is the agency's public face to the children, youth, and families it serves. Additionally, the actions of the workforce are what stakeholders use most to judge an agency's competence and effectiveness.
- The workforce is both the most important and most expensive resource in which child welfare agencies must invest to achieve their goals and objectives.
- Studies have established a causal relationship between a capable child welfare agency workforce and positive case outcomes. This includes the influence of workforce capacity on placement stability, maltreatment recurrence, reunification, and foster care and permanency outcomes.
- When a workforce possesses adequate attributes, skills, knowledge, abilities, and resources, the agency will be better positioned to engage clients and improve client outcomes through the services they provide.
- When a clear understanding of what goes into building a strong and vibrant workforce is present, management will be able to use resources more effectively and efficiently.
- When a workforce has credibility in the community, it will be able to engage the resources of other agencies to provide service that the agency is unable to provide.

For these reasons, NJ DCF has made workforce development an agency priority and has realized a number of significant outcomes as a result (Munson, 2015). The performance indicators and achievements in ten (10) different categories are provided in the sub-sections that follow.

A Qualified Workforce

Available positions require bachelor's degrees, New Jersey residency, and relevant child welfare and social work experience—*professional social work, direct support counseling, guidance, or case management involving high-risk child abuse and neglect or other problematic situations involving counseling services to clients with social, emotional, psychological, or behavioral problems, including gathering and analyzing information, determining needs, and planning and supporting and/or carrying out treatment plans*. NJ DCF has articulated preferred qualifications for all positions (Table 1 below):

TABLE 1: POSITION REQUIREMENTS & RESPONSIBILITIES[1]

Position Title	Position Requirements & Preferred Qualifications
Family Service Specialist Trainee (FSS TR)	• Graduation from an accredited college or university with a bachelor's degree • Preferred: Bachelor's or master's degree in social work or a related degree, with six (6) months of experience
Family Service Specialist 2 (FSS 2)	• Graduation from an accredited college or university with a bachelor's degree • One (1) year of related experience
Family Service Specialist 1 (FSS 1)	• Graduation from an accredited college or university with a bachelor's degree • Two (2) years of related experience
Supervising Family Service Specialist 2 (SFSS 2)	• Graduation from an accredited college or university with a bachelor's degree • Three (3) years of related experience
County Services Specialist (CSS)	• Graduation from an accredited college or university with a bachelor's degree • Four (4) years of related experience • Two (2) years of experience in program administration
Supervising Family Service Specialist 1 (SFSS 1)	• Graduation from an accredited college or university with a bachelor's degree • Four (4) years of related experience • One (1) year of experience in supervisory capacity

NJ DCF has also identified the core responsibilities and competencies needed for quality practice (Appendix A). Competencies in specific areas—such as *Judgment/Decision Making, Oral Communication, Problem Analysis, Interpersonal Responsiveness, Organization, and Time Management*—are sought during the screening and selection process (detailed in the strategies section later on).

As a result, NJ DCF receives more than 10,000 resumes annually and is able to fill positions from a well-qualified pool of applicants.

A Competent Workforce

The Council on Social Work Education's Educational Policy and Accreditation Standard (EPAS), adopted in 2008, created revised standards for social work education that shifted the focus from teaching disparate topics to a set of holistic competencies for effective social work

[1] Retrieved from http://www.state.nj.us/csc/seekers/jobs/announcements/title_search.html

practice (Holloway, Black, Hoffman, & Pierce, 2009). In child welfare, coordinating educational competencies with those reflected in a child welfare agency's practice model helps to ensure a natural progression of students into staff, and ensure that the curriculum taught in social work programs fulfills an agency's priority needs for its incoming workforce as well as its emerging leaders (NCWWI, 2015a).

Child welfare agencies develop stronger, more committed staff when social work curricula and field experiences are in alignment with the reality of post-graduation employment. Tailoring degree programs' educational content to better reflect current child welfare practice and context is an important driver of effective recruitment and retention: students who are dissatisfied with their social work education, specifically in relation to insufficient or irrelevant practice skills, are more likely to leave the social work field (Wermeling, Hunn, & McLendon, 2013). Hence, students heading towards child welfare careers or current staff who are looking to advance their careers must have educational programs designed to build relevant child welfare practice competencies so that they can become committed child welfare professionals more likely to be retained over time.

NJ DCF supports specialized child welfare educational programs for both Bachelor's and Master's degree students who are committing to child welfare careers or seeking to enhance them: the **Baccalaureate Child Welfare Education Program (BCWEP)** and the **Masters Child Welfare Education Program (MCWEP).**[2] Core competencies for both programs are located in Appendix B. While these two programs are described in greater detail in the strategies section later on, they have had some notable achievements:

TABLE 2: SPECIALIZED CHILD WELFARE EDUCATION

Program	Focus	Total Students	Demographics	Graduates
BCWEP	Bachelor's degree students with specialization & commitment to child welfare	Across all twelve years of BCWEP, a total of 418 individuals have been funded.	Of the hired BCWEP graduates, 118 (28.2%) are bilingual.	Of the 418 students who graduated and moved into positions within the child welfare workforce, 312 (75%) are still employed at NJ DCF DCP&P.
MCWEP	Supervisors at NJ DCF DCP&P	A total of 74 supervisors have been funded over the first three years of MCWEP; 19 are SFSS1s or Casework Supervisors, 54 are SFSS2s, and one is a Local Office Manager.	The majority are women (84%), and as a group, these students have hundreds of years of combined supervisory experience at NJ DCF. 36% are African American, 28% are Latino, and 28% are Caucasian. Students represent approximately 75% of the NJ DCF DCP&P local area offices.	The first cohort saw its first students graduate in May 2014, and 100% had graduated by May of 2016. The second cohort saw its first graduates in May of 2015, and 100% will graduate by December of 2016. Cohort 3 saw its first graduates in May of 2016, and 100% will graduate by December of 2017.

[2] See http://www.stockton.edu/bcwep and http://www.stockton.edu/mcwep for annual reports

A Stable & Consistent Workforce

One of the most important indicators of an effective child welfare agency is the stability and consistency of frontline staff, which is captured by vacancy and turnover rates. *Vacancies* refer to the number of appropriated full-time equivalent (FTE) positions that are unfilled, while *turnover* reflects how often staff leave an organization.

Vacancy rates are a good reflection of agency effectiveness with marketing and recruitment efforts. Higher vacancy rates may reflect an organization's problems connecting with appropriate applicant pools or indicate that prospective applicants do not find available positions all that attractive.[3]

Low vacancy rates are required for effective child welfare practice—unfilled positions mean that cases are left uncovered or covered by multiple staff unfamiliar with the family, negatively impacting engagement and relationship-building with children and families (Faller, Masternak, Grinnell-Davis, Grabarek, Sieffert, & Bernatovicz, 2009; Graef & Potter, 2002; Wagner, Johnson, & Healy, 2009). One national study found an average vacancy rate of nearly 10%, with agencies taking between 7 to 13 weeks to fill vacant positions (APHSA, 2005). In some areas, documented vacancy rates have been as high as 31% (NC Office of State Personnel, 2004).

By contrast, as Table 3 highlights, NJ DCF has very few open, unfilled positions: ***vacancy rates are less than 3%*** in all categories of its child welfare staff and supervisors. While the vacancy rate increased slightly this year—from 1.27% in 2015 to 2.34% in 2016—this modest increase was due to the fact that an additional 82 new positions were added during the year (the total number of positions grew from 4098 to 4180). Once these newly added positions have been filled, it is anticipated that the rate will return to below 2%.

TABLE 3: VACANCY RATE (as of June 2016)

Position Title	Total Positions	Current Employees	Approved to Fill Vacancies	Vacancy Rate
Family Service Specialist Trainee	305	302	3	0.98%
Family Service Specialist 2	2159	2108	51	2.36%
Family Service Specialist 1	766	740	26	3.39%
Supervising Family Service Specialist 2	659	648	11	1.67%
County Services Specialist	85	82	3	3.53%
Supervising Family Service Specialist 1	206	202	4	1.94%
TOTAL/AVERAGE	**4180**	**4082**	**98**	**2.34%**

Turnover has been found to have a negative impact on organizational health and functioning: when caseworkers leave, the workloads of remaining staff increase and morale declines, which in turn leads to another cycle of turnover and more cases being left uncovered or covered by

[3] NJ DCF does not have this issue, as the agency receives more than 10,000 resumes per year.

multiple staff or staff unfamiliar to the family (Faller, Masternak, Grinnell-Davis, Grabarek, Sieffert, & Bernatovicz, 2009; Graef & Potter, 2002; McKenzie, McKenzie, & Jackson, 2007; Wagner, Johnson, & Healy, 2009). Staff turnover also has a negative impact on services and has been found to be related to increased placement disruptions, length of time in out-of-home care, maltreatment recurrence, and re-entry into foster care (Flower, McDonald, & Sumski, 2005; National Council on Crime and Delinquency, 2006; Strolin, McCarthy, & Caringi, 2007; Strolin-Goltzman, Kollar, & Trinkle, 2009; U.S. GAO, 2003). For example, one study found that agencies with a 9% turnover rate had a 6.1% rate of children who experienced re-abuse, while agencies with a 23.4% rate of turnover had a 14.9% rate of re-abuse (NCCD, 2006). In another study, youth with only one caseworker in a given year had a 74.5% chance of achieving permanency, while youth with two caseworkers had a 17.5% chance of permanency, and youth with more than three caseworkers had only a 1% chance of permanency (Flower et al., 2005).

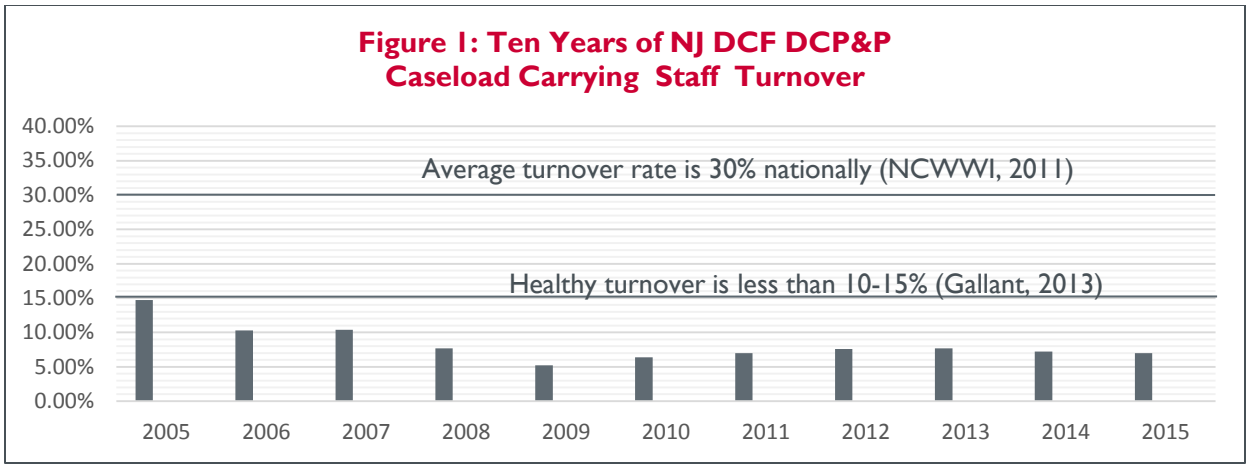
Staff turnover impacts an agency's budget, costing 45% to 115% of an employee's annual salary (CPS Human Resources, 2006). A 2014 Texas study by the Sunset Advisory Commission estimated that the cost to the State of each caseworker leaving the child welfare agency was approximately $54,000, given the expenses of recruiting, screening, selecting, training, and onboarding new staff. Studies indicate that average turnover rates for public child welfare/protection agencies range from 20% to 40% (NCWWI, 2011). Across all industries, turnover rates that fall below 10-15% are typically considered "healthy" or "optimal" (Gallant, 2013). By comparison, even as DCF has expanded the size of its caseload-carrying workforce (CLC), ***it has reduced its turnover rate by more than half over the last ten years, and between CY2014 and CY2015, the rate dropped an additional .23%:***

TABLE 4: CASELOAD-CARRYING STAFF TURNOVER (CY2015)[4]

Indicator	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
Total CLC Staff[5]	2559	2545	2511	2590	2495	2494	2449	2513	2498	2401	2155
Average CLC Staff	2552	2528	2550.5	2542.5	2494.5	2471.5	2481	2505.5	2449.5	2278	2038
CLC Growth	.55%	1.35%	-3.05%	3.81%	0.04%	1.84%	-2.55%	0.60%	4.04%	11.42%	12.18%
Total CLC Separations[6]	178	183	195	192	175	158	130	194	254	235	299
Turnover Rate	6.97%	7.2%	7.7%	7.6%	7.0%	6.4%	5.2%	7.7%	10.4%	10.3%	14.7%

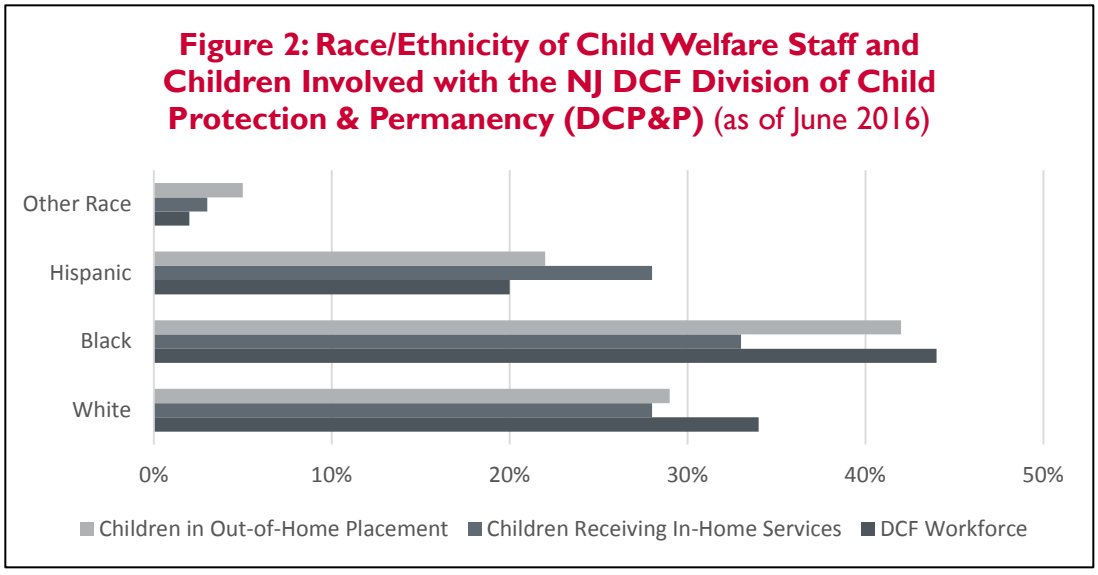
Figure 1 highlights that DCF's turnover rate continues to remain well below the national average and reflects national benchmarks of a stable, consistent workforce:

[4] *Turnover* is defined as separation from DCF and does not include internal promotions or position changes.
[5] Data from December 2015 "Workload by Worker Type" report (NJ SPIRIT) by NJ DCF Office of Human Resources
[6] Data from NJ Personnel Management Information System (PMIS) by NJ DCF Office of Human Resources



A Diverse Workforce Reflective of Children Served

Diversity in staff demographics is another indicator of effective workforce development. An agency that employs staff reflective of the communities served is better equipped to engage and partner with its consumers and stakeholders (NCWWI, 2015b). As Figure 2 underscores, the ***race and ethnicity of the child welfare staff generally reflect children served by NJ DCF[7]:***



[7] Data from NJ Kids Count, http://acnj.org/downloads/2016_06_06_nj_kids_count_state_of_child_well_being_.pdf

More than one-third (34%) of the NJ DCF workforce identifies as White, compared with 28% of children receiving in-home services and 29% in out-of-home placement. More than two-fifths of the workforce is Black (43.6%), compared with 33% of children receiving in-home services and 42% in out-of-home placement. Finally, the proportion of Hispanic/Latino staff (20%) is also similar to the proportion of Hispanic/Latino children in out-of-home care (22%) and children receiving in-home services (28%).

A healthy organization also has the largest proportion of its workforce ***in the prime working age span of 25-54 years.*** A workforce composed of different age demographics creates an environment where each generation brings different skills and talents to the table, ensuring that an organization isn't overly dependent on young staff who may not be ready to settle into a specific position or organization, or older staff who may soon retire. As Table 5 indicates, one tenth of the staff (11.7%) are in their twenties, and less than one-fifth (17.1%) are older than 50, with the vast majority (71.2%) between 30 and 49 years of age:

TABLE 5: NJ DCF STAFF GENDER & AGE (as of June 2016)

	Gender		Age (Years)				
Position Title	Female	Male	20-29	30-39	40-49	50-59	60 +
Family Service Specialist Trainee	258	46	171	92	34	7	-
Family Service Specialist 2	1697	409	298	1103	441	198	66
Family Service Specialist 1	622	120	6	369	189	122	56
Supervising Family Service Specialist 2	547	101	1	277	218	111	41
County Service Specialist	70	12	-	34	24	19	5
Supervising Family Service Specialist 1	177	23	-	49	79	52	20
TOTAL	**3371**	**711**	**476**	**1924**	**985**	**509**	**188**
PERCENTAGE	**83%**	**17%**	**11.7%**	**47.1%**	**24.1%**	**12.5%**	**4.6%**

While there continues to be less gender diversity at NJ DCF, with more than three-quarters (83%) of the workforce being female (Table 5 above) and only 17% male, this trend reflects other national and state findings regarding gender distribution in the social services (NCWWI, 2011).

A COMMITTED WORKFORCE

Tenure refers to the length of continuous employment at a single organization. Studies have shown that child welfare/protection staff remain an average of two years on the job (US GAO, 2003). As Table 6 illustrates, the ***tenure of DCF staff remains high***: nearly three-quarters (70.3%) have been employed by the State for more than six (6) years, and approximately two-thirds (62.5%) have been employed by the State for more than ten (10) years.

TABLE 6: TENURE IN YEARS[8] (as of June 2016)											
TOTAL		< 1	1	2	3	4-5	6-10	11-15	16-20	21-30	> 30
FSS TR	304	266	29	-	3		5	1	-	-	-
FSS 2	2106	4	213	149	209	312	823	369	20	6	1
FSS 1	742	-	-	-	1	7	255	344	58	64	13
SFSS 2	648	-	-	-	-	-	101	326	147	64	10
CSS	82	-	-	-	-	-	4	44	13	17	4
SFSS 1	200	-	-	-	-	-	-	75	52	47	26
Total	4082	270	242	149	213	319	1188	1159	290	198	54
Percentage		**3.4%**	**6.6%**	**5.9%**	**3.7%**	**5.2%**	**7.8%**	**29.1%**	**28.4%**	**7.1%**	**4.9%**

While there was a slight increase in the proportion of staff who have been employed by the State for two years or less (from 10% in 2015 to 15.9% in 2016), this is also attributed to the addition of new positions and the staff hired to fill them.

AN ADEQUATELY COMPENSATED WORKFORCE

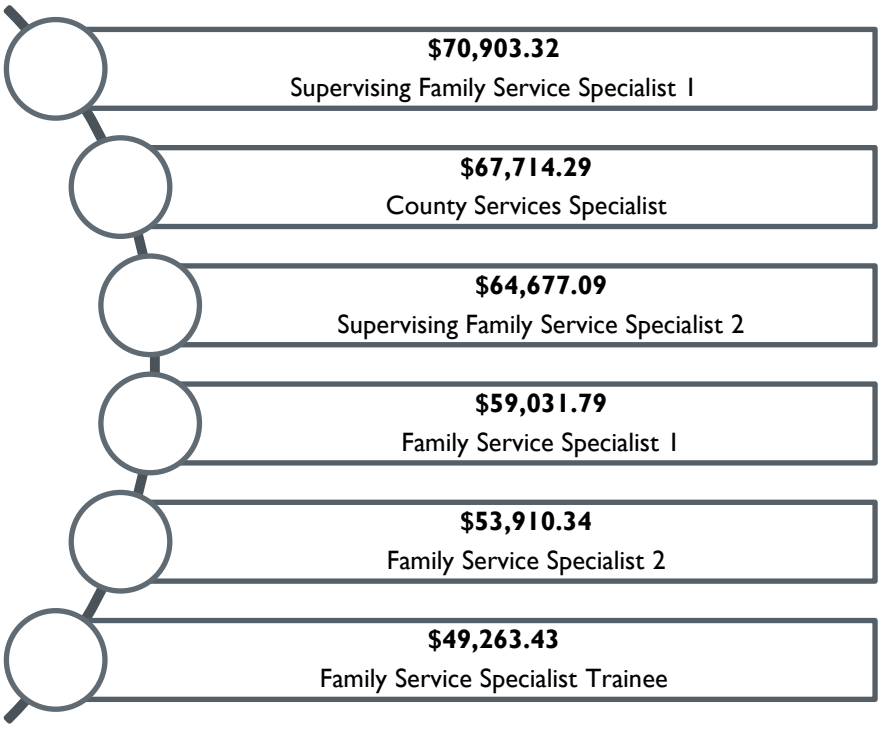
Compensation is an important benefit and a reflection of agency investment in staff well-being and retention. Adequate pay means the organization can remain competitive within the marketplace, while low pay can have a negative impact on successful recruitment and retention of staff. Child welfare agencies frequently struggle to provide salaries on par with comparable occupations, often losing current and potential staff to higher-paying human service and protective professions, such as nursing, teaching, corrections, and clinical social work practice (US GAO, 2003).

Nationally, average child welfare/protection staff salaries range from $30,000 to $49,999 per year (NCWWI, 2011), yet NJ DCF's starting salaries (noted in Figure 3) are on par with the higher cost of living and other State human service professions[9]--such as protective services ($42,060); community and social services ($50,380); and education, training, and library services ($55,760):

[8] 95% of current DCF employees have been employed by DCF, and its predecessor DHS/DYFS, for their entire tenure with the State. 5% of the current DCF child welfare workforce entered State service through other departments/divisions.

[9] See http://livingwage.mit.edu/states/34

FIGURE 3: NJ DCF STARTING SALARIES



A WELL-SUPPORTED WORKFORCE

Large caseloads and excessive workloads pose challenges for child welfare staff to effectively serve children and families. The average caseload for frontline/caseload-carrying staff in many agencies often exceeds recommended levels, sometimes by double or more (NCWWI, 2011). Heavy caseloads can negatively impact essential child welfare/protection processes, such as visitation, relationship building, family engagement, and permanency planning (Child Welfare Information Gateway, 2016). Because these core case management and clinical processes are time intensive, it is critical that caseloads are kept low so that staff can devote adequate energy and attention to them. NJ DCF performance in this area is high, as ***all permanency caseworkers (100%) and more than nine out of ten intake and adoption caseworkers (93-94%) have caseloads that meet standards as well:***

TABLE 7: CASELOADS					
CLC Staff	**Aligned with CWLA & Other National Standards**	**NJ DCF Exit & Sustainability Plan Benchmark**	**Caseloads meeting standard** (as of June 2014)	**Caseloads meeting standard** (as of June 2015)	**Caseloads meeting standard** (as of June 2016)
Intake	No more than 12 open cases and no more than 8 new case assignments per month	90% target	85%	89%	93%
Permanency	No more than 15 families and no more than 10 children in out-of-home care	95% target	96%	99%	100%
Adoption	No more than 15 children	95% target	83%	90%	94%

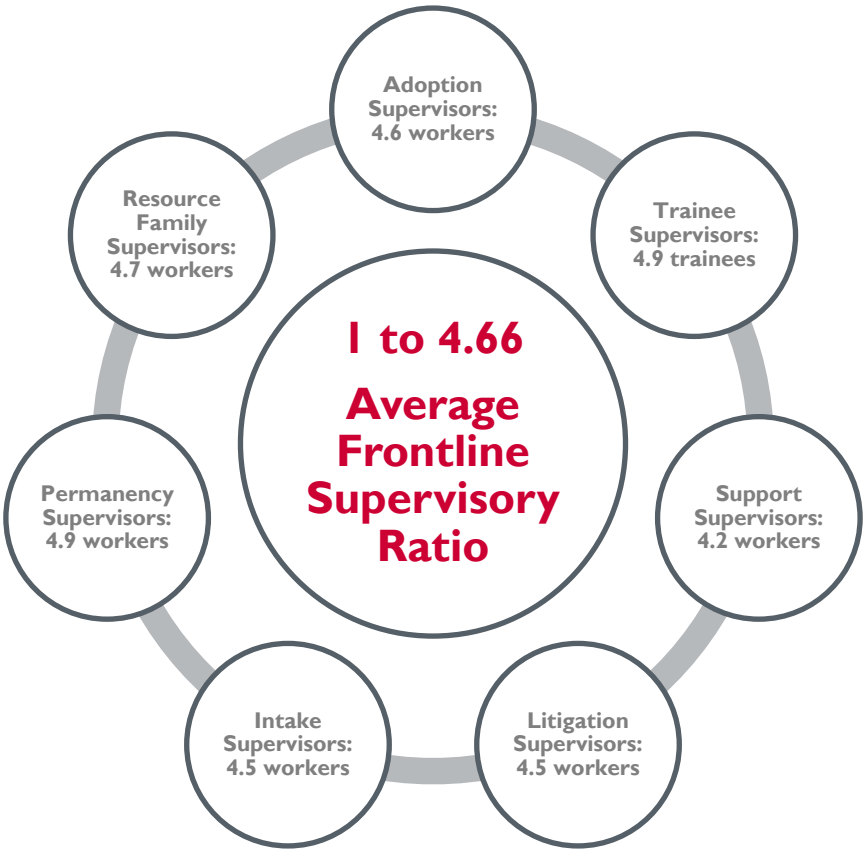
A WELL-SUPERVISED WORKFORCE

Frontline supervisors play a critical role in child welfare organizations as facilitators of effective service delivery, employee functioning, and staff retention (Dickinson & Perry, 2002; Hess, Kanak, & Atkins, 2009). According to a meta-analysis of more than 10,000 supervisory studies across a variety of disciplines, when supervisors provide tangible, work-related advice and instruction and have high-quality interpersonal interactions with staff, staff experience improved levels of well-being, a sense of competence, agency commitment, and job satisfaction (Mor Barak, Travis, Pyun, & Xie, 2009).

Supervisory ratios—the number of staff assigned to a single supervisor—reflect an organization's commitment to high-quality practice and providing the resources needed to support the supervisor-staff relationship and workforce well-being. The Child Welfare League of America's standards articulate a benchmark ratio of one supervisor for every five frontline staff, although the results of a national survey reflect average ratios of 1:6 (NCWWI, 2011).

As Figure 4 highlights, ***NJ DCF supervisors are responsible for an average of 4.66 frontline caseworkers*** across all areas, reflecting DCF's commitment to effective support and oversight of all of its staff on the frontlines.

Figure 4: Number of Caseworkers per Frontline Supervisor
(as of June 2016)



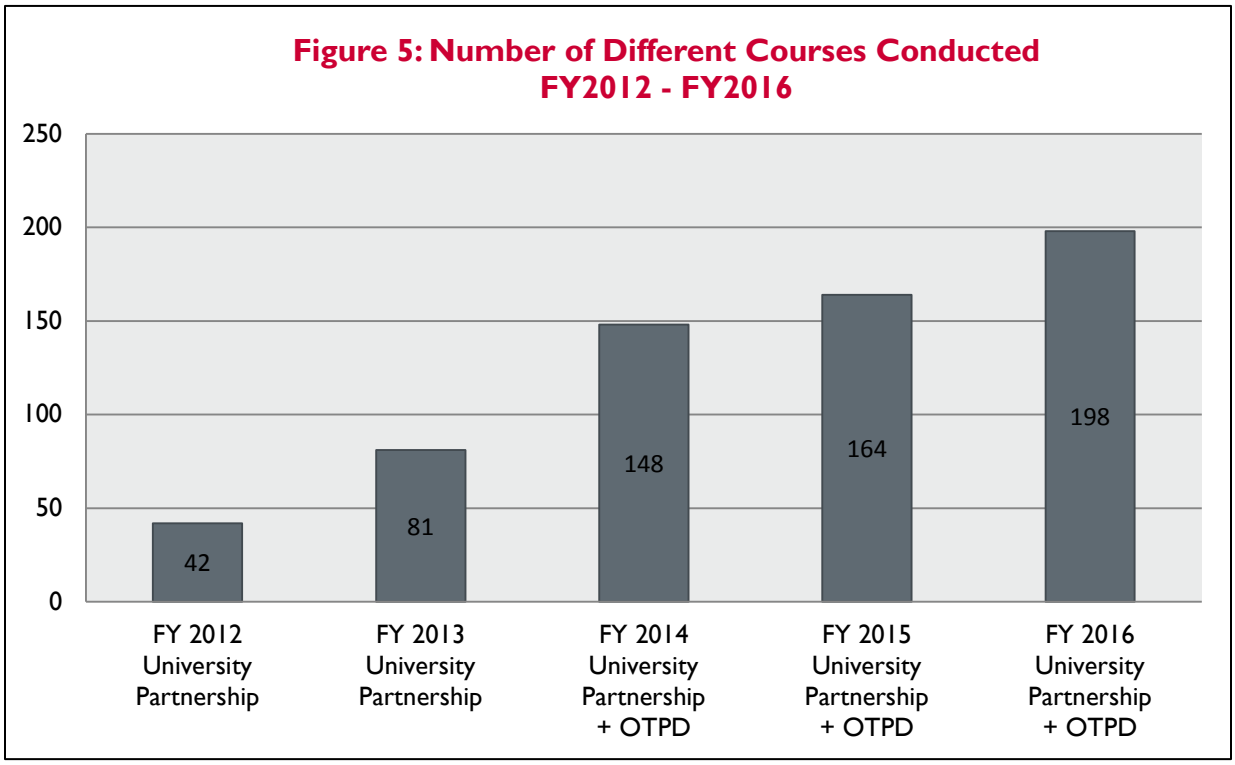
A Well-trained Workforce

Educational preparation and training are also essential components to building and maintaining an effective child welfare/protection workforce. A robust menu of professional development opportunities ensures that prospective and current staff are provided with a well-organized, systematic training program that communicates a consistent practice model and standards, and the knowledge, skills, and abilities to perform their jobs and effectively serve vulnerable children and families (NCWWI, 2015b).

Through the NJ DCF Office of Training and Professional Development (OTPD) and its University-agency Child Welfare Training Partnership (NJCWTP, or "The Partnership"), created in 2007 to provide professional development to the NJ DCF workforce, a comprehensive catalog of course offerings and training days is provided annually. As noted in Figure 5 and expanded on in Appendix C, in FY2016, OTPD and the Partnership together provided an extensive menu of professional development to the entire NJ DCF workforce: new worker pre-service, hybrid new worker, mandatory in-service, elective, and Family Preservation classes.

Nearly two hundred (198) unique course titles were delivered in FY2016, representing an increase of a total of 34 courses from the previous fiscal year.[10]

Figure 5 below highlights the continued increase of course offerings for NJ DCF:



For CY2015 (January-December 2015), caseload-carrying (CLC) staff and their supervisors (3192) received ***nearly a quarter of a million hours of annual training (237,341 hours)***. All (100%, or 3192) of DCF's CLC staff and their supervisors received at least 40 hours of annual training. Overall, they completed an ***average of 74.4 hours of training last year***. More than three-fourths (2421, or 76%) completed more than 40 hours, and more than one-fifth (643, or 21%) completed at least double or more hours of training required (80+ hours of training).

[10] See the full Course Catalog at https://socialwork.rutgers.edu/file/1626/download

Figure 6: Annual Training for Caseload-Carrying (CLC) Staff & Supervisors



NJ DCF staff continue to report ***high levels of satisfaction with the training provided***, with an average overall training satisfaction rating for all trainings of 3.65 out of 4.0, as noted in Table 8:

TABLE 8: TRAINING SATISFACTION[11]

Satisfaction Survey Statements	FY2014 Average Satisfaction Score	FY2015 Average Satisfaction Score	FY2016 Average Satisfaction Score
The trainer was able to engage participants.	3.7	3.64	3.7
The trainer demonstrated expertise related to the training topic through her/his knowledge, skills, and practice experience.	3.7	3.62	3.7
The trainer's presentation was clear, concise, and organized, resulting in an effective training.	3.7	3.59	3.6
The trainer was able to answer participants' questions.	3.7	3.59	3.6
The content of the curriculum/training materials provided me with knowledge and skills I will need to meet my responsibilities in this area of work.	3.6	3.53	3.6
The instructional materials (PowerPoint slides, handouts, and participant manual) were helpful in building participants' knowledge and skills in this topic.	3.6	3.52	3.6
The activities (role plays, small group exercises, lectures, and discussions) were helpful to building participants' knowledge and skills in this topic.	3.6	3.48	3.5
The training curriculum provided different instructional activities in a way that will enable participants to use the information with children and families.	3.6	3.48	3.5

[11] The scale ranges from one (strongly disagree) to four (strongly agree). A high score signifies higher satisfaction with the training.

TABLE 8: TRAINING SATISFACTION[11]			
Satisfaction Survey Statements	FY2014 Average Satisfaction Score	FY2015 Average Satisfaction Score	FY2016 Average Satisfaction Score
Children and families will benefit from knowledge and skills participants gained during this training.	3.7	3.53	3.6
Overall, the training was a useful experience.	3.7	3.53	3.6
AVERAGE OVERALL SCORE	**3.7**	**3.55**	**3.6**

In addition, available data from the most recent pre- and post-test analyses over the last two years demonstrate a ***continued increase in knowledge gained, with an average increase in knowledge gain from before and after trainings of 24 percentage points this past year,*** noted in Table 9 below:

TABLE 9: KNOWLEDGE GAIN			
Average Scores	FY2013-2014	FY2014-2015	FY2015-2016
Pre-Test	60%	60%	60%
Post-Test	81.75%	82%	84%

A Workforce Led with Vision & Heart

Strong, thoughtful leadership enables an organization to identify and operationalize the critical components of workforce development (NCWWI, 2015a). Dynamic, effective leaders create an environment where comprehensive workforce development is taken seriously, using a menu of interconnected strategies that foster an organizational climate and culture that values its staff and their work.

The NJ DCF Commissioner and leadership are committed to being visible and accessible—communicating frequently and with respect to staff, stakeholders, and community partners, and engaging in collaborative decision making at all levels throughout the agency. NJ DCF leadership team members recognize change begins at the top; if they model the core values—respect, empathy, genuineness, and competence—and celebrate successes, through a parallel process, staff will model these values with youth and families and be more likely to invite the family and youth voice.[12]

Ultimately, NJ DCF leadership reflects the foundational elements of effective leadership practice in child welfare: adaptive, collaborative, distributive, inclusive, and outcome-focused (NCWWI, 2010). As a result, NJ DCF leadership has been able to successfully facilitate the implementation

[12] http://muskie.usm.maine.edu/helpkids/telefiles/061912tele/NJ%20NRCOI%20Webinar%206-19-2012%20Rev.ppt

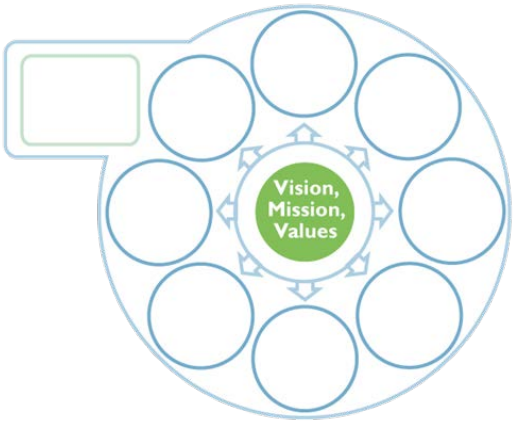
of an array of strategies in each of the ten (10) essential components of a national best practice approach to comprehensive workforce development (NCWWI, 2015b):



KEY INVESTMENTS & STRATEGIES

The subsections that follow highlight where, why, and how NJ DCF has made key investments and implemented strategies to develop a qualified and stable staff capable of delivering effective child welfare services to vulnerable children and families in New Jersey.

VISION, MISSION & VALUES



Agency vision, mission, and values are a central feature of workforce development, as they provide a unifying foundation for the work and inform the competencies needed for quality practice. A clear statement of agency mission, vision, and values—along with a comprehensive practice model—set the stage and help guide effective workforce development strategies.

MISSION & VISION STATEMENTS

The mission of NJ DCF, as the State's first comprehensive child protection and child welfare agency, is to ensure the safety, well-being, and success of New Jersey's children and families. Created in July 2006, DCF's vision is to ensure a better today and even a greater tomorrow for every individual the agency serves.

CORE VALUES & PRACTICE MODEL IMMERSION PROCESS

NJ DCF has crafted a range of resources to support the application of its mission and vision. In order to operationalize its mission, the agency crafted a set of Core Values.[13] NJ DCF also developed a Case Practice Model[14] and then engaged in a comprehensive, five-year-long immersion process to roll it out across the state[15]:

1. Four original Immersion Offices were identified: Bergen Central, Burlington East, Gloucester East, and Mercer North.
2. National consultants assisted with training and developing coaches (Child Welfare Policy & Practice Group).
3. A phased statewide roll-out was initiated, with the NJ Child Welfare Training Partnership and Office of Training and Professional Development providing training as new sites were identified.

[13] See http://www.state.nj.us/dcf/about/strategic.html
[14] See http://www.state.nj.us/dcf/about/welfare/case/
[15] See http://muskie.usm.maine.edu/helpkids/telefiles/061912tele/NJ%20NRCOI%20Webinar%206-19-2012%20Rev.ppt

4. DCF Implementation Specialist positions were created to support the statewide roll-out. Initially there were four Implementation Specialists hired to cover the entire state. The function of the Implementation Specialist was to coach and mentor staff to develop their ability in facilitating Family Team Meetings. As the roll-out expanded, additional Implementation Specialists were brought on board. (There is now a Case Practice Specialist/Liaison assigned to each Area Office). The position has evolved to assist in other areas of case practice, including but not limited to identifying areas for performance improvement and facilitating case practice forums.
5. The agency used three tiers in its coaching process: Master Coach, Coach, and Facilitator.
6. Coaching was initially based on the "See One Do One" Model—staff would observe a Family Team Meeting and then facilitate one. However, it was recognized that this model did not provide sufficient experience for most staff to feel ready to lead Family Team Meetings, so further opportunities for observations and practice were incorporated into the immersion model.

NJ DCF continues to provide intensive Case Practice Model training and offers a Case Practice Guide[16] as well. In order to refresh and reorient the workforce to the practice model, the agency launched a "Back to Basics" training and coaching program, delivered in Local Offices to re-immerse staff in the essential elements of the Case Practice Model. NJ DCF also developed Case Practice Liaison/Specialist positions across the agency to support the application of the model to direct practice efforts with children, youth, and families.

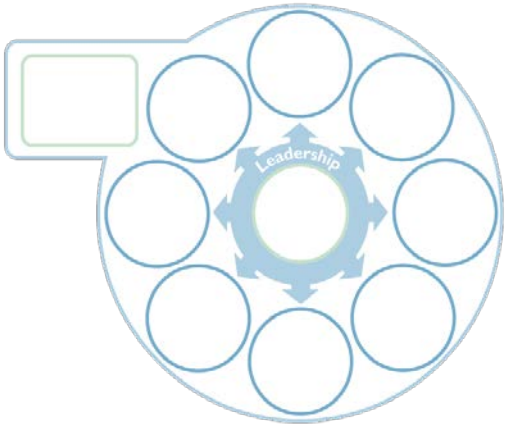
STRATEGIC PRIORITIES & PLAN

Finally, in order to operationalize its vision, NJ DCF has developed a set of strategic priorities and every two years creates an accompanying Strategic Plan[17] to guide its continued advancement and effectiveness.

[16] See http://www.nj.gov/dcf/documents/divisions/Case Practice Case Guide 2016.pdf
[17] See http://www.nj.gov/dcf/about/NJ DCF_Strategic Plan_2016_2018 1116 FINAL.pdf

LEADERSHIP

NJ DCF utilizes a variety of leadership strategies to support workforce development and promote positive organizational health.



PERSONAL CONNECTION

The Commissioner encourages staff and partners to ***"call me Allison,"*** inviting authentic interaction and reducing the distance often experienced or perceived between a top executive and his or her frontline staff.

COMMUNICATION, COMMUNICATION, COMMUNICATION

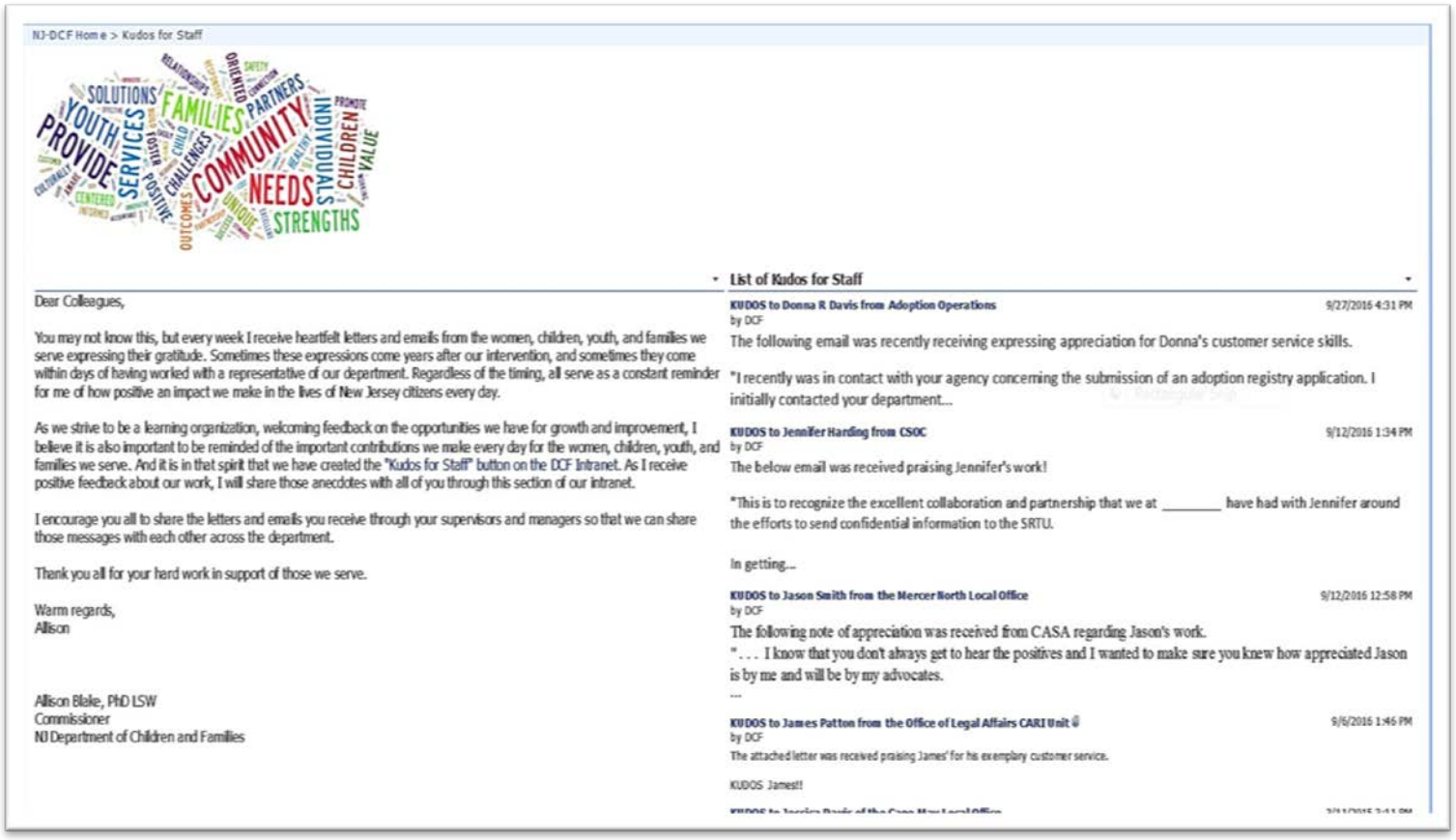
NJ DCF holds quarterly ***Leadership Meetings,*** monthly ***Statewide Managers/Area Directors Meetings***, and bi-weekly, three-hour ***Executive Leadership Team Meetings***. In these meetings, senior staff spend time together going over interdepartmental initiatives and engaging in group decision-making processes. Members of the executive team then return to their own agency teams and implement a similar type of process. NJ DCF leadership believes that everyone needs to know what is going on, and the team works hard to effectively communicate and spread important information at all levels throughout the agency.

WALKING TOURS

Every year, the Commissioner and her team focus on a select issue (this year the focus is on intake) and conduct a walking tour of Local Offices on this issue. This strategy allows them to better understand the issues facing the staff on the frontlines, receive feedback and ideas from those who would be most impacted by any policy or practice change, and identify need for new resources or support.

KUDOS BOARD

Agency leadership also implemented a ***Kudos Board*** on the agency intranet to celebrate individual staff and highlight the good work of staff:



On a daily basis, the agency receives letters, calls, and emails from stakeholders and community partners praising the work of specific staff or agency teams—such as resource family licensing or the business office. Instead of letting that feedback sit in a box or on a desk somewhere, every communication (author names or case specifics are redacted) is subsequently posted to the DCF Kudos Board, along with a short message from the Commissioner. The Commissioner, who could certainly delegate this task to her executive staff, posts these messages herself in order to stay in contact with the field and to internalize and be strengthened by hearing about the good work of staff.

AGENCY NOTEBOOKS & COMMISSIONER LETTERS



The Commissioner also distributes ***DCF Notebooks*** as a method of recognizing staff accomplishments and milestones, such as graduation from one of its multiple certificate programs. These professional notebooks feature the agency logo on the front and are accompanied by a ***personalized, signed letter from the Commissioner***. The notebooks reflect the agency's commitment to raising up the profession of child welfare casework and making sure that all staff are treated as talented professionals who should receive the same types of professional recognition as other industries.

COMMITMENT DURING CRITICAL INCIDENTS

The Commissioner approaches critical incidents as opportunities for learning and improvement at all levels. Agency leadership has made a commitment to not automatically firing or demoting staff following a critical incident—choosing instead to spend time and energy debriefing, learning from the incident, and instituting system changes that may be needed.

The agency has also developed a Worker2Worker crisis response services to ensure peer support and critical incident debriefing from experienced agency retirees (described in greater detail in "Incentives & Work Conditions" section later on).

EMPLOYEE RECOGNITION EVENTS

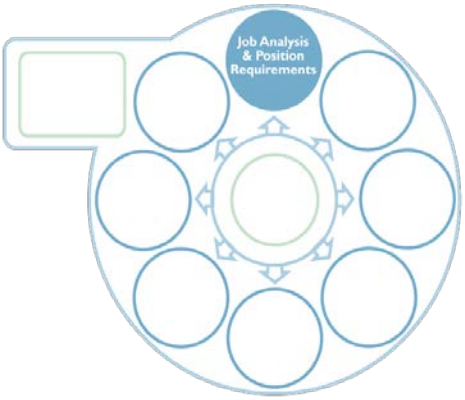
Finally, the agency has also instituted an annual department-wide employee recognition event. Staff and their families are invited, framed certificates are provided, photographs are taken, and awards are given for teamwork and other achievements.

The awards are based on nominations solicited from staff:

"The Employee Recognition Awards Program is an opportunity for us to recognize and acknowledge co-workers and/or supervisors/managers for their dedication in providing a positive impact in our lives and those we serve. This is the time to nominate that co-worker that inspires you, to recognize a unit or office that has demonstrated and worked as a team, or acknowledge the employees who excel in providing exceptional customer service. Let a co-worker, supervisor or manager know that their hard work is noticed, appreciated and deserving of acknowledgment for the impact they have made."

JOB ANALYSIS & POSITION REQUIREMENTS

NJ DCF has instituted a variety of key strategies to clearly articulate and recruit for staff with specific competencies.



EMPLOYEE QUALIFICATIONS

NJ DCF provides clear degree requirements and preferences for all positions (see Table 1) and the knowledge and skills sought for each position (see Appendix A). Not only does this streamline the recruitment and screening process, but it also helps employees have a clearer sense of the agency's career ladder and opportunities for promotion.

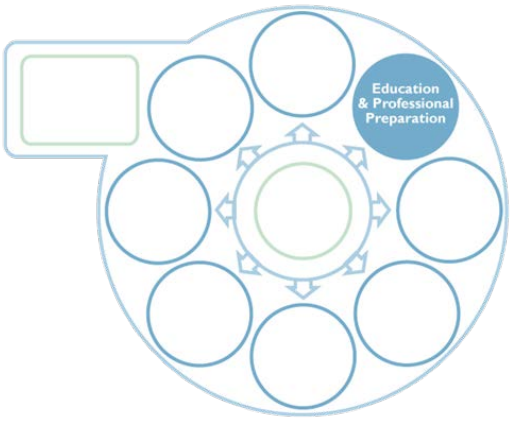
SPECIALIZATIONS

All positions also can have a bilingual designation or variant added as needed, allowing the agency to do targeted recruitment and incentivize the outreach and selection of potential staff who speak more than one language. NJ DCF also analyzed its workforce and service gaps, which resulted in the addition of a variety of specialized positions designed to support effective casework, such as domestic violence liaisons, case practice liaisons/specialists, youth advocates, LGBTQ-Safe Space liaisons, and others.

CASELOAD STANDARDS & SUPERVISORY RATIOS

NJ DCF set caseload standards to align with national standards, such as the Child Welfare League of America's caseload standards for intake, permanency, and adoption caseworkers. These caseload standards were designed to ensure reasonable workloads (see Table 7) so that staff have the time needed to develop relationships with and provide effective services to children, youth, and families. NJ DCF also used the national standard for effective supervisory ratios to ensure that supervisor to staff ratios across the agency allow supervisors the time to be available and engaged with their staff (see Figure 4).

EDUCATION & PROFESSIONAL PREPARATION



As noted previously in the accomplishments section, NJ DCF supports specialized programs for students who are committed to child welfare careers or to current NJ DCF supervisors seeking to enhance their own career trajectories within the agency.

Core competencies for both of the current programs are located in Appendix B and are described in greater detail below:

SPECIALIZED CHILD WELFARE DEGREE PROGRAMS

Formally initiated in November 2005, **the Baccalaureate Child Welfare Education Program (BCWEP)** is a partnership among a consortium of baccalaureate social work education programs, the New Jersey Department of Children and Families, and the New Jersey Chapter of the National Association of Social Workers. Participating undergraduate social work programs in the 2015-2016 academic year were Centenary University BSW Program; Georgian Court University Social Work Department; Monmouth University School of Social Work; Ramapo College Social Work Program; Rutgers University-Camden, Newark, and New Brunswick School of Social Work; Seton Hall University Department of Sociology, Anthropology, and Social Work; and Stockton University Social Work Program.

BCWEP focuses on building competencies related to workplace management, human behavior and the social environment, ethnic sensitive and multicultural practice, and core child welfare practice. BCWEP offers a generalist social work curriculum, specialized child welfare coursework, child welfare field placement experiences, opportunities for peer connection and support, plus NJ DCF Work Readiness Training.

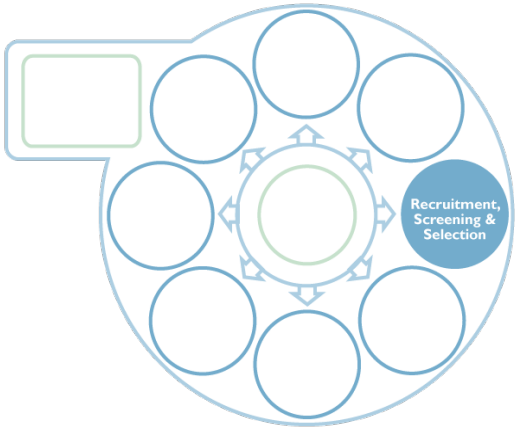
NJ DCF also supports the **Masters Child Welfare Education Program (MCWEP)**, which was formally initiated in June 2012 as a partnership among NJ DCF, the New Jersey Chapter of the National Association of Social Workers (NASW-NJ), and a consortium of three graduate social work programs—the Monmouth University School of Social Work MSW Program, the Rutgers University School of Social Work MSW Program, and the Stockton University MSW Program. In the spring of 2016, the partnership was expanded to include Kean University's Master of Social Work Program.

The goal of MCWEP is to enhance the knowledge and skills of supervisors currently employed at the NJ DCF Division of Child Protection and Permanency (DCP&P) through completion of a Master's Degree in Social Work (MSW). Through participation in MCWEP, DCP&P supervisors broaden their perspectives on social work and child welfare (including evidence-based public

child welfare practice), develop advanced clinical skills, and deepen their supervisory skills so that they become more confident supervisors and mentors in their work with at-risk children and families and more effective leaders in promoting exemplary practice within New Jersey's public child welfare system.

RECRUITMENT, SCREENING & SELECTION

An agency's screening and selection process serves to attract the most qualified applicants to the agency *and* to screen out those who are less or not qualified (Bernotavicz, 2008). Screening and selecting the right staff is best done through a carefully thought-out and repeatable process (McKenzie, McKenzie, & Jackson, 2007). In order to effectively recruit casework staff, NJ DCF employs a variety of best practice strategies.



DEDICATED RECRUITMENT UNIT

NJ DCF's Office of Human Resources (OHR) has a dedicated Recruitment Unit that focuses on making the jobs at NJ DCF ***"jobs of choice rather than default"*** and on building a robust process for recruitment of high-quality applicants, in particular for the entry-level casework title, Family Service Specialist Trainee (FSST). OHR also engages in targeted recruitment for staff with specific qualities, such as bilingual staff.

MULTIPLE PLATFORMS FOR ADVERTISING

The OHR Recruitment Unit uses multiple platforms to recruit for various positions. The Unit recruits for positions on NJ DCF's public website as well as on the NJ Civil Service Commission's website. The Unit recruits on other websites as well—such as Indeed.com, Monster.com, and Careerbuilder.com—and at colleges and universities throughout New Jersey, New York, and Pennsylvania. The Unit also works with the State of New Jersey's contracted advertising agency to place specific newspaper ads. In addition, Unit staff also attend Job Fairs/Career Days sponsored by colleges and other private or public entities to meet specific recruitment needs.

JOB FESTS

The vast majority of FSSTs hired in CY2015 were hired through OHR's "Job Fest" process.[18] The process was designed to recruit academically qualified staff with demonstrated competencies in verbal and written communication, problem analysis, and decision making. Job

[18] Of the 261 FSSTs hired in calendar year 2015, approximately 30 were hired through the Baccalaureate Child Welfare Education Program (BCWEP).

Fests are held two to three times per month[19]. Primarily only "A" level[20] candidates are invited to attend a Job Fest; they are chosen from amongst the 10,000 resumes received per year.

Each Job Fest is approximately three to four hours, and two to three are held each month (27 in 2015; 33 in 2016). After being provided an introductory overview, including a 20-minute realistic job preview video, candidates are individually interviewed by a panel of two interviewers who are experienced supervisors at NJ DCF DCP&P. The interview questions are scenario-based and designed to assess certain behavioral competencies. Candidates are also required to prepare a brief writing sample by answering a question within a ten-minute timeframe.

The Job Fest process typically consists of two sessions on a single day: one in the morning and the other in the afternoon, with 25 to 45 candidates in attendance at each session. A typical session consists of the steps outlined in Table 10:

TABLE 10: JOB FEST PROCESS

Section	Steps
General Overview	1. Overview of Division of Child Protection and Permanency (DCP&P) and role of the FSST 2. A twenty-minute video on DCP&P 3. Instructions for completing the pre-employment forms/paperwork 4. Overview of the hiring process
Initial Interview	1. Each candidate is interviewed by a panel of two interviewers 2. Each Job Fest has nine to thirteen interview panels 3. Interview questions for the most part are scenario-based and designed to assess the following skills: a. Judgment/Decision Making b. Oral Communication c. Problem Analysis d. Interpersonal Responsiveness e. Organization f. Time Management
Writing Sample	1. Each candidate participates in a ten-minute writing sample 2. The writing sample is evaluated to determine if it is relevant, coherent, in a narrative format, and reflects proper spelling/grammar/punctuation
Credential/ Paperwork Checkout	1. Each candidate meets with an HR representative to review and confirm that all forms are completed accurately, including: a. Review employment application for completeness b. Review and verify documents (valid driver's license, social security card, college transcript, written references) c. Ensure candidate signs necessary releases, consents, and affidavits d. Advise candidate of any outstanding documentation needed to complete the application process

[19] In 2015, 27 Job Fests were held, while 33 are scheduled for 2016.
[20] "A" level candidates have a Bachelor of Social Work or Master of Social Work degree or a degree relevant to social work (sociology, psychology, child advocacy, family and community services studies, etc.) with 6 months of social work experience.

POOL OF PRE-QUALIFIED CANDIDATES

NJ DCF maintains a pool of pre-qualified applicants for casework positions in order to fill vacancies in casework positions quickly with competent staff. Those who pass the Job Fest process (answers are scored independently by OHR staff) are requested to submit to background checks. Those who pass these checks are then placed on a Hiring Matrix by Counties of Interest. When any one of NJ DCF's 46 Local Offices needs to fill a vacancy, they are able to select one or more pre-qualified candidates from the Matrix for a "meet and greet" interview in the office and then quickly make a selection.

ONBOARDING PROCESS

NJ DCF provides new caseworkers with a strong, thoughtful onboarding process that includes significant orientation, pre-service and new worker training, peer mentoring and coaching, and gradual assumption of a caseload. NJ DCF's onboarding approach ensures a combination of classroom instruction coupled with field work to incrementally introduce new staff to a broad array of learning experiences in child welfare. Because the skill sets required to effectively deliver child welfare services take time to develop and hone, NJ DCF has crafted an approach to ensure that all new caseworkers are afforded the most supportive introduction to child welfare work, as well as appropriate and adequate training and gradual exposure to cases.

Pre-service Training

The NJ DCF Office of Training and Professional Development (OTPD) has the responsibility of providing formal training during the new worker's initial training year via pre-service training and foundation courses:

TABLE 11: NEW DCP&P WORKER TRAINING (in sequential order)

Section	Course
Orientation	• New Worker Orientation: Welcome to DCF! (3 days) • Car Seat Safety (1 day)
New Worker Hybrid PreService Modules	• Hybrid Computer Orientation (1 day) • Module 1 - Understanding Child Welfare in New Jersey (3 days) • Module 2 - Cultivating Awareness: Promoting Worker Safety, Well-Being, and Success (2 days) • Module 3 - Focusing on Families from Screening to Closing (4 days) • Module 4 - NJ SPIRIT (2 ½ days) • Module 5 - Child Development and Identifying Abuse and Neglect (4 days) • Module 6 - Making Visits Matter (3 days) • Module 7 - Simulation (5-7 days)
PreService Outside Presenters	• Educational Stability (1/2 day) • Introduction to Testifying in Court (1/2 day) • Parent Advocacy (1/2 day) • NJ Parent Link (1/2 day) • Disaster Preparedness/Emergency Response (1 hour) • Administrative Hearings (2 hours) • CSOC – Introduction to Children's System of Care (1/2 day)

TABLE 11: NEW DCP&P WORKER TRAINING (in sequential order)	
Section	**Course**
	• Using Genograms and Ecomaps (1 day) • Worker2Worker (1/2 day) • Case Practice Module 3: Facilitating the Family Team Meeting Process (3 days)
Foundation Classes (taken in first 18 months of employment)	• Substance Abuse Module 1: Substance Abuse and Child Welfare (1 day) • Substance Abuse Module 2: Substance Use Disorders, Treatment and Recovery (1 day) • Substance Abuse Module 3: Mental Illness (1 day) • Substance Abuse Module 4: Case Planning (1 day) • Concurrent Planning (3 days) • Mental Illness (1 day) • Mental Health Screening Tool (1 day) • Red Flags (1 day) • Child Sexual Abuse: Module 1 (4 days) • Domestic Violence (2 days) • Domestic Violence Protocol (1 day) • Human Trafficking 1 (2 days)* • Human Trafficking 2 (2 days) • Child Sexual Abuse: Module 2 (4 days)
Quarterly	• Drug Awareness (1/2 day)
Upcoming	• Safety Awareness for the Child Welfare Professional (2 days)

Field Training Units

NJ DCF's ***Field Training Units*** operate in each of the agency's Local Offices and are responsible for the following:

- Developing new caseworkers into well-rounded permanency workers, suitable for transfer in six months (or slightly less time if a new worker shows exceptional progress) to regular permanency units within the Local Office
- Supporting a Local Office's overall effort to train new caseworkers
- Providing internships for BSWs and MSWs, if appropriate

Field Training Units are comprised of seven new caseworkers or less. These units act as fully functioning units where new caseworkers report and work on field days during the entire Pre-Service Training period and for a period of approximately six months from the start of employment.

In addition to the general supervisory job specification, Field Training Unit supervisors are expected to have:

- A diverse and extensive child welfare and child protective services background within the Division;
- Extensive knowledge of NJ DCF DCP&P's policies and procedures;

- Proven mentoring and team-building skills;
- Support and respect of the Local Office Manager and other office staff to ensure the integrity of the Field Training Unit and its functions;
- Understanding of and supportive approach to the mission of NJ DCF DCP&P and the goals of the Child Welfare Reform Plan; and
- Aptitude for and interest in patiently developing and nurturing new caseworkers.

In order to support new caseworkers, Field Training Unit Supervisors:

- Create an atmosphere of a ***teaching unit***, support teamwork, and enhance new caseworkers' knowledge of NJ DCF DCP&P policies and procedures;
- Create ***learning circles*** where new caseworkers are responsible for sharing and participating in the teaching and learning process;
- Convey messages of commitment to the NJ DCF DCP&P mission, policies, and procedures;
- Identify and strengthen the case practice skills of new caseworkers;
- Are available and accessible to all unit members;
- Ensure new caseworkers are afforded opportunities to experience diverse functions, including case assignment types, community contacts, Local Office systems, and personnel interactions;
- Coordinate field days that are relevant to, and complement, OTPD's curriculum;
- ***Team new caseworkers with different unit activities*** during the training process to ensure clarity regarding office functions and how staff interact;
- Conference each new caseworker's caseload on a weekly basis, or more often if needed; and
- Conduct ***joint field visits.***

Gradual Case Assignment

New caseworkers are gradually assigned cases[21] as ongoing permanency workers and are not placed into child protective investigation positions given the complexity and advanced training needed for those positions.

After completing Module 7—Functional Assessments for Child Well-Being, Safety, and Risk—of the Pre-Service Training program, new caseworkers are assigned one or two cases incrementally (approximately three to four weeks after the Pre-Service Training program begins). The following is the time table for assigning cases to new caseworkers:

[21] A case is defined as a family.

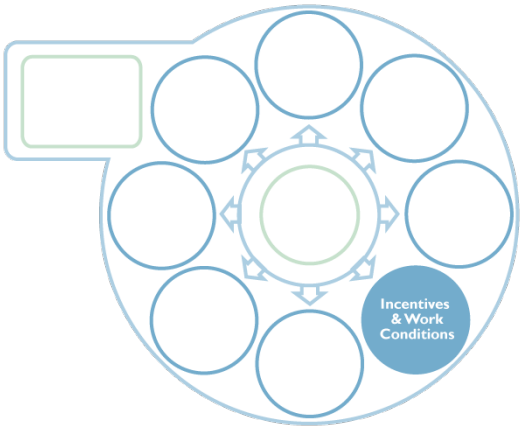
TABLE 12: SCHEDULE FOR GRADUAL CASE ASSIGNMENT	
Period	**Cases**
3 1/2 - 4 Weeks to 3 Months	• Supervisor begins to assign one or two cases to new caseworkers only after completion of Module 7 of the Pre-Service Training • Supervisor gradually assigns additional cases as appropriate • By the end of the third month of employment, new caseworkers may have a total of seven cases
4-6 Months	• Supervisor gradually assigns one case per week until new caseworkers receive up to eight additional cases
6 Months & Beyond	• 15 families per caseworker

Care is taken to ensure that new caseworker caseloads are diverse in population, service needs, and procedural content and reflect different case situations such as a child in out-of-home placement, a multi-issue family (e.g., substance abuse, homelessness, etc.), a child in residential placement, and a case in litigation. New caseworkers may be assigned low- or moderate-risk cases and may not be assigned very high-risk cases at first, such as complex cases of sexual abuse and the most difficult physical abuse cases.

Additional information around the specific structure and supports provided by the ***Field Training Unit*** can be found in Appendix D, while expectations for the ***New Worker Training*** process and content can be found in Appendix E.

INCENTIVES & WORK CONDITIONS

NJ DCF offers a number of incentives and resources to support healthy and safe working conditions.



BENEFITS

NJ DCF provides staff with a comprehensive benefits package, along with discounts for movie passes, sporting events, Broadway shows, and other items through the State's Employee Discount Program. The agency is also taking steps to ensure all staff have smart phones and tablets.

WORKER SAFETY & SECONDARY TRAUMA

NJ DCF has instituted a variety of programming to attend to issues of worker safety and work-related stress and trauma. In partnership with Rutgers University Behavioral Health Care (UBHC), NJ DCF conducted a self-assessment of its Division of Child Protection and Permanency (DCP&P) in order to help the Division become a more trauma-informed system of care. Information from the qualitative and quantitative assessment measures were analyzed and compiled to create a ***Trauma Readiness Assessment Report***,[22] which includes strengths and areas of need, recommendations, and considerations for next steps.

Through the NJ Child Welfare Training Partnership, NJ DCF has also instituted a safety committee to discuss issues and create recommendations for action. In 2015, a 2-day course, ***Safety Awareness for the Child Welfare Professional***, was developed and implemented.[23] The class covers preventative measures, de-escalation techniques, and responding within a situation of imminent danger. This two-day safety class was initially introduced as a voluntary offering but, given its popularity and the widespread recognition of its value for staff, shifted to become a mandatory course for caseload carrying DCP&P staff. To date, the New Jersey Child Welfare Training Partnership has trained more than 2,000 staff in this course. This safety training was also accompanied by two other elective offerings: a physical self-defense, offered periodically, as well as a unique symposium that sharpens perception using artwork as the educational medium.[24]

WORKER2WORKER

Vicarious trauma, caregiver burnout, and self-care are challenges amongst the first responder population, which include the NJ DCF staff. Similar to the success of "Cop 2 Cop" and "NJ Vet 2 Vet," first responders who care for others may be resistant to traditional mental health supports and require peer support to normalize issues and challenges by talking to someone with shared lived experience.





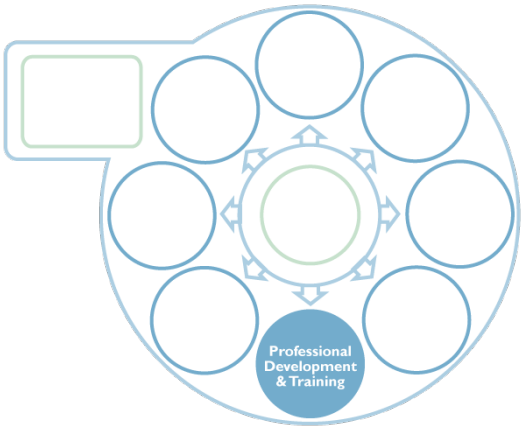
NJ DCF's "Worker2Worker" is a ***confidential peer-counseling support helpline*** for Division of Child Protection and Permanency employees to help manage the unique stresses of their jobs at NJ DCF DCP&P. ***Worker2Worker*** is a 7-day-a-week helpline coordinated by Rutgers University Behavioral Health Care and staffed by former DCP&P supervisors and caseworkers.[25] The helpline features a nationally recognized

[22] See http://www.nj.gov/dcf/TRA Recommendations At A Glance.pdf or http://www.nj.gov/dcf/Executive Summary.pdf
[23] See https://socialwork.rutgers.edu/file/1634/download
[24] See https://t.co/nPSqSaUNsg
[25] See the Worker2Worker "Stand By Me" video: https://www.youtube.com/watch?v=NKCHiii9cSA

best practice model of peer support entitled "Reciprocal Peer Support," clinical care telephone assessments, resilience-building events, a network of referral/treatment services, and psychological first aid with crisis response services after traumatic events. In addition, the program has expanded to develop a "New DCPP Worker Peer Mentor Project" training for new staff and monthly follow-up with an assigned peer mentor to provide support. The "Worker2Worker Resilience Summits," such as ***Taming Trauma***, include peer support and resilience-building activities and education to build on staff strengths. Worker2Worker has successfully delivered and expanded this support to reach more than 11,000 contacts over the last three years, with marked success.

PROFESSIONAL DEVELOPMENT & TRAINING

Helping staff grow professionally is a critical workforce development strategy. NJ DCF has made significant investment in staff training and professional development through the following menu of supports:



THE PROFESSIONAL CENTER

Many course offerings are held at the NJ DCF Professional Center, a 107,000 square-foot building providing a unique environment for training, meetings, and community events. Located at 30 Van Dyke Avenue in New Brunswick, the Professional Center is situated in the center of the state with regard to population distribution, which makes it more easily accessible to the many thousands who use it each year. The DCF Professional Center has a variety of resources to support training and conferences: two auditoriums, two computer labs, two large meeting rooms (65+), two small meeting rooms, eleven classrooms, one CPR room, one car seat training room, three rooms for simulation trainings, two courtrooms, and a café.

UNIVERSITY-AGENCY TRAINING PARTNERSHIP

The NJ Child Welfare Training Partnership[26] was created in 2007 to provide professional development to the workforce of the NJ Department of Children and Families. The Partnership is a successful collaboration between the Office of Training and Professional Development; the Institute for Families at Rutgers, The State University of New Jersey; and Stockton University's Child Welfare Education Institute.

The initial focus of the Partnership's training was to implement change in the State's culture of child welfare practice. This approach supported movement from a case management service delivery model to the current strengths-based, family-centered, child-focused model of practice.

[26] See https://socialwork.rutgers.edu/file/1632/download

The Partnership has since evolved into a large-scale workforce development approach improving and enhancing case practice for more than 5,600 child welfare professionals supporting the protection, permanency, and well-being of children and families across New Jersey.

The Office of Training and Professional Development and the New Jersey Child Welfare Training Partnership are charged with the development of curricula and delivery of educational training that enhance case practice and planning with children and their families. Classroom and online courses meet the critical needs of the workforce. Specialized topics on issues influencing the safety and well-being of children—including domestic violence, substance abuse, and mental illness—are a major emphasis. There are now nearly two hundred courses in the current course catalog.[27]

Special attention is also given to infuse culturally relevant content into all coursework as a means of raising the cultural competence of staff members. The effectiveness, impact, and relevancy of all coursework are documented through an ongoing evaluation of each training. Pre- and post-tests measure knowledge gains for participants.[28]

CONTINUING EDUCATION CREDITS

Most courses offered by the New Jersey Child Welfare Training Partnership are approved and recognized by the New Jersey State Board of Social Work Examiners to offer Continuing Education Units (CEUs) for licensure and certification renewal.

CERTIFICATE PROGRAMS

NJ DCF has also invested in specialized professional development opportunities for staff, including the following:

- Adoption Certificate[29]
- Master Supervisor Certificate
- Violence Against Women Certificate Program (VAWC)
- Substance Abuse Certificate

PROFESSIONAL CONFERENCES

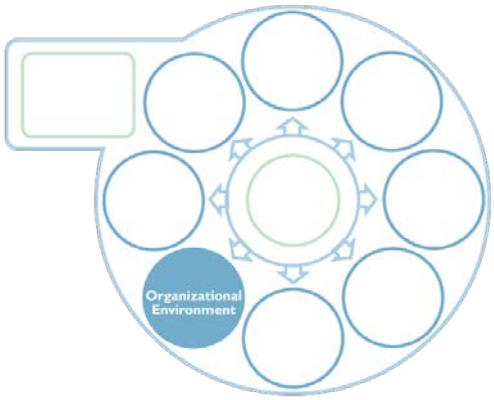
NJ DCF hosts many professional development conferences and day-long intensive trainings throughout the year, including the Adolescent Networking Conference, System of Care Statewide Conference, Suicide Prevention Conference, New Jersey Task Force on Child Abuse and Neglect Biennial Conference, the Systems of Care Youth Conference, Child Abuse and Neglect Forensic Evaluation and Treatment Conference, and many others. NJ DCF also

[27] See the full course catalog at https://socialwork.rutgers.edu/file/1626/download
[28] See https://socialwork.rutgers.edu/file/1631/download
[29] See https://socialwork.rutgers.edu/file/1630/download

frequently develops professional mini-conferences for specific cohorts of staff, such as the Local Office Managers Leadership Convenings or the Protective Factors Training Conference for Child Welfare and Early Childhood Providers.

ORGANIZATIONAL ENVIRONMENT

NJ DCF promotes the essential tenets of a learning organization through activities and programs that support Continuous Quality Improvement (CQI). NJ DCF uses data and outcome measures to inform decision making and to support the culture of a learning organization that is self-analyzing and self-correcting. NJ DCF utilizes CQI to identify and analyze strengths and areas needing improvement, and then evaluate, implement, provide feedback, learn from, and revise solutions designed to improve the quality of services.



QUALITY REVIEW (QR)

The ***Qualitative Review (QR)*** process assesses system performance and identifies strengths and areas for improvements to support positive outcomes for children and families. The QR process is managed through the Office of Quality within the NJ DCF Office of Performance Management and Accountability (OPMA).[30] The review process is an intensive week-long review that includes interviews of children and families and other involved stakeholders in their lives as a key method of gathering information:

1. **Sample:** QRs are conducted in all of New Jersey's twenty-one (21) counties over a two-year period: ten counties will be reviewed starting in 2016; the eleven subsequent counties will be reviewed in 2017, with this pattern remaining the same over subsequent years. Each review will include a minimum of 10 cases and a maximum of 30 cases, depending on the percentage of children and youth served in the county under review. Three lists will be generated for the county under review determined by the office size. The sample will consist of Placement, or "out-of-home" (OOH) (Age 0-17) cases; In-Home (INH) (Age 0-17) cases; and Adolescent (ADO) (Age 18-21) cases.
2. **Evaluation Instrument:** The QR examines the status of the child and family in several important areas of life—e.g., safety, stability, health, and family resourcefulness. Key practice performance areas—e.g., engagement, family teamwork, functional assessment, and service effectiveness—are also examined.

[30] See http://www.nj.gov/dcf/about/divisions/opma

3. **Method:** Review teams review select documents in the case record as well as interview parents, children, caseworkers, and others who are important to the family (e.g., schools, service providers, and other caregivers). Reviewers assign a "score" for each indicator based on guidance provided in the QR protocol.
4. **Review Team:** Each QR Review Team consists of the Local Site Coordinator (LSC) who prepares the county and cases for review; the Team Lead, who manages the review process; and Reviewers who are teamed in pairs, with each pair evaluating two cases over the course of the week. Reviewers are experienced staff at the administrative level and participate in at least two reviews annually.
5. **Team Selection and Preparation:** Review Team members include staff from across NJ DCF as well as stakeholders from the community. Reviewers participate in at least two reviews per year in order to continually build their skills. Experienced reviewers are paired with newer reviewers to build capacity. Reviewers do not participate in QRs in Areas in which they work.
6. **Review Prep:** Prior to the review week, staff validate the sample, obtain family agreements to participate, create the master schedule of interviews, and secure team space to operate. Reviewers also participate in a conference call prior to the review so logistical information can be shared and questions answered.
7. **Review Week:** The review lasts an entire week with opportunities for team debriefing of each case reviewed, as well as an exit conference on Friday where all the results are shared in real time.
8. **Reporting:** Final Reports are issued by OPMA which outline key themes from the review and note the specific strengths and areas needing improvement that were identified in the review process. All data is maintained by OPMA and submitted as part of New Jersey's Child and Family Services Review, Program Improvement Plan, and the Modified Settlement Agreement.
9. **Follow-up**: After the review, an improvement plan to address areas needing improvement, and building on strengths, is developed locally for each county and subsequently tracked for implementation.

CHILDSTAT

ChildStat is designed to encourage a culture of learning through self-reflective and self-diagnostic processes.[31] ChildStat uses a case conferencing model where one case is utilized to critically analyze practice, policy, and procedures from a systems perspective. This process can help identify the steps that can be taken to enhance practice with the case presented and within the Local Office. In addition, it helps identify critical decision-making elements and themes statewide. After the NJ DCF OPMA selects a case, the individual case and data are provided to the Area Director and Local Office Manager (two weeks prior to the ChildStat presentation).

[31] See http://www.nj.gov/dcf/about/divisions/opma

Then the caseworker, supervisor, and other relevant staff and community partners develop and deliver a presentation on the quality of the practice and the services offered to the family.

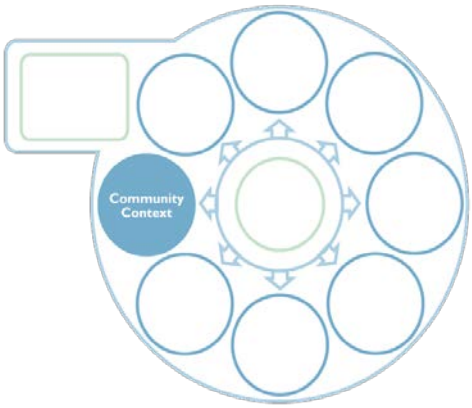
Following the presentations, the Area Director, Local Office Manager, and select staff from the Local Office have an opportunity to debrief. These sessions are co-facilitated by PMA and DCP&P leadership to discuss themes, next steps, and their overall sense of the process. This is an opportunity to review the questions and comments from the morning participants, extend the learning, and discuss issues in a smaller, less formal setting. After the Local Office has presented at ChildStat, the office leadership share the presentation in their office(s) so that staff have an opportunity to review and reflect on it. Six months following an Office's presentation, an update is completed in the Area or Local Office with a representative of OPMA and leadership of that County/Office. This update focuses on lessons learned from the evaluations completed at the presentation by the audience, how preparing and presenting made improvements to office systems or systemic factors, and what was done following the presentation specific to the case to improve case practice.

EXIT INTERVIEWS

Although NJ DCF does not have a high turnover rate, the agency does seek information and feedback from those who depart through online and in-person exit interviews.

COMMUNITY CONTEXT

NJ DCF utilizes several strategies to foster meaningful relationships with community partners, stakeholders, and the public, as well as launched a number of initiatives to support data-driven collaboration and accountability.



DATA TRANSPARENCY

Both the Commissioner's Dashboard and the NJ Child Welfare Data Hub are designed to increase access to and use of child welfare data. The ***Commissioner's Dashboard***[32] provides monthly reports on selected data indicators that help DCF and others better understand who the agency is serving and how it is doing. The Commissioner's Dashboard reports help guide, track, and adjust agency efforts as well as provide information on meeting identified benchmarks to a range of stakeholders and the general public.

[32] See http://www.nj.gov/dcf/childdata/continuous

The ***NJ Child Welfare Data Hub***[33] was developed collaboratively by NJ DCF and the Institute for Families at the Rutgers University School of Social Work. Built upon the principles of transparency and accountability, the Data Hub seeks to improve the lives of children and families by making New Jersey child welfare data available to the public. There are two key components to the Hub:

1. The ***Data Map,*** which allows users to explore key child welfare measures, population characteristics, and socioeconomic variables at the state- and county-level. The Data Map provides social and economic context, helping users explore the complex interaction between social environments and the children and families involved with New Jersey's child welfare system.

2. The ***Data Portal***, on the other hand, allows users to explore key indicators of child well-being through customizable visualization and query tools. After selecting a measure, users can select variables to gain further insight into the report. In addition, users can selectively filter the variables, retrieving data in exactly the way they need.

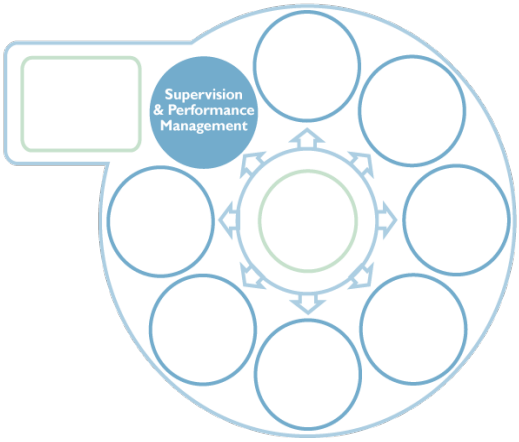
CELEBRATION OF MILESTONES & RECOGNITION

In order to be visible and accessible and nurture key relationships, NJ DCF leadership ***attends a wide variety of community events each month***, such as the Annual Adoption Day events and adoption finalizations across the state, graduation ceremonies at 16 NJ DCF Special Needs Schools, certificate program graduations, and other youth-focused meetings and events. NJ DCF also seeks to include community providers and other stakeholders in conversations about change. Following the approval of the Exit and Sustainability Plan, a series of ***stakeholder forums*** and meetings were held throughout the state to provide information, clarify any assumptions or inaccuracies, and engage the community in the path and activities ahead. Finally, NJ DCF also creates opportunities to recognize community partners and celebrate key milestones. NJ DCF hosted a gathering to celebrate with community providers on the occasion of NJ DCF's ten-year anniversary, and each year the agency selects key partners to receive the ***annual Commissioner's Partnership Award.***

[33] See https://njchilddata.rutgers.edu/

SUPERVISION & PERFORMANCE MANAGEMENT

The quality of supervision, data-driven decision making, and clear performance expectations are key factors in promoting commitment and retention of staff and strengthening child welfare practice and outcomes. NJ DCF has a number of supervisory initiatives underway to build the capacity of current and emerging supervisors and managers:



DATA FELLOWS

The NJ DCF ***Manage by Data Fellows Program***[34] teaches staff how data can improve outcomes for children and families.[35] It is at the center of NJ DCF's department-wide commitment to operate as a learning organization. As of 2016, there are 239 Fellows' alumni, and there is a new cohort—the program's sixth—of 39 participants who started in September 2016. The first three cohorts of the program (2011-12; 2012-13; 2013-14) have a cumulative retention rate of 92%. The most recent two cohorts (2014-15 and 2015-16) each have a 100% retention rate.

Fellows spend nine months on a project with the goal of improving outcomes for children and families in New Jersey. Fellows use a variety of data sources to enhance their quantitative and qualitative data analysis skills, identify best practices, and increase competency to engage in data-informed decision making. Practice topics to date have included investigation quality; frequently encountered families; stability; and improving timely, safe, and stable permanency. Fellows tailor local solutions after completing a literature review and examining best practices in New Jersey and other child welfare systems nationwide.

The Fellows' alumni network reflects every geographical area of the state and nearly every office and division. The local teams of alumni are charged with utilizing a variety of data sources to analyze performance and make recommendations for improved practice. They transfer their learning around the importance of quality data entry and sustain data-informed decision making in both daily practice and long-term strategic planning.

The program has evolved since its inception. One significant improvement was identifying Facilitators in Training—these are program graduates who are provided with additional training in coaching, facilitating, and advanced analytic skills to assist the active cohort of Fellows with their project work. In the 2015-16 year, the Fellows were introduced to logic

[34] http://www.acf.hhs.gov/cb/resource/cwit-data-fellows-program
[35] http://www.public-catalyst.com/assets/reports/Manage-by-Data-Evaluation-Report-FINAL.pdf and http://www.public-catalyst.com/assets/reports/New-Jerseys-Manage-by-Data-Program-IBM.pdf

models and performance improvement plans as tools to help them organize their project work and track success moving forward.

SUPERVISORY TRAINING & COACHING

NJ DCF provides multiple opportunities for supervisory training and coaching. In order to achieve the Master Supervisor Certificate, NJ DCF DCP&P staff must have at least two years of supervision experience, complete Case Practice Module 6 and New Supervisor Training, secure the recommendation of their Local Office Manager and Casework Supervisor, and complete the classes below:

- 305 - Coaching the Challenge Employee
- 345 - Domestic Violence Training for Supervisors
- 308 - First Responders for Supervisors
- 347 - Data Skills for Supervisors
- 264 - Aligning Our Values
- Supervising the Transfer of Learning Process
- 450, 451, 452 - Child Sexual Abuse Issues for Supervisors
- 312 - Supervising Workers on Family Reunification
- Supervisory Practice in Child Welfare – Module 1 of 3: Self-Management
- Supervisory Practice in Child Welfare – Module 2 of 3: People Management
- Supervisory Practice in Child Welfare – Module 3 of 3: Casework Management
- 350 - Supervisors Building Workers' Resiliency
- 710 - Supervising the Transfer of Learning Process

In collaboration with the Institute for Families at the Rutgers School of Social Work, NJ DCF also supports annual convenings designed to strengthen the leadership skills and peer community of Local Office Managers. NJ DCF also uses a variety of coaching efforts to strengthen the implementation of new initiatives or reinvigorate existing ones. NJ DCF has also instituted three case conferencing models intended to support effective, dynamic supervisory practice:

1. **Back to Basics**, which represents an ongoing comprehensive case conferencing model between a caseworker and supervisor and is designed to support a fuller understanding and application of the case history to inform current decision making. Coaching is provided by a Case Practice Liaison to enhance and support this model.
2. **Focus on Supervision**, which is supported by a two-day training and intended to support critical thinking and leverage the support and knowledge of subject matter experts in planning. This case conferencing model is led by a casework supervisor and the supervisor, who are the drivers of the process designed to facilitate more complete understanding and application of case history to decision making.
3. **Meeting of the Minds**, which is a conferencing model designed to engage supervisors and caseworkers in brainstorming solutions on challenging adolescent cases.

TRANSFER OF LEARNING

NJ DCF supervisors also play a key role in the knowledge transfer process following staff training. Supervisors receive an enrollment letter as well as a course completion letter in order to help orient them to the training topic and what their staff will be learning, as well as share some suggestions for activities and support they can provide to their staff to strengthen transfer of learning after training has concluded.

ANNUAL PERFORMANCE REVIEWS

Employee Performance Reviews (PARs) are conducted annually. They are used as a tool for building competencies and are informed by relevant elements of the NJ DCF Strategic Plan to ensure performance and investment in the agency's core priority areas.

CONCLUSION

A qualified, supported, and stable child welfare workforce is the foundation of effective service delivery and an important reflection of an organization's functioning and health. From 2015 through 2016, NJ DCF continued its investments in supporting and strengthening its child welfare staff and supervisors. This report has offered a snapshot of the strategies employed to develop and maintain a high-functioning workforce as well as documented the Department's many related achievements.

Ultimately, as a result of these key investments and comprehensive approach, New Jersey's child welfare workforce is…



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APPENDICES

APPENDIX A: NJ DCF STAFF RESPONSIBILITIES & COMPETENCIES

NJ DCF Staff Responsibilities & Competencies		
Position Title	**Responsibilities**	**Competencies**
Family Service Specialist Trainee	Performs the field work and office work to conduct varied types of investigations, including abuse and/or neglect referrals, in-home supervision, residential placement, foster care and Adoption Complaint Investigations (ACIs); collects, records and analyzes significant facts, draws conclusions and determines appropriate action.	• *Knowledge of: the methods used to collect and analyze data.* • *Ability to: learn and apply modern social work theory, standards and methods; interpret and apply laws, rules, regulations and procedures to specific situations; work effectively with associates, families, individuals and groups; collect and analyze data, and evaluate the social relationships of individuals and families and take appropriate action; comprehend the problems of physically and/or emotionally maladjusted or dependent persons, or those confined in an institution; learn from an in-service training program; prepare accurate case histories and reports; act as a witness in court; prepare correspondence; remain calm and decisive in emergency situations; take and maintain a firm stand; make immediate and critical decisions based upon agency policy and perform judiciously under pressure; maintain records and files.*
Family Service Specialist 2	Performs field and office work to: screen allegations of child abuse and/or neglect; initiate or conduct various types of investigations, including child welfare assessments or abuse and/or neglect referrals in problematic high-risk family situations, in-home supervision, residential placement, assessment, recruitment, and placement in resource family/foster homes, adoption-related work and placement supervision; manage various aspects of court-involved cases; refer families for services; facilitate Family Team Meetings; collect, record and analyze significant facts, draw conclusions and determine appropriate action.	• *Knowledge of: the economic, social, emotional and other problems of abused and neglected family members; the signs of child abuse and neglect; the methods used to identify whether abuse or neglect has occurred; problems encountered in the investigation of child abuse referrals and other problematic family situations; counseling and interviewing techniques; the methods used to conduct investigations; the methods used to collect and analyze data; the types of community services and resources likely to be used by the client population served; assessment methods used to match a child to a Resource Family; the types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems.* • *Ability to: engage families in critical decision making and case planning; interpret and apply the Child Protective Services and child welfare policies and procedures; maintain client confidentiality including all documentation and information contained in the case record; interpret and apply laws, rules and regulations to specific situations; interact with the public in a professional manner; assess if it is necessary to place children in out-of-home settings; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; identify the need for other community resources and services, and make appropriate referrals; collect and analyze data and evaluate the social relationships of individuals and families and take appropriate action including providing services; conduct investigations of child abuse and child neglect under the direction of a supervisor; conduct safety assessments and prepare safety plans with supervisory consultation and guidance; identify risk factors through observation, interviews and collateral sources; conduct field visits and/or studies; document all case-related activities; prepare case plans with families and appropriate interested parties; prepare*

NJ DCF Staff Responsibilities & Competencies		
Position Title	**Responsibilities**	**Competencies**
		case histories, records and reports; prepare clear, sound, accurate and complete reports of investigations containing findings, conclusions and recommendations; demonstrate strong writing and organizational skills; interview persons who may be emotionally upset or antagonistic, and obtain information needed for planning realistic goals for improved family and/or individual functioning; remain calm and decisive in emergency situations, make immediate and critical decisions based on agency policy and perform judiciously under pressure; lift, carry, position and secure children in car seats; act as witness in court, and prepare documents for court review.
Family Service Specialist I	Handles a caseload of families and performs field and office work to: initiate or conduct various types of investigations, including child welfare assessments or abuse and/or neglect referrals in problematic, high-risk situations, in-home supervision, residential placement; conduct assessment, recruitment, and placement in resource family/foster homes, adoption-related work and placement supervision; assist supervisory staff in developing, coordinating and facilitating social programs using sophisticated social work skills, including engagement, analysis, assessment group work and/or individualized therapeutic interaction with clients; assists in developing needed services, additional resources and training programs; provide direct treatment/counseling services, Family Team Meetings and referrals for family services to a high risk requiring intensive intervention; manage various aspects of court-involved cases.	• *Knowledge of: economic, social, emotional and other problems of abused and neglected family members and of expected emotional and other reactions; problems encountered in the investigation of child abuse referrals and other problematic family situations; methods used to identify whether abuse or neglect has occurred; signs of child abuse and neglect; counseling and interviewing techniques; methods used to conduct investigations; methods used to collect and analyze data; community services and resources; assessment methods used to match children to Resource Families; types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems.* • *Ability to: interact with the public in a professional manner; interpret and apply the Child Protective Services and child welfare policies and procedures; maintain client confidentiality including all documentation, identifying and non-identifying information contained in the case record; interpret and apply laws, rules and regulations to specific situations; assess the signs for when it is necessary to place children in out-of-home settings; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; identify the need for other community resources and services, and make appropriate referrals; collect and analyze data and evaluate the social relationships of individuals and families and take appropriate action, including providing services; conduct investigations of child abuse and child neglect under the direction of a supervisor; conduct safety assessments and prepare safety plans; identify risk factors through observation, interviews and collateral sources; conduct field visits, studies and/or investigations; document all case-related activities; prepare case plans with families and appropriate interested parties; engage families in critical decision making and case planning; lift, carry, position and secure children in car seats; prepare case histories, records and reports; interview persons who may be emotionally upset and antagonistic, and obtain information needed for planning realistic goals for family and/or individual functioning; remain calm and decisive in emergency situations, take and maintain a firm stand, make immediate and critical decisions based on agency policy and perform*

NJ DCF Staff Responsibilities & Competencies		
Position Title	**Responsibilities**	**Competencies**
		judiciously under pressure; oversee collection of basic social data and develop appropriate social and other plans for disturbed, disabled and/or delinquent children; provide consultation services in the broad field of social work; act as a witness in court, and prepare documents for court review; provide training to professional staff in counseling methods, techniques and procedures.
Supervising Family Service Specialist 2	Supervises the delivery of social and protective services; assists in administering office activities according to agency policy in personnel, budget, systems and training; coordinates service with other family and children's services providers and maintains positive relationships with concerned community groups and individuals; participates in the development of policy, procedures and standards.	• *Knowledge of: types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems; economic, social, emotional and other problems of abused and neglected family members and of possible emotional or other reactions to be anticipated; problems encountered in the investigation of child abuse referrals and other problematic family situations; counseling and interviewing techniques; methods used to conduct investigations; methods used to collect and analyze data; signs of child abuse and neglect; community services and resources; assessment methods used to match children to Resource Families.* • *Ability to: interpret and apply Child Protective Services and child welfare policies and procedures; interpret and apply laws, rules and regulations to specific situations; supervise the collection of basic social data and develop appropriate social and other plans for children with a variety of emotional, mental, physical and social difficulties; represent the Department and participate in meetings and conferences; evaluate and review case plans and case recording; assign and instruct staff and supervise their work; assist in developing effective plans of action to address problems; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; plan, schedule and conduct staff conferences; supervise the delivery of social and protective services; conduct studies and surveys; prepare legal reports, affidavits and depositions; remain calm and decisive in emergency situations, make immediate and critical decisions based on agency policy, and perform judiciously under pressure; supervise the establishment and maintenance of records and files.*
County Services Specialist	Implements and integrates the services of the division within the designated county (or counties) human services system, consisting of multiple public and private social service agencies and programs; attempts to maximize resources by networking and interacting with all social services in the county/community.	• *Knowledge of: types of social service programs likely to be needed by the client population served; social work theory; difficulties in the delivery mechanisms for social service programs.* • *Ability to: learn statewide contracting service procedures used by the various regional contract Administration units in order to communicate, expedite, enhance and recommend purchase of services using community-based resources; interpret and apply New Jersey laws and the rules, regulations, policies, standards and procedures; plan, develop, coordinate and administer the conducting of surveys, studies and investigations applicable to the implementation of an integrated social service system; resolve administrative and other problems encountered in helping communities establish and maintain cooperative social*

NJ DCF Staff Responsibilities & Competencies		
Position Title	**Responsibilities**	**Competencies**
		service programming; prepare and supervise the preparation of clear and accurate reports; read and evaluate statistical reports; prepare correspondence; direct the establishment and maintenance of essential records and files.
Supervising Family Service Specialist I	Oversees the work of subordinate supervisory-level staff involved in the delivery of social and protective services; assists in administering office activities according to agency policy in personnel, budget, systems and training; coordinates service with other family and children's services providers and maintains positive relationships with other concerned community groups and individuals; participates in the development of policy, procedures and standards.	• *Knowledge of: types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems; economic, social, emotional and other problems of abused and neglected family members and of possible emotional or other reactions to be anticipated; problems encountered in the investigation of child abuse referrals and other problematic family situations; counseling and interview techniques; methods used to conduct investigations; methods used to collect and analyze data; signs of child abuse and neglect; case evaluation methods; community services and resources; assessment methods used to match children to Resource Families.* • *Ability to: supervise the collection of basic social data and develop appropriate social and other plans for children with a variety of emotional, mental, physical and social difficulties; represent the Department and participate in meetings and conferences; review and evaluate case plans; supervise the delivery of social and protective services; conduct studies and surveys; interpret and apply Child Protective Services and child welfare policies and procedures; interpret and apply laws, rules and regulations; assign and instruct office staff and supervise their work; develop plans of action to address problems; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; plan, schedule and conduct staff conferences; remain calm and decisive in immediate emergency situations, make immediate and critical decisions based on agency policy, and perform judiciously under pressure; prepare and supervise the preparation of reports and correspondence; supervise the establishment and maintenance of records and files.*

APPENDIX B: BCWEP AND MCWEP CORE COMPETENCIES

BCWEP Core Competencies	
Competency Area	**Core Knowledge & Abilities**
Workplace Management	• Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997. • Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System. • Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity. • Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals. • Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans. • Is able to plan, prioritize, and complete activities within appropriate time frames. • Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.
Human Behavior in the Social environment	• Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed. • Understands the profound negative impact of child maltreatment on children's health and development. • Demonstrates understanding of the stages and processes of adult development and family life. • Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior. • Demonstrates understanding of the influence of culture on human behavior and family dynamics. • Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.
Ethnic Sensitive & Multicultural Practice	• Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation. • Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan. • Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services. • Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families. • Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.
Core Child Welfare Practice	• Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors. • Demonstrates understanding of the strengths-based "person in environment" perspective, and awareness of strengths which act to preserve the family and protect the child.

BCWEP Core Competencies	
Competency Area	**Core Knowledge & Abilities**
	• Demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DCP&P policy. • Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services. • Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services. • Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems. • Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs. • Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice. • Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development • Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research. • Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system. • Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks. • Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly. • Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients. • Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations. • Demonstrates an understanding of the importance of the termination process, with clients and with systems. • Demonstrates an understanding of the critical importance of documentation in public child welfare.

MCWEP Core Competencies	
Position Title	**Core Knowledge & Abilities**
Trauma-informed Practice	• Integrates the concept of "child traumatic stress" in case practice and supervision by knowing what types of experiences constitute childhood trauma and utilize a trauma informed lens to manage child welfare cases. • Applies knowledge of how traumatic experiences affect brain development and memory and understand the relationship between a child's lifetime trauma history and his or her responses through comprehensive case planning. • Articulates how trauma has an impact on the behavior of children over the course of childhood and how child traumatic stress is exacerbated over time by ongoing stressors (including separation from/loss of caregivers, and/or foster placement) in a child's environment and within the child welfare system. • Identifies and promotes the utilization of trauma-sensitive interventions such as strategic referrals to timely, quality, and effective trauma-focused interventions and trauma informed case planning with multi-disciplinary teams. • Articulates how the impact of traumatic stress can be prevented and/or mitigated by trauma-informed responses of child welfare workers and child welfare systems. • Considers how cultural factors influence the manner by which children may identify, interpret, and respond to traumatic events during the case practice process. • Identifies the impact of secondary traumatic stress (STS) on child welfare workers and employ appropriate interventions. • Supports the Child and Family Services Review (CFSR) goals of safety, permanency, and well-being by increasing skills to effectively serve children and families (biological and resource) in the child welfare system that have experienced traumatic stress.
Child Welfare Leadership & Supervision	• Demonstrates an understanding of the role of ethics and the systems perspective in leadership behavior as a supervisor. • Describes key child welfare workforce issues, trends, and challenges from a national perspective. • Demonstrates the ability to identify evidence-based practice in child welfare supervision. • Demonstrates an understanding of the stages and key issues in the implementation of change initiatives. • Understands the relationship of creating a learning culture to staff retention and performance. • Describes interactional clinical supervision and discusses how it would be implemented in a public child welfare setting. • Describes and applies strategies to foster an inclusive workplace where diversity and individual differences are valued. • Describes the impact of trauma on worker retention and lists strategies to mitigate the stress of secondary trauma

APPENDIX C: TOTAL COURSES & DELIVERIES FOR FY2016 (JULY 1, 2015 – JUNE 30, 2016)

The following tables present the total number of training deliveries by course title held during FY2016.[36]

NEW DCP&P WORKER PRE-SERVICE COURSES

Course Title	Number of Deliveries
Pre-Service: Administrative Hearing – 019	6
Pre-Service: Car Seat Safety – 003	99
Pre-Service: Case Practice Module 3: Facilitating the Family Team Meeting Process - 023	20
Pre-Service: Computer Applications – 005	5
Pre-Service: CSOC – Intro to Children's System of Care – 020	6
Pre-Service: Educational Stability – 030	1
Pre-Service: Intro to Testifying in Court – 026	2
Pre-Service: Module 1: Understanding Child Welfare in New Jersey – 002	4
Pre-Service: Module 2: Cultivating Awareness – 006	5
Pre-Service: Module 3: Focusing on Families from Screening to Closing – 007	4
Pre-Service: Module 4: NJ SPIRIT – 008	4
Pre-Service: Module 5: Child Development and Identifying Abuse and Neglect – 009	22
Pre-Service: Module 6: Making Visits Matter – 022	5
Pre-Service: Module 7: Simulation – 012	7
Pre-Service: Module 8: Engagement and Interpersonal Helping Skills – 010	5
Pre-Service: Module 9: Facilitating Change – 011	6

[36] Some courses were facilitated over multiple days and are therefore counted towards multiple training days.

Pre-Service: New Worker's Orientation: Welcome to DCF! – 001	18
Pre-Service: Using Genograms & Ecomaps – 013	16
Pre-Service: Worker2Worker: Pre-Service for New Workers – 029	1
Total Deliveries	**236**

HYBRID COURSES FOR NEW DCP&P WORKERS

Course Title	Number of Deliveries
Hybrid New Worker: Computer Applications/Educational Stability	7
Hybrid New Worker: Case Practice Module 3	2
Hybrid New Worker: Cultivating Awareness	10
Hybrid New Worker: Educational Stability	2
Hybrid New Worker: Emergency Preparedness	1
Hybrid New Worker: Focusing on Families	7
Hybrid New Worker: Focusing on Families/Testifying in Court	1
Hybrid New Worker: Making Visits Matter	8
Hybrid New Worker: New Worker 10	2
Hybrid New Worker: New Worker 11	2
Hybrid New Worker: New Worker 12	2
Hybrid New Worker: New Worker 13 Orientation Group	1
Hybrid New Worker: Group 13	2
Hybrid New Worker: Orientation	1
Hybrid New Worker: Parent Advocacy	1
Hybrid New Worker: Parent Link	1
Hybrid New Worker: Simulation/Worker2worker	11
Hybrid New Worker: Testifying in Court	3
Hybrid New Worker: Understanding Child Welfare in NJ	10
Hybrid New Worker: Using Genograms and Ecomaps - 013	2
Total Deliveries	**76**

FOUNDATION COURSES

Course Title	Number of Deliveries
Child Sexual Abuse Training for Child Welfare Professionals: Module 1, Days 1-2 – 31	20
Child Sexual Abuse Training for Child Welfare Professionals: Module 1, Days 3-4 – 32	21
Child Sexual Abuse Training for Child Welfare Professionals: Module 2, Days 1-2 – 33	28
Child Sexual Abuse Training for Child Welfare Professionals: Module 2, Day 3-4 – 34	30
Concurrent Permanency Planning – 038	21
Domestic Violence Policy & the DCP&P Case Practice Protocol – 041	16
Human Trafficking 2: Engagement and Interviewing Skills – 271	21
Mental Health Screening Tool – 036	17
Mental Illness – 035	26
Substance Abuse: Modules 1- 4 – 15, 16, 17, & 18	18
Substance Abuse 3: Mental Illness – 017	1
Substance Abuse 4: Case Planning – 018	1
Total Deliveries	**220**

MANDATORY COURSES

Course Title	Number of Deliveries
Case Practice Module 1: Engaging Families and Building Trust-Based Relationships – 021	8
Case Practice Module 2: Making Visits Better--Home Visiting to Improve Safety, Well-Being, Stability, and Permanence for Children and Families – 022	6
Case Practice Module 4: Functional Assessment – 024	9
Case Practice Module 5: Planning and Intervention – 025	8
Case Planning with Children, Youth, and Families: Transfer of Learning	56
Child Protection and Early Intervention – 229	2
Focus on Supervision: Day 1 – 325	2
Focus on Supervision: Day 2 – 326	10
Investigations in the Context of 4 Tiers – 081	6
Safety Awareness for the CW Professional – 265	124
Working with Immigrant Families Module 1 - 071	11
Working with Immigrant Families, Module 2 – 070	1
Total Deliveries	**243**

ELECTIVE COURSES

Course Title	Number of Deliveries
Active Shooter/Emergency Preparedness	1
Adoption New Worker Training - 103	1
Adoption of Older Children - 803	1
Adoption Recruitment - 805	1
Advanced Skills for Engaging and Teaming with Families - 266	7
Aligning Our Values - 264	6
Animal Abuse as a Risk Factor for Child Maltreatment and Family Violence - 280	6
Application of Group Dynamics to Family Team Meetings - 241	2
Art of Awareness - 903	6
Art of Communication - 110	2
Art of Engagement and Delivery - 905	1
Assessing Older Adults as Surrogate Caregivers: Module 1 - 112	1
Assessing Older Adults as Surrogate Caregivers: Module 2 - 113	1
Assessing Older Adults as Surrogate Caregivers: Module 3 - 114	1
Assistant Family Service Workers Module 1: Working with and Supporting Families –105	1
Assistant Family Service Workers Module 2: Making Connections and Visits Matter - 106	1
Attachment Focused Work with Adoptive Families - 804	1
Bringing the Protective Factors to Life - 554	12
Building Resiliency in Children : Why Some Bounce Back and Some Never Do - 242	4
Celebrating Culture : Working with Latino Families - 122	2
Child Protective Services and the Legal System - 124	4
Child Sexual Abuse for Supervisors – 304	5

Children and Eating Disorders - 126	4
CIC: Document Search - 158	2
Coaching the Challenging Employee - 305	4
Compulsive Hoarding: Issues and Strategies - 166	9
Conceptualizing Crisis Intervention when Working with Adoptive Families - 855	1
Coping with Vicarious Traumatization for Workers - 245	1
CPR and First Aid - 128	30
Creating a Meaningful Life Story – Advanced Lifebook Development - 854	1
Critical Thinking for Ethical Practice in Public Child Welfare - 133	2
Cultural Competency - 134	3
Customer Service and Time Management for CP&P Support Staff - 205	1
Customer Service for Child Welfare Staff - 138	3
Cutting, Self-Injurious Behavior and Suicide - 270	3
Defensive Driving: A Classroom-Based Course on Crash Avoidance - 253	18
Difficult Conversations: A Survival Guide for Supervisors - 167	4
Difficult Conversations: A Survival Guide for Workers - 168	6
Documentation for Child Welfare Professionals - 141	1
Domestic Violence Training for Supervisors - 345	3
Engagement of Non-Residential Fathers - 149	5
Enhancing Adoptive Families Support of LGBTQI Youth - 850	1
Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families - 150	4
Everyday Self-Defense for Social Workers - 273	14
Everyone Has a Story - 262	3
Excel Training: Beginners Level - 152	5

Excel Training: Intermediate Level - 153	5
Executive Writing Skills - 346	3
Factual Witness Training - 851	1
Family Systems Theory - 160	1
First Responders for Supervisors - 308	2
First Responders in Child Welfare: Module 1 - 257	1
First Responders in Child Welfare: Module 2 - 258	1
First Responders in Child Welfare: Module 3 - 259	1
First Responders: Module 1 - 250	14
First Responders: Module 2 - 251	13
First Responders: Module 3 - 252	14
Fostering Youth Participation in Court - 268	5
Gang Identification, Trends, and the Psychology of Gang Members – 163	1
Girls and Gangs - 164	2
Grandparents Stepping In: Module 1 - 112	1
Grandparents Stepping In: Module 2 – 113	1
Grandparents Stepping In: Module 3 - 114	1
Group Skills for Trainers – 904	1
Handling Vicarious Traumatization: Supervisors Building Resiliency -240	1
Helping Adoptive Families Navigate the Processes of Placement - 808	1
Infant Care Basics for Non-Parenting Professionals - 171	5
Interviewing Children with Consideration of Their Development -173	2
Introduction to Supervision of Clerical and Administrative Support Staff - 313	4
Kinship Adoption - 802	1

Legal Writing Guidelines for the Litigation Unit - 575	8
LGBTQI 101 - 243	2
Lifebook Work for Child Welfare Professionals - 269	6
Managing Your Personal and Professional Boundaries - 176	3
Missing and Exploited Youth - 200	5
Motivational Interviewing: Applying Motivational Enhancement Theory - 178	16
Nonviolent Crisis Intervention - 182	2
Normal Sexual Development through the Child Welfare Lens -183	3
Preparing Children for Adoption - 806	1
Presentation Skills - 190	4
Psychology of Adoption - 801	1
Qualitative Review Training - 193	1
Red Flags Child Health Program- 230	4
Reunification: The Importance of Resource Parents - 194	4
SAFE Overview	1
SAFE Updates	3
Social Emotional Foundations of Early Learning: An Infant Mental Health Approach - 218	4
Special Response Unit Supervisors - 256	1
Special Response Unit Workers - 255	6
Strengthening Casework Doc Day 1 - 142	3
Strengthening Casework Doc Day 1 - 142	3
Strengthening Casework Documentation: An Enhancement Class for Caseworkers and Supervisors Day 1 & 2 – 142 &143	5
Stress Management for Child Welfare Professionals - 207	1
Structured Decision Making and Critical Thinking - 208	3

Student Bullying: What Caseworkers Need to Know & Do - 209	2
Supervising Support Staff on Customer Service and Time Management Skills - 275	1
Supervising the Transfer of Learning Process - 710	5
Supervising Workers on Family Reunification - 312	4
Supervisors Building Workers' Resiliency – 350	3
Supervisory Practices in Child Welfare: Module 1of 3: Self-Management - 301	3
Supervisory Practices in Child Welfare: Module 2 of 3: People Management - 302	5
Supervisory Practices in Child Welfare: Module 3 of 3: Case Management - 303	3
Team Building - 244	4
Technology Addiction - 215	7
Testifying in Court - 156	10
The Impact of Parental Incarceration on Children in the Child Welfare System - 216	7
Toddler Care Basics for Non-Parenting Professionals - 263	5
Transgender 101 – 219	3
Trauma Informed Response when Working with Adoptive Families - 852	1
Types of Expert Mental Health Evaluations used in Child Abuse/Neglect Proceedings - 267	3
Understanding and Managing Personal Stress Reactions - 104	3
Understanding Types of Mental Health Assessment & Evaluation - 267	4
VAWC: Techniques in Screening, Assessment, and Basic Intervention - 402	2
VAWC: Ethical Issues and Values in Violence against Women Work – 403	2
VAWC: Financial Empowerment with Survivors - 406	2
VAWC: Impact of Domestic Violence on Children – 404	2
VAWC: Legal Responses to Violence against Women - 407	2
VAWC: Understanding Perpetration of Violence against Women - 410	2

VAWC: Understanding Violence against Women - 401	2
VAWC: Violence against Women and Mental Health - 409	2
VAWC: Violence against Women and Substance Abuse - 411	2
VAWC: Violence Against Women in Diverse Populations - 405	2
VAWC: Violence against Women in Middle and High School Populations – 408	2
What Every Caseworker Should Know about Education and Special Education for Children in the Child Welfare System - 228	9
Working with Arab-Americans and Muslim Families - 231	6
Working with Parents with Cognitive Challenges - 232	5
Working with South Asian Families - 184	1
Youth Thrive Day 1 - 99	7
Youth Thrive Days 2 and 3 - 199	8
Youth Thrive Pilot Training	2
Total Deliveries	**500**

FAMILY PRESERVATION SERVICES COURSES

Course Title	Number of Deliveries
Family Preservation Services: New Worker Training, Day 1 – 501	2
Family Preservation Services: New Worker Training, Day 2 – 502	2
Family Preservation Services: New Worker Training, Day 3 – 503	2
Family Preservation Services: New Worker Training, Day 4 – 504	2
Family Preservation Services: New Worker Training, Day 5 – 505	2
Family Preservation Services: New Worker Training, Day 6 – 506	2
Total Deliveries	**12**

APPENDIX D: NJ DCF TRAINING UNIT POLICY

The following provides portions of the Field Training Unit policy at NJ DCF:



New Jersey Department of Children and Families Policy Manual

Manual:	CP&P	Child Protection and Permanency	Effective Date:
Volume:	IX	Administrative	
Chapter:	C	Training	3-19-2012
Subchapter:	4	Field Training	
Issuance:	100	**Field Training Unit**	

INTRODUCTION 9-16-2005

Background - Child Welfare has for many years struggled with designing a method to introduce new staff to the rigors of child welfare and child protective services work. Most formal training designs have accepted that there needs to be a combination of classroom instruction coupled with field work to incrementally introduce new staff to the broad array of learning experiences of child welfare.

Current trends and practice - In recent times, professionals increasingly recognize that the skill sets necessary to do child welfare work are not learned rapidly. Rather, these skills are best learned and assimilated if presented in a supportive work environment with manageable caseloads. Through the support and assistance of a well-trained Supervisor, the New Worker can develop effective case practice skills when the foundation knowledge that is taught in a classroom setting is reinforced and enhanced through controlled field experiences.

The Field Training Unit in the Local Office is seen as the means to ensure that a New Worker is afforded the best opportunity to move into the work of helping and supporting families and protecting children. Field Training Units also provide a way of introducing the world of child welfare and child protective services in the most supportive way to new hires so that the New Worker can receive appropriate and adequate training. This approach is believed to help the Division retain new staff.

DEFINITIONS 9-16-2005

"Field Training Unit" refers to a unit in the Local Office comprised of a Supervisor and a group of New Workers.

"Foundation Courses" refers to the follow-up in-service programs, administered by the New Jersey Office of Training and Professional Development in the Department of Children and Families, that the New Worker completes during the first 11 months of employment.

"New Worker" refers to a Family Services Specialist Trainee or a new employee hired at the Family Services Specialist II level.

"New Worker Training Program" refers to the eight week Pre-Service Training and the follow-up in-service Foundation Courses.

"Pre-Service Training" refers to the eight week training program for New Workers administered by the New Jersey Office of Training and Professional Development in the Department of Children and Families.

"Supervisor" refers to a Supervising Family Services Specialist II.

RESPONSIBILITY OF THE FIELD TRAINING UNIT 9-16-2005

The Field Training Unit is responsible for:

- Developing New Workers into well-rounded permanency workers, suitable for transfer in 6 months (or slightly less time if the New Worker shows exceptional progress as outlined in this policy) to regular permanency units within the Local Office
- Supporting a Local Office's overall effort to train New Workers
- Providing internships for BSWs and MSWs, if appropriate

The Office of Training and Professional Development has responsibility to provide formal training during the New Worker's initial training year via Pre-Service Training and Foundation Courses.

Two-pronged approach - New Worker competencies are developed through the Office of Training and Professional Development's formal training programs and the Field Training Unit's experiential exposures and mentoring. This includes skill development training in the policies and practices of the Local Office and CP&P policy requirements for case practice.

OVERVIEW OF THE FIELD TRAINING UNIT MODEL 9-16-2005

Each Local Office establishes Field Training Unit(s) according to the guidelines in this policy. The Field Training Unit, composed of seven New Workers or less, is a functioning unit where the New Worker reports and works on field days during the entire Pre-Service Training period and for a period of approximately six months from the start of employment.

The Field Training Unit is designed to be the New Worker's main source of information about how to do child welfare and child protective services work in that Local Office. During the New Worker's assignment to the unit, the Supervisor ensures the New Worker is familiar with:

- The work site
- Local Office procedures and systems
- The professional environment which includes:
    - Community programs and partnerships
    - Services and resources available within the jurisdiction of the Local Office

Periods of increased hiring - Secondary units may be necessary during periods of increased hiring depending upon the volume of New Workers assigned to the Unit.

INTERNS 9-16-2005

BSW and MSW Internships - The Field Training Unit is also the unit in the Local Office where BSW interns, and possibly MSW interns, are assigned when learning about child welfare and child protective services work.

In situations where the Field Training Unit Supervisor does not possess an MSW degree, two years of supervisory experience, and has not completed the required SIFI course (a requirement to supervise MSWs in field placement), he or she is not be able to supervise MSW interns. In such cases, the Field Training Unit Supervisor and the Local Office Manager discuss options for assigning the MSW intern to another unit.

There are no such requirements for supervising a BSW intern.

GUIDELINES FOR SELECTING THE FIELD TRAINING UNIT SUPERVISOR 9-16-2005

The success of the Field Training Unit is partly dependent upon the skills and qualities of the Supervisor in charge of the unit. Whenever possible, the preference is to select a Supervisor who possesses an MSW degree however this is not an absolute requirement.

In addition to the Department of Personnel's job specification requirements for a Supervising Family Services Specialist II, consider selecting a Supervisor who has:

- A diverse and extensive child welfare and child protective services background within the Division
- Extensive knowledge of the Division's policies and procedures
- Proven mentoring and team building skills
- The support and respect of the Local Office Manager and other office staff to ensure the integrity of the Field Training Unit and its functions
- An understanding of, and supportive approach to the mission of the Division and the goals of the Child Welfare Reform Plan
- An aptitude for and interest in patiently developing and nurturing New Workers

ROLES AND RESPONSIBILITIES OF THE FIELD TRAINING UNIT SUPERVISOR 6-29-2007

TO THE FIELD TRAINING UNIT 6-29-2007

To the unit - The roles and responsibilities of the Field Training Unit Supervisor to the unit are as follows:

Field Training Unit Supervisor

- Create an atmosphere of a teaching unit, focusing on teamwork, and enhancing the New Worker's knowledge of the Division's policies and procedures
- Create a learning circle where each New Worker is responsible for sharing and participating in the teaching and learning process. Some examples include sharing resource information, discussing how agency forms and paperwork are completed and routed through the Local Office, and engaging in office and community tours and activities
- Convey a message of commitment to the Division's mission, policies and procedures
- Identify and strengthen the New Worker's case practice skills
- Be available and accessible to all unit members If the Supervisor leaves his position, the Office Manager arranges unit coverage by a Supervisor in an "X" or "Y" position. If a covering Supervisor cannot be named, the Casework Supervisor supervises the unit. See CP&P-III-C-5-100, Unit Coverage
- Ensure the New Worker is afforded the opportunity to experience diverse Division functions including case assignment types, community contacts, Local Office systems, and personnel interactions
- Coordinate field days that are relevant to, and complement, the Office of Training and Professional Development's curriculum
- Team the New Worker with different unit activities during the training process to get a sufficient sense of how the office functions and how staff interact
- Conference each New Worker's caseload on a weekly basis or more often if needed
- Conduct joint field visits with the New Worker on a monthly basis to ensure the safety and well-being of the child and his or her family, effective case planning, and accurate assessment of cases for termination
    - Field visits also provide an opportunity to assess and develop the New Worker's interviewing skills and/or model these skills for the worker

TO THE OFFICE OF TRAINING AND PROFESSIONAL DEVELOPMENT 9-16-2005

Interface with the Office of Training and Professional Development - The roles and responsibilities of the Field Training Unit Supervisor to the Office of Training and Professional Development are as follows:

Field Training Unit Supervisor

- Partner with the Office of Training and Professional Development to:
    - Ensure the New Worker has an appropriate work station with a computer and user login identification
    - Provide time for completion of Pre-Service Training homework
    - Structure field experiences in alignment with New Worker Pre-Service Training requirements as detailed in the Office of Training and Professional Development Field Guide for New Workers
    - Sign-off on completed field experiences as required in the Office of Training and Professional Development Field Guide for New Workers

    - Offer support or coaching in information or skills acquisition
    - Work collaboratively with the Office of Training and Professional Development personnel to address problems as such issues arise
    - Participate in regularly scheduled meetings with the office of Training and Professional Development staff
- Review and assess periodic feedback and evaluative data reports from the Office of Training and Professional Development regarding the New Worker's performance, behavior and participation in training courses
- Take corrective action with the New Worker to address inappropriate behaviors in training, if needed. This includes:
    - Addressing the inappropriate behavior with the New Worker and sharing the resolution with the Trainer
    - Advising the New Worker that continuing the inappropriate behavior could result in further corrective and/or disciplinary action, including expulsion from the Training Program, which could jeopardize his or her CP&P employment
    - Taking official corrective action if the New Worker's inappropriate behavior continues beyond the initial interventions
- Assist the New Worker in scheduling the required Foundation Courses once he or she completes the Pre-Service Training
    - Track the New Worker's attendance and completion of the Foundation courses for the New Worker's first 11 months of employment even if the New Worker moves to a regular unit
- Set up a conference with the New Worker and his or her new Supervisor prior to transferring the New Worker to a permanent unit within the Local Office
    - Discuss the New Worker's training history, progress, and schedule of remaining Foundation Courses.

ROLES AND RESPONSIBILITIES OF THE NEW WORKER 9-16-2005

The roles and responsibilities of the New Worker assigned to the Field Training Unit are as follows:

New Worker

- Be fully prepared to discuss assigned cases during the case conference
- Read the case record and ensure face to face contact with the family within designated time frames
- Maintain the case record and its integrity
- Provide for, or arrange, services for both child welfare and child protective services cases
- Conference and investigate all child protective services reports and work with the Field Training Unit Supervisor to assess safety, risk, child and caregiver strength and needs, and to develop investigation conclusions and summaries

- Develop case plans on all assigned cases and coordinate services on cases as required in conjunction with his or her Supervisor and the family
- Use the case conferences process to monitor case progress towards completing case goals
- Attend all required formal and informal training, including the formal Office of Training and Professional Development's courses as well as informal training arranged by the Field Training Unit Supervisor.
- Complete all homework and field training unit learning assignments on time
- Take ownership of own casework skills development and seek supervisory and peer feedback and assistance
- Become responsible for knowing the Division's policies and procedures.
- Become knowledgeable of human development
- Complete and update required paperwork and documentation within Division time frames
- Utilize formal and informal tracking systems to ensure compliance with necessary time frames and deadlines
- Gain knowledge necessary to use NJ SPIRIT

ROLES AND RESPONSIBILITIES OF THE OFFICE OF TRAINING AND PROFESSIONAL DEVELOPMENT 9-16-2005

The roles and responsibilities of the Office of Training and Professional Development are outlined below:

- Provide New Worker Pre-Service Training and Foundation Course training:
    - Establish and publish a quarterly schedule of Foundation Course offerings
    - Establish and communicate to Field Training Unit Supervisors the Office of Training and Professional Development's parameters for the New Worker's performance, behavior and participation in course offerings
- Partner with Field Training Unit Supervisors to structure meaningful field learning experiences that coincide with classroom learning:
    - Publish an Office of Training and Professional Development Field Guide for New Workers
    - Participate in regularly scheduled meetings with Field Training Unit Supervisors
- Provide periodic feedback and evaluative data Worker's performance, behavior and participation in the class. This includes:
    - Training attendance reports
    - Scores on test and quizzes
    - Classroom behaviors such as promptness, tardiness, attentiveness, disruptiveness, etc.
    - Preparedness for class in terms of completing homework and field assignments and arriving to class with appropriate materials

- Participation in classroom activities/discussions
- Level of collaboration in small group exercises
- Initiative/leadership in small group exercises

- Prepare the Report on New Worker Participation in Training form for each New Worker and forward it to the Field Training Unit Supervisor at the conclusion of the Pre-Service Training Program

ADDRESSING AND REPORTING INAPPROPRIATE INCIDENTS & BEHAVIORS 9-16-2005

Frequent inappropriate incidents or behaviors by the New Worker during classes are handled by the Office of Training and Professional Development Trainer in the following order:

1. First, attempt the standard intervention described below:

- Explain the inappropriate behavior to the New Worker
- Explain its effect on the class and the participant's learning
- Offer support if possible
- Remind the New Worker of the learning agreement and ground rules for the class
- Report the event orally to his/her Office of Training and Professional Development supervisor

2. If the inappropriate incidents or behaviors continue, the Trainer takes the following actions:

- Complete and send an interim Report on New Worker Participation in Training form to the Local Office Field Training Unit Supervisor by the next business day
- Advise his or her Supervisor at the Office of Training and Professional Development of the incidents or behaviors
- Discuss the report with the participant explaining why it was sent
- Remind the New Worker of the behavioral expectations for the New Worker

Failure to respond - Inappropriate behaviors or incidents that continue after these actions are implemented may be grounds for expulsion from the entire Pre-Service Training Program. These behaviors cause disruption to the learning environment, are disrespectful to the Trainer and other class members, and negatively impact the New Worker's ability to complete the training objectives.

ASSIGNING THE NEW WORKER TO THE UNIT 9-16-2005

First six weeks of employment - The New Worker reports to the Field Training Unit in his or her respective Local Office beginning the first day of work. During the first eight weeks of employment, the New Worker's work schedule alternates between training sessions with the Office of Training and Professional Development and field assignments within the Field Training Unit.

Length of assignment - A New Worker is assigned to the Field Training Unit for approximately six months.

ASSIGNING CASES TO THE NEW WORKER 9-16-2005

Guiding principle - The Field Training Unit is designed to support, guide and protect the New Worker in order to facilitate an atmosphere of learning. Thus, cases are assigned gradually to promote learning, not for mere coverage or other operational reasons.

When to begin assigning cases - Significant learning occurs through a New Worker's first dealings with clients. For this reason, a New Worker is gradually assigned some cases to enrich his or her learning experiences. A New Worker is assigned one or two cases incrementally after completing Module 7, Functional Assessments for Child Well-Being, Safety, and Risk, of the Pre-Service Training program. The New Worker completes this module approximately three to four weeks after the Pre-Service Training program begins.

TIME FRAMES FOR GRADUAL CASE ASSIGNMENT 9-16-2005

For the purpose of this policy, the gradual case assignment is based on the guidelines for assigning cases to an ongoing permanency worker. A case is defined as a family. The following is the time table for assigning cases to a New Worker:

3 1/2 - 4 Weeks to 3 Months - The Supervisor begins to assign one or two cases to the New Worker only after completion of Module 7 of the Pre-Service Training. The Supervisor gradually assigns additional cases as appropriate. By the end of the third month of employment, the New Worker may have a total of seven cases, with no more than five children in placement and no more than 12 children in total.

4 Months to Six months - Beginning the first week of the fourth month, the Supervisor gradually assigns one case per week until the New Worker receives up to eight additional cases. As these new cases are assigned, the New Worker shall have no more than 10 children in placement and no more than 25 children in total. The gradual assignment is limited to no more than one case per week.

6 Months and Beyond - After the sixth month, the New Worker has a full caseload as follows:

- 15 families per worker with no more than ten children in placement and no more than 25 children in total

Case coverage during New Worker's classroom training - For any cases assigned to the New Worker during the Pre-Service Training period, the Supervisor must provide back-up coverage for those cases while the New Worker attends class. The goal is to refrain from pulling the New Worker from the classroom.

TYPES OF CASES THAT CAN BE ASSIGNED 9-16-2005

By risk level - A New Worker may be assigned identified low or moderate risk cases and a very limited number of high risk cases that do not include sexual abuse or complex factors.

By case situation - The New Worker's caseload should be diverse in population, service needs and procedural content in order to maintain the learning environment. Whenever possible, the cases assigned should provide different case situations such as:

- A child in out-of-home placement
- A multi-problem family (i.e., substance abuse, homelessness, etc.)
- A child in residential placement
- A case in litigation

TYPES OF CASES NOT TO ASSIGN 3-19-2012

Overview - Under no circumstances is a New Worker assigned very high risk cases at first. The Supervisor provides case conferencing and clear directions on all initial and ongoing cases assignments to ensure reasonable case handling. Certain difficult case types are not considered appropriate for assignment during a New Worker's Pre-Service Training period. Obviously, complex cases of sexual abuse and the most difficult physical abuse cases should be reserved for assignment to a more experienced worker rather than a New Worker.

The New Worker is not:

- Assigned sexual abuse cases until completing the three day sexual abuse training
- Assigned difficult physical abuse cases
- Assigned very high risk or high risk cases involving complex factors which warrants enhanced skill or knowledge levels not yet available to the New Worker
- Able to complete Dodd removals during the first 30 days unless accompanied by an experienced, skilled staff person

Trainees in pre-service training are not permitted to complete MVRs alone within their first 60 days of service. See CP&P-III-C-3-100, Trainees and MVRs.

EXCEPTIONS TO GRADUAL CASE ASSIGNMENT 9-16-2005

Waiving gradual case assignment - In individual situations, the gradual assignment of cases to New Worker may be waived. Exception requests may be granted based on the background, competence, knowledge and abilities of the New Worker.

Exceptions may be considered in the following situations:

- A former employee returning to CP&P within two years
- A New Worker with several years of child protective service/child welfare experience from another agency/jurisdiction
- A New Worker who successfully completed an internship with the Division, who demonstrated proficiency and skill

- A New Worker with specific educational credentials or specialized training which prepared him or her for child protective service/child welfare service duties
- A New Worker who had been employed by, or worked with, a CP&P contract agency specializing in the provision of child protective services/child welfare services
- A New Worker with related life or work experiences that management views as beneficial in deviating from gradual case assignment

Approval - Any exception to the gradual assignment system, as explained here in, requires the prior approval of the Area Director.

ASSIGNMENT TO A PERMANENT UNIT 9-16-2005

Ready for a permanent assignment - The Supervisor, in conjunction with the Casework Supervisor and/or the Local Office Manager, considers several factors when determining the New Worker's readiness for assignment to a Permanency Unit. These factors include, but are not limited to, the New Worker's:

- Level of performance within the Office of Training and Professional Development and the Field Training Unit based on:
    - Events documented in the New Worker's Performance Assessment Review (PAR)
    - Progress documented on the New Worker Participation in Training Report provided by the Office of Training and Professional Development
    - Strengths and weaknesses observed in the New Worker's job performance and case conference discussions
- Ability to understand, interpret, and apply agency casework policies and procedures
- Previous child welfare/child protective services experience
- Ability to qualify for promotion to a Family Service Specialist (FSS) II based on education and experience and demonstrates the ability to perform FSS II job duties

OTHER LEARNING EXPERIENCES WHILE IN THE TRAINING UNIT 9-16-2005

Unit meetings - At least once a week the Field Training Unit has a unit meeting that focuses on team building, information disbursement and sharing, office procedures, and developing weekly schedules.

Informal training - Each meeting should have an informal training component to compliment formal training experiences and field experiences.

Guest speakers - Some meetings should involve guest speakers such as Resource Development Specialists, Litigation Specialists, medical staff, Regional Reviewers, CPR staff, and specialty unit supervisors. This offers an opportunity for interaction with office staff, familiarization of office procedure, and ensures the continued integration of the New Worker with the office and existing community systems.

Field trips - The New Worker attends field trips with the Supervisor or other appropriate staff. Field trips may be scheduled for court, other CP&P or community offices, local providers, etc. This again offers the New Worker an opportunity to integrate, become familiar with and become invested in the process and mission of our work.

Team the New Worker with an experienced worker - The Supervisor assigns the New Worker to a more experienced Worker to observe investigations, case planning, service provision and assessment of family situations. This enables the New Worker to become familiar with the Division's procedure, case practice techniques, and staff interaction and teamwork.

Example - Team a New Worker with a Child Protective Investigator whose case is in need of ongoing services. The New Worker teams with the Child Protective Investigator throughout the investigation process. Once the investigation is completed and the case is opened, this case is transitioned into the New Worker's caseload. This gives a continuation of service provision to the family, the opportunity for the New Worker to gain knowledge of the "life of a case" and the team building of working with an experienced worker.

EXCEPTIONS TO ASSIGNMENT TO THE FIELD TRAINING UNIT 9-16-2005

Education and experience - A New Worker starting with the Division as a FSS II, based on education and experience outlined in this policy, may be considered for:

- Immediate assignment to a unit other than the Field Training Unit
- An assignment to the Field Training Unit for a period less than the usual six month period

Under either type of assignment, the New Worker is required to participate in the formal training sessions conducted, or arranged, by the Field Training Unit Supervisor.

Previous CP&P experience - Exceptions may be considered for a previous CP&P worker returning to the Division within two years.

Approval - Any exception to assigning a New Worker to the Field Training Unit requires the approval of the Area Director.

APPENDIX E: NJ DCF NEW WORKER TRAINING REQUIREMENTS

The following provides portions of the New Worker Training Requirement policy at NJ DCF:



New Jersey Department of Children and Families Policy Manual

Manual:	CP&P	Child Protection and Permanency	Effective Date:
Volume:	IX	Administrative	
Chapter:	C	Training	2-2-1998
Subchapter:	1	New Workers	
Issuance:	100	New Workers Training Requirements	

Introduction 3-26-2012

The Office of Training and Professional Development provides continuous instructions to newly hired staff during their first year of employment. Courses include classroom hours, computer application, and field days. Initially, all New Workers receive an orientation called "Welcome to DCF."

Pre-Service Training 3-26-2012

Orientation is followed by Pre-Service Training, which is offered to all new Trainees. Pre-Service Training is not mandatory for BCWEP Interns hires as FSS Trainees (see CP&P-IX-C-3-100). Pre-Service Training is 186 hours, comprised of 10 instructional modules:

1. Understanding Child Welfare in New Jersey;
2. Taking Care of Yourself;
3. Computer Application;
4. The Self-Aware Practitioner;
5. Focusing on Families: From Screening to Closing;
6. Computer Application (NJ SPIRIT/SDM);
7. Child Development: Identifying Child Abuse/Neglect;
8. Engaging and Interpersonal Helping Skills;
9. Facilitating Change;
10. Simulation.

The modules taught in Pre-Service Training 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 nine modules. Workers must score a minimum of 70% to successfully advance to subsequent modules and complete the course.

Module 10, Simulation, concludes the Pre-Service Training. During Simulation, Workers are presented with a "real-world" child protective service (CPS) scenario. Using a live simulated training approach, Trainees are provided an opportunity to practice and hone their engagement and interpersonal skills, to

make decisions and mistakes in a coaching and protective learning environment/setting. Trainees are expected to use family engagement and case documentation skills learned throughout Pre-Service Training, in order to conduct a CPS investigation. Simulation training is a taped, recorded event. Trainees are debriefed following the simulation exercise.

Foundation Courses 3-26-2012

Following the successful completion of the Pre-Service Training, the Office of Training and Professional Development provides instruction as to the completion of the required Foundation courses. Foundation courses are taken by all new Trainees during their first year of employment. Some courses are offered on-line and monitored by the Office of Training and Professional Development. Other courses are conducted by DCF's University Partners and the NJ Battered Women's Coalition.

The Foundation Courses offer instruction in the following areas:

1. Case Practice Model (CPM);
2. Child Sexual Abuse Identification and Investigation;
3. Understanding Substance Abuse and Addiction;
4. Concurrent Planning;
5. Mental Illness;
6. Domestic Violence.