



TRAINING PLAN

Addendum E

FY23

Illinois Department of Children and Family Services

**Office of Learning and Professional Development
(OLPD) Program Development 2020-2025
Updated: Year 3 FY23**

The learning and professional development priorities stated in this plan will improve the knowledge, skill and ability of employees, allied helping professionals, foster caregivers, and adoptive parents to perform their job and care for children; competently, ethically, and professionally.

For 2020-2025, learning and professional development programs will support the implementation of the following:

- Five-year and Annual Updates to the Federal Children and Family Services Plan (CFSP);
- Federal Child and Family Services Program Improvement Plan (PIP) as is Enacted;
- Director and executive staff program initiatives and priorities;
- Department compliance with national child welfare accreditation training standards of the Council on Accreditation (COA);
- Furthering the use of experiential learning to improve capacity through skill development;
- State Law and Court Training Mandates; and
- Federal Law, Federal Court Consent Decrees, and Orders.

For Year 3 of this plan, the strategic direction for learning and professional development will focus on aligning of the learning in support of the Departments strategic goals:

Learning and Development:

- 1) Enhanced Safety Assessment and Decision Making through Family First/Motivational Interviewing Implementation
 - 2) Expansion of Simulations
 - 3) Core Practice Model Installation
 - 4) Foundation Training Courses for New Hires or Reassigned Employees
 - 5) Continued In-Service training workshops and courses in support of safety, well-being, permanency, and prevention.
 - 6) Support of the Department's efforts to recruit and retain a qualified workforce.
- 1) Enhanced Safety and Decision Making through Family First/Motivational Interviewing.
The Department has established mandatory ongoing professional development for all direct service staff and supervisors. In year one, the first of these mandatory trainings was the Safety Reboot. Topics for other trainings will be based on feedback from surveys, focus groups, and DCFS administrative direction based on available data and feedback from key stakeholders.

A cornerstone in this effort is in-service training in support of the Department's renewed focus on safety. Procedural revisions and learning strategies will support improving the skill and ability of staff to demonstrate improved decision-making to reduce the reoccurrence of maltreatment for children that come into contact with the Department through investigations, intact family services, or out-of-home care. The "Safety Reboot" was rolled out statewide in year 1 of this plan.

During this reporting period installment 3 - "Safe-sleep Practices" was launched as a 90-minute on-line self-directed learning launched in June 2021 – August 2021 with 85% completion of the targeted population of investigators, caseworkers, and their supervisors. As part of this year's plan, all previous Safety Reboot trainings have been rolled into Foundations for all new staff in Child Protection, Intact Family Services, State Central Register (hotline), and Permanency divisions. Licensing and Adoptions management have been instructed to have their staff complete the trainings online as they complete their licensure.

Installment 4 – "Motivational Interviewing Skills" was combined with the rollout of Family First and will continue as a focus of this plan for the next reporting period. **Family First/Motivational Interviewing training (FF/MI) began October 2021.** The Intact cohort started in the fall of 2021, which was moved up from December of 2021 by request of the Director to align better with the overall Department goals related to the Family First rollout. The cohort ran from October 2021 to January 2022 with 77% of Intact staff and supervisors completing the course. The remaining Intact staff, Permanency, and Adoptions were folded into the Spring of 2022 cohort which is at 42% completion. The course will be offered with a targeted completion of 85% of the remaining 1,102 staff in this cohort. Child Protection will begin an abbreviated course that will focus on a Family First overview and MI without the pieces related to casework and SACWIS updates that only apply to follow-up staff in FY23. Installment 5 – "Accurate Assessment of the Impact of Complex Trauma on Safety" has been added to the FF/MI and into the Child and Family Team Meeting (CFTM) trainings that are being piloted by the Department to align with the Department strategic goals and the Department's Program Improvement Plan (PIP). This content has been taught in the Immersion Sites as part of the 3-day CFTM course developed with the Child Welfare Group.

- 2) Continued use and expansion of simulations. Simulation training has been offered consistently to investigators since the launch of the Department Child Protection Training Academy (CPTA) in partnership with the University of Illinois- Springfield 4-years ago. In April 2019, University of Illinois-Urbana Champaign was contracted to implement the Department's CPTA-Chicago center. To date, over 1000 new investigative staff have been trained using the model between the simulation house at the Springfield and the site center located in Chicago. Due to the pandemic, the focus in year 2 of this plan centered on the training of investigators based on the high demand for filling vacancies. In Year 3 of this plan the Department will launch two new CPTAs, one in Dekalb with Northern Illinois University and one in Carbondale with Southern Illinois University. The goal is to have a simulation center in each region by the end of FY23. This will support expansion to new and veteran permanency DCFS and private sector staff and supervisors. Once simulations have been expanded to direct service staff, the Department will assess when to incorporate simulation in-service training opportunities for foster/adoptive caregivers, and other key stakeholders in the child welfare continuum. Evaluation on the effectiveness of simulation in preparing newly hired staff and ongoing skill and capacity building for veteran staff and their supervisors and caregivers will be implemented and continued years 1 through 5 of this plan. Simulations for investigators returned to fully in-person in May of 2022. During this plan year, the Department will explore the use of technology to create virtual simulations to increase the accessibility to simulations for staff.

FY23 Training Plan of the Office of Learning and Professional Development
Illinois Department of Children and Family Services

Update for FFY2023: The University of Illinois-Springfield contract was not renewed for state fiscal year 2023. However, simulation labs will continue into FFY2023. Northern Illinois University will launch a Northern Region Sim lab in Fall 2022; UIUC will continue running the Cook Sim Lab; Southern Illinois University – Carbondale (SIU-C) will launch a Southern Region sim lab in 2023. In 2023 DCFS will begin construction on a Sim Lab and Learning Center in the downtown Springfield area. In the interim, Sim Labs for all staff statewide is occurring via the Chicago location.

- 3) Continued (in-service) training in support of the Illinois Core Practice Model. The Illinois Core Practice Model has been adopted as a cornerstone strategy for the Program Improvement Plan and will continue to be implemented across the state with evaluation of the impact on the CFRS outcomes over the PIP reporting period. The Illinois Core Practice Model, includes three training components related to Family-centered, Trauma-informed, and Strength-based practice, sustained use of this practice model to strengthen supervisory practice, and enhanced use of Child and Family Team Meetings. For the next four years, the Department will continue to install and build in systems to implement and sustain the components of the Illinois Core Practice Model through continued in-service training courses and workshops that will reinforce and support casework and supervisory practice. The evaluation of its impact will be measured through Chapin Hall and the Department's Division of Quality Enhancement/Quality Assurance.

During this plan period OLPD will have lead responsibility for training related to the Illinois Core Practice Model. The OLPD Field Implementation Support Program (FISP) operated through the Department's Workforce Development contract with UIUC will launch training for piloting new approaches to CFTM implementation. After training on CFTM content, additional systems and practice coaching, supervisory forums for support and implementation support will be provided by various staff under the Division of Strategy and Performance Execution.

- 4) Continued (Pre and In-service) Foundation training courses for new hires or reassigned employees in the areas of:
- Child protective services, including training on revisions to Rule 300; and to improve the skill and ability of staff to achieve the Department's PIP goal of improvement in engaging parents and assessing family and children's needs (Goals #1 and #2);
 - Family preservation (Intact Family) services (Goal #1 and #2);
 - Training to improve the skill and ability of staff to achieve the Department's PIP Goal of increasing the capacity of foster parents to improve the overall well-being of children served by the Department and to build parental capacity (Goal #3 and #4);
 - Foster care (permanency-placement) services. This includes improvement in staff skill and ability to achieve the Department's PIP Goal of improved timeliness of Family Reunification (Goal #3);
 - Adoption and post-adoption services, including training to improve the skill and ability of staff to achieve timeliness of adoption (such as termination of parental rights, adoption placement, subsidized guardianship and adoption services) (Goal #3);
 - Licensing of agencies, institutions, day care and foster care homes;
 - Training in support of casework and supervisory staff use and application of the Child and Adolescent Needs and Strengths (CANS); and
 - Child welfare supervision and management, including the implementation of the Department Model of Supervisory Practice (Goal #2 and #3).

OLPD has increased the number of Foundations offerings to support the Department's and community-based partner (CBP) agency hiring. Turn-over in direct service positions has been high during the pandemic and is expected to continue. This has led to hiring of staff that may not have a human service degree background or any child welfare work experience. In response, OLPD will be revising Foundations for intact and permanency course to allow for more instruction time in-class and application to solidify the foundational learning. During the last plan year, OLPD supported the Department's Office of Employee Services (OES) and Operations, Child Protection, Permanency, and Intact in the development of post-Foundational field-led learning plans to align field expectations and ongoing supervisory education of their staff with the learning competencies within the first 6-months in the field for Department. Efficacy and customer success of the field-based learning plan will be evaluated through feedback loops established by OES and Operations.

5) Continued In-Service training workshops and courses in support of safety, well-being, permanency, and prevention.

Services to Lesbian, Gay, Bi-Sexual, Transgender, Questioning, and Intersexed (LGBTQI) youth in Department care:

- Training for supervisors and staff and caregivers has been offered by the Department since 2020 through an agreement with the Human Rights Commission (HRC) to offer their 3-part webinar series on working with **LGBTQ youth and families**. The series was offered as a required course for all direct service staff and supervisors. As a follow-up to the HRC content, OLPD worked with an external LGBTQ consultant identified by the ACLU and the LGBTQI+ Roundtable to draft a new self-directed learning curriculum for staff and caregivers. The new "Working with LGBTQI Youth in Care" launched in August 2021. The initial training threshold for staff was met at 85% in November of 2021 and has now been made a required course through Foundations.
- The Department has continued to work with the HRC to launch a facilitator-led staff and caregiver LGBTQI training. OLPD is awaiting content from the Division of Diversity, Equity, and Inclusion to update the Department's Procedures 302, Appendix K that gives direction to staff, supervisors, and caregivers on Department expectations per rule and procedure in serving LGBTQ youth, which is anticipated for fall of 2022. Once received the content will be incorporated into the facilitator-led training.

Training in support of the Office of Racial Equity:

OLPD is actively facilitating the Department's efforts to create a more equitable child welfare system at every level. OLPD will continue to support the Division of Diversity, Equity, and Inclusion and the newly formed Office of Racial Equity Practice to ensure equal access, services, and opportunities for employees, youth, families, and other stakeholders. OLPD has assisted the Office of Racial Equity Practice in its work to transform Department institutional systems and structures which create and perpetuate racial inequities within the Department and racially disparate outcomes for youth and families of color, including the initiation of an Implicit Bias Training created by the Kirwan Institute For the Study of Race and Ethnicity at the Ohio State University and a corresponding information campaign. The Implicit Bias Training began in 2021 and will be mandatory for all Department and purchase of service agency staff. During this plan year, OLPD will update the current public and internal Mandated Reporter trainings to include a module on Understanding Bias used and modified with permission from the

University of Maine. The Office of Racial Equity is working with the Governor's Office to implement a new training on Diversity, Equity, and Inclusion for all state employee that is being developed by the Illinois Department of Human Rights. OLPD will support the announcement of the training when it is implemented.

OLPD will continue to offer all pre-service and in-service training required and needed over the next year of this plan

- 6) Continued Long-Term Title IV-E training through colleges and university social work and human sciences schools in support of the Department efforts to recruit and retain a qualified workforce.
- The Department has added a goal to enhance partnerships with universities, create opportunities for professional development, and reduce barriers for upward mobility for DCFS and Community Based Provider staff as part of the Department's Strategic Plan. In support of this, OLPD continues efforts to recruit college students for casework and supervisory careers with the Department and CBP agencies, including Latino students with language skills in both Spanish and English. The Department will expand the Title IV-E Long Term Education Program in partnership with colleges and universities to bring graduate students directly to casework and supervisory jobs. This will not only provide a well-trained workforce, but also meet the recruitment needs for the next five years and beyond. In Year 3 through 5 of this plan, additional public and private universities will be added to the current list of Colleges and University Partners.
 - Foundations for Permanency at colleges and universities: At the submission of the last training plan in 2021, a total of 22 universities are identified as part of the university partnership program or in development to begin their partnership in the program. Please see the below list for the status of the engagement to teach Foundations for Permanency at colleges and universities.

FY23 Training Plan of the Office of Learning and Professional Development
 Illinois Department of Children and Family Services

FY22 University Partnership Progress

Educational Institution	Status
1. Aurora University	Active Partner
2. Dominican University	Active Partner
3. Governors State University	Active Partner
4. Illinois State University	Active Partner
5. Northeastern State University	Active Partner
6. Northern Illinois University	Active Partner
7. University of Illinois at Urbana/Champaign	Active Partner
8. University of Saint Francis	Active Partner
9. Saint Augustine College	Active Partner
10. Lewis University	Active Partner
11. Western Illinois University	Active Partner
12. Southern Illinois University, Carbondale	Active Partner
13. Lincoln Christian University	Partnered for Academic year 2021-2022, but discontinued for Academic Year 2022-2023 due to department restructuring
14. Bradley University	TBD—Developing Courses
15. Olivet Nazarene University	Launch Fall 2023
16. Eastern Illinois University	TBD—Developing Courses
17. University of Illinois at Springfield	TBD—Program has been moved to the Social Work Department - Determining Best Time to Launch in 2023
18. Southern Illinois University, Edwardsville	Decided not to launch
19. Greenville University	TBD—Considering a future launch
20. National Louis University	Launch Spring 2023
21. Chicago State University	Launching Fall of 2022
22. Methodist College	Launch TBD—Developing Courses
23. University of Chicago – Crown School of Social Work	Considering the Partnership

Education Fellowship Pilot Program: Beginning with the 2021-2022 academic year, the Department will initiate the Pat McGuire **Child Welfare Education Fellowship Pilot Program** to provide educational stipends to eligible undergraduate students in their junior or senior year enrolled in a Bachelor of Social Work Program (“BSW”) or eligible graduate students enrolled in a Master of Social Work Program (“MSW”) at a participating public university in Illinois.

- The amount of a stipend is up to a maximum of \$10,000 each academic year for a maximum of two academic years, up to a maximum total of \$20,000 for the two academic years combined for each eligible student. The stipends must be used to pay the costs of tuition, university fees, and books.
- As a condition of receiving a stipend, eligible students must enter into agreements with the Department in which they agree to, inter alia,: (i) complete the BSW or MSW course of study in which the eligible student is enrolled at the participating university, (ii) become a licensed Child Welfare Employee in Illinois prior to graduation, (iii) accept full-time employment in a direct services position at a Department purchase of service agency located anywhere in the State within six months of graduation and, (iv) maintain full-time employment in a direct services position at a Department purchase of service agency for at least 9-months for each academic semester the student received a stipend from the Department. Stipend recipients who fail to complete the Program education and employment requirements must repay the stipends received from the Department. The Pilot Program will last six academic years.
- The Department currently has expanded participation to all state universities with no restriction on the number of students from each participating university. This aligns with but is not restricted to state universities that teach the Department’s Foundations for Permanency.

OLPD will also continue to support these Department Workforce Development goals:

- Develop relationships with University Social Work and other related programs in Illinois to allow graduate students to conduct an internship with DCFS while earning their degree and develop a path to hire new graduates committed to working in the field of child welfare.
- Provide pathways for easy access for individualized training for their current program to a refresher classes through the reinstatement of the DCFS 705A program for Department staff to offset costs for DCFS staff to attend ongoing professional development workshops, conferences, and additional college level courses.
- Support the existing workforce through the full implementation of the DCFS Model of Supervisory Practice.
- Improve implementation support of our Core Practice Model across the system, with the intention of shifting system culture toward recognizing families as the experts on their strengths and needs.
- Develop multi-disciplinary training (judges and attorneys as trainers) for caseworkers on testifying and court procedures in order to improve their knowledge of court process, expectations and building relationships with court stakeholders in order to improve communication and caseworker retention.