



TRAINING PLAN

Addendum C

FY2020

Illinois Department of Children and Family Services

**Office of Learning and Professional Development
(OLPD) Program Development 2020-2024**

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 2020-2024, 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 2020-2024, the strategic direction for learning and professional development includes, but may not be limited to strengthening of:

- Learning and Development:
 - Supporting the CFSP and PIP:
 - Core Practice Model Installation
 - Workplace and Field Safety
 - Enhanced Safety Assessment and Decision Making
 - Family First Implementation
 - Revision of the pre-service curricula for Foundations and Foster/Adopt PRIDE
 - Expanded use of simulations and other forms of experiential learning
 - Establishing twice a year mandatory training for all direct service staff and supervisors;
- Programmatic Infrastructure:
 - Revisions to Rule 412 and creating a Procedure 412 that outline the operation of the Office of Learning and Professional Development;
 - Improvement of our internal continuous quality improvement;
 - Use of data to measure efficacy.

Specific learning and professional development programs which will be implemented to support the achievement of the CFSP and PIP goals, includes, but may not be limited to the following:

1. *In-Service training in support of the Department's renew 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 encounter the Department through investigations, intact family services, or out-of-home care. In year one of this plan, July 2019 through June 2020, the Department will develop curricula and implement a mandatory Safety Reboot Training.

The purpose of the Safety Reboot Plan is to refocus the attention on front-line staff and supervisors on the importance of the safety of our workforce and of the safety of every child that comes to the attention of the Department. The focus on the children we serve is regarding timely safety assessment, drawing logical conclusions based on the evidence presented, and making appropriate decisions to control immediate safety threats through a classroom facilitated, experiential, problem-based learning (PBL) approach. The intended outcome is to reinforce good field practice related to accurate safety assessments and decision making and to equip staff with the basic knowledge to avoid and appropriately respond to potentially dangerous situations in the execution of their daily duties.

Phase 1: Veteran Investigators and Supervisors Simulation Experiential Learning

Logistics:

Length: 1-1.5 full days

- Day 1 AM Only: Supervisors Problem-based Learning Workshop
- Day 2 Full-day: Investigators/Supervisors Simulation

Target Population:

- DCFS investigators and supervisors *Requirement:*
 - .5-day: Mandatory for DCP direct service staff and supervisors
 - 1 days: Mandatory for DCP direct service staff and supervisors

Target Dates:

- Implementation to begin in May 2019 and ongoing through year 5 of this plan

Additional Resources Needed:

Simulation facilitation staff, new simulation center locations, simulation actors.

Methodology:

The DCP supervisors will receive a 2-3-hour Orientation to Problem-Based Learning (PBL) to prepare them for modeling the Six Steps of Critical Thinking with the investigators that will participate in the modified Knock-at-the-Door and Scene Investigation simulations. The environmental hazards will be increased for these simulations. The investigators will need to make a safety determination and recommendation based on the evidence in the home and the interviews with the parents. Following the debrief of the simulation experience, the investigators will meet with a PBL coached investigative supervisor for a Supervision simulation, where they are providing the supervisor with information about the conditions of the home, safety threats, strengths, and mitigating factors and their recommendation based on the evidence. The PBL coached supervisor will make a safety decision and advise a course of action (safe or unsafe; if unsafe, safety

plan or PC). The simulation scenario and the conditions in the home will be modified based on feedback from the field and as additional learning points emerge from compliance reviews and other internal processes that the Department is implementing in throughout this 5-year-plan.

Two facilitators will be present for the actual simulation. One facilitator will be in the home and debrief with the investigator once the simulation is complete. Once the investigator is done they will call the supervisor, and another training staff will be present with the supervisor. The supervisor will give direction on what the investigator needs to do further and then the investigator will go back into the home and complete the tasks given by the supervisor. One facilitator will complete the debrief in the home and another will be with the supervisor and provide feedback/guidance when speaking with the investigator, and debrief with the supervisor after. Any group activities will be completed with both facilitators. Note: (1) Additional areas will be identified in consultation with the Director's office for this in-person simulation training which will include DCFS and private sector intact workers and supervisors. (2) In year 2 through 5, additional scenarios will be developed and this experiential learning will be offered to veteran staff and supervisors in intact and permanency for DCFS and POS.

Phase 2: All Direct Service Staff Mandatory Safety Reboot

Logistics:

Length: 2 full days

- Morning of the first day: Workplace and Field Safety
- Afternoon of the first day: Review of Safety Assessment Process
- Morning of second day: Safety Assessment Applied
- Afternoon of second day: Paramours and Safety Assessment

Target Population:

- All direct service DCFS and private sector investigators, caseworkers, and supervisors statewide

Requirement:

- Full two days: Mandatory for all direct service staff and supervisors
- Workplace and Field Safety portion: Mandatory for all direct service staff and supervisors; Recommended for all non-direct service staff

Target Dates:

- Implementation to begin in July 2019 with 90% of direct service staff completing by November 2019

Additional Resources Needed:

Two to three 75-day contract staff per region for a total of eight-twelve retired DCFS staff will be needed to support this roll out. Staff with direct field experience are needed to ensure that the learning is experiential and field focused. Larger private agencies will be asked to designate 1-2 training or leadership staff as trainers to support their agency and mid to smaller agencies in their regions. The CWAC Workforce Development Sub-committee will be engaged to rally resources from the private sector agencies. Note: DCFS 75-day (generally, retired staff brought

back to work on 75-day contracts), Office of Learning and Professional Development, and private agencies facilitators will be paired together as needed to ensure coverage.

Methodology:

The current Staff Personal Safety Training which has been implemented in its pilot stage beginning in March 2019, will be rolled into this full two-day training. In this way, the training will seek to touch on safety both from the staff perspective as well as the child/youth perspective. The Staff Personal Safety portion will be mandated and available for all child welfare staff who have not yet taken the course as a standalone training from March 2019 to June 2019. Non-direct service staff will be allowed to leave the training following the Staff Personal Safety portion (morning session of day 1). As the goal is to reach 90% or more of direct service staff by November 2019, registration will encourage non-direct service staff to register for the Staff Personal Safety portion towards the end of the target window.

Following November 2019, the full Safety Reboot training will be offered through a series of make-up sessions for the remaining direct service staff who were unable to complete the training prior to November 2019.

Development:

The Office of Learning and Professional Development will submit a survey via Survey Monkey to supervisors, managers, Area Administrators, and Regional Administrators to solicit additional information related to safety assessment training needs. The survey will be ready for distribution by 5/15/19 and will solicit information regarding where performance gaps related to safety and safety assessment are frequently noted. The survey will seek to assess further training needs around safety assessment and safety planning not otherwise covered in the content already outlined in this proposal.

Content:

Day 1:

- Workplace and Field Safety training
 - Situational Awareness
 - De-escalation
 - Emergency Response
 - Workplace Violence and Active Shooter Protocol
 - Field Safety
 - Administrative Procedure review and Resources
- Assessment Process Refresher
 - Review of Safety vs Risk (CERAP review)
 - Review of Safety Threats
 - Review of Safety Planning

Day 2:

- Application Activities to Reinforce the Process of Safety Assessment

- Scenarios
- Problem Based Learning
- Application Activities Continued
 - Review of Special Considerations and Safety Assessment
 - Environmental Hazards
 - Paramours
 - Cuts, Welts, Bruises to Younger Children

Phase 3: Ongoing Workplace and Field Safety

Logistics:

Length: .5 day

- Morning Session: Workplace and Field Safety, or
- Afternoon Session: Workplace and Field Safety

Target Population:

- Recommended for all DCFS and private sector non-direct service staff and mandatory for new direct service hires

Target Dates:

- Implementation to begin in July 2019 through June 2020

Methodology:

Any remaining non-direct service staff still needing to complete the Workplace and Field Safety portion and new direct service hires will be offered ongoing sessions to run monthly in each region throughout FY20. The ongoing strategy will be revisited in March of 2020 as part of the annual learning plan review by OLPD.

2. *Continued use and expansion of simulations.* In January of 2016 the first simulation lab was launched by the Department in collaboration with the University of Illinois-Springfield (UIS) and has been operational for three years. To date, over 700 new investigative staff have been trained using the simulation model. In April of 2019 the Department launched the Chicago Simulation Center in collaboration with the University of Illinois Urbana-Champaign (UIUC) with consultation from UIS to ensure fidelity to the existing model. In FY20, year 2 of this plan, the Department will launch a third simulation center in Southern Illinois and additional universities will be brought into collaborative partnership to continue building and refining the simulation model.

The Department co-authored legislation expanding the use of simulation beyond the work with newly hired investigative staff to include simulated living, mock medical and court environments for use with veteran staff and supervisors and direct service staff in permanency and placement. Year 1 of this plan involves the expansion to investigations, veteran staff and supervisors, new and veteran intact staff and supervisors. Year 2 and 3 will continue expansion to new and veteran permanency DCFS and private sector staff and supervisors, pre-and in-service training for foster/adoptive caregivers, and other key stakeholders in the child welfare continuum. Additional sites for new simulation centers will be evaluate in years 4 and 5 of this plan. 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.

3. *Ongoing mandatory professional development.* Under the current Director, the Department will establish mandatory ongoing professional development for all direct service staff and supervisors. In year one, the first of these mandatory trainings will be the Safety Reboot outline in item. 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.
4. *Continued (in-service) training in support of the Department Model of Practice,* stated as the Illinois Core Practice Model, will enable sustained use of this practice model to strengthen supervisory practice. The Core Practice Model was implemented in Immersion Sites beginning in 2016. In 2018, the Model of Supervisory Practice was established as policy with the expectation that all supervisors in DCFS and the private sector will engage in the ongoing professional and leadership development. For the next five years, the Department will continue to install and build in systems to sustain the use of the Model of Supervisory Practice through continued in-service training courses and workshops that will reinforce and support casework and supervisory practice and evaluate its impact.
7. *Continued (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; and
 - Child welfare supervision and management, including the implementation of the Department Model of Supervisory Practice (Goal #2 and #3).

8. *Continued (In-Service) training workshops to support family connections* through visitation of children with parents, siblings, and other family members while placed in substitute care, including placement in institutions, group homes, shelters, and foster homes (including kinship foster care).
9. *Continued In-Service training workshops and courses in support of safety, well-being, permanency, and prevention.* This will include but not be limited to the following:
 - Training in support of the federal Family First Legislation Initiative;
 - Training in support of the implementation of the Countdown to 21 Older youth programs, targeted to helping youth age 19-21 make the positive transition from placement in Department care to independence;
 - Training and mentoring support for youth in care regarding employment opportunities provided through the Department's Summer Foster Youth Employment Program; and,
 - Expanded Continuing (In-Service) professional development courses specific to areas of casework and supervisory practice such as:
 - services to Lesbian, Gay, Bi-Sexual, Transgender and Questioning (LGBTQ) youth in Department care;
 - Sexual health and prevention training for casework staff and foster caregivers;
 - Services to child victims of Human Trafficking;
 - Clinical services to victims of domestic violence;
 - Clinical services to children and adults experiencing forms of mental illness, behavioral health needs; use and abuse of alcohol and other drugs;
 - Clinical services to children and adults experiencing psychiatric hospitalization;
 - Clinical services to children with development disabilities, including services to deaf and hard of hearing children and adult family members; and
 - Training in support of the Office of Racial Equity, including but not limited to the on-going training of regional Transformation Team members. This work supports the Department's work to address the disproportionate placement of children of color placed out-of-home in the State child welfare system, including the length of stay in foster care, and family reunification.
10. *Continued (In-service) training in support of casework and supervisory staff use and application of the Child and Adolescent Needs and Strengths (CANS).* In year 1 of this plan, the Office of Professional Development (OLPD) will assume responsibility from Northwestern University for individual reviews of staff that have failed the exam to prepare them for retesting.
11. *Continued (In-Service) training related to enhanced supervisory and managerial practices* provided by the FISP (Field Implementation and Support Program) staff for new and veteran staff. This training will occur as needed and requested by the field. FISP staff will be assigned to assess the practice needs and develop a plan of action with the supervisor and administrator to enable a deeper understanding and application of practice, leadership, and practice enhancement. The FISP staff will also help identify and meet

needs of continuing In-Service workshops to assist supervisors and managers in working with their casework and investigative staff.

12. *Continued (In-Service) training related to trauma-informed practices* provided by the FISP staff for new or reassigned caseworkers. This training will occur throughout the first year of a new or reassigned caseworker, and will help reinforce the Initial (Foundation) training. FISP staff will be assigned to follow Foundations and on-the-job training with new or reassigned caseworkers to enable a deeper understanding and application of trauma-related topics such as, but not limited to: Complex Trauma, Vicarious Trauma, Secondary Traumatic Stress, and Burnout. FISP staff will also help identify continuing In-Service training needed by the new or reassigned casework employees.
13. *Continued (In-service) training in support of the use of the Statewide Automated Child Welfare Information System (SACWIS) and other information technologies and on-going training in the use of SACWIS and new information technologies.* This will be continued into year 2 through 5 as the Department initiates technology upgrades.
14. *Continued (In-service) training in support of the Department of Affirmative Action program goals and program priorities.* This includes training for supervisors and staff on the subjects of affirmative action, sexual harassment, equal employment practices in hiring, promotions, etc. The work with the LGTBQ Roundtable will also be used to enhance our Affirmative Action courses.
15. *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. This includes the Department's efforts to recruit college students for casework and supervisory careers with the Department, 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 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 2 through 5 of this plan, additional public and private universities will be added to the current list of:
 1. Dominican University
 2. Northeastern Illinois University
 3. Northern Illinois University
 4. Lewis University
 5. Governor's State University
 6. Loyola University
 7. Illinois State University
 8. University of Illinois Chicago
 9. University of Illinois Urbana Champaign
16. *Continued (In-Service) training in support of program priorities of the Department Director and Executive Staff, and legislative mandates, including but not limited to such safety, permanency, well-being, and prevention programs as may be required.*

17. *Continued (In-service) training in support of the Court Improvement Project* of the Administrative Office of the Illinois Courts (AOIC); including training of Judges, States' Attorneys, and other Court personnel targeted to the goals of the AOIC, and the DCFS PIP.
18. *Continued (In-service) training in support of the Office of the Inspector General Title IV-E and IV-B error reduction training* in support of Department goals for Safety, Well-being, Permanency, Prevention, and Accountability. This training is based upon agreed findings, recommendations for training in specific casework practice topics, and is updated annually.

For 2020-2025, for all types of training, the attached Training Plan and Cost Allocation (Excel Worksheet) includes the following:

- a) A description of the initial in-service (Foundation) training program for new or reassigned employees, foster and adoptive parents. This includes the content and scope of classroom and work experience components of the training, as well as the duration of the initial training period and the specific supports given to new or reassigned employees during the initial training period;
 - b) Description of long-term IV-E training and education for individuals preparing for employment in colleges and universities;
 - c) Description of short-term IV-E on-going (continuing) in-service training and professional development for staff, foster and adoptive parents;
 - d) Description of short-term IV-E training for new trainee groups created under PL 110-351, which amended section 474(a)(3)(B). This includes: court personnel; agency attorneys; attorneys representing children or parent; guardian ad litem; relative guardians receiving kinship guardianship assistance; court appointed special advocates representing children in proceedings in such courts in ways that increase the ability of such current and prospective parents, guardians, staff members, institutions, attorneys and advocates to provide support and assistance to foster and adopted children and children living with relative guardians, whether incurred by the Department or a contracted agency;
 - e) The Cost Allocation Methodology Used to Estimate Costs; and,
 - f) The state has reviewed the approved Public Assistance Cost Allocation Plan (PACAP) and contracts to assure the costs of IV-E training for the new trainee groups are identified, measured, and allocated.
19. This training plan will be reviewed and revised annually to remain responsive to the administrative and learning needs of the Department.

Part II

Please refer to the Excel Worksheet entitled **2020-2025 Illinois Title IV-E and IV-B State Training Courses with Cost** for information required to be in the Training Plan.